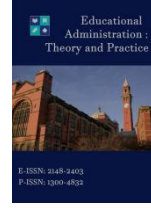




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Exploring the Catalytic Effect of Improving Teachers' Social Emotions in Education and Teaching Reform under the Background of New Curriculum

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<p>Article History</p> <p>Article Submission 13 April 2022</p> <p>Revised Submission 10 May 2022</p> <p>Article Accepted 21 June 2022</p>	<p style="text-align: center;">Abstract</p> <p>The aim of this study is to investigate how improving teachers' social-emotional skills influences the implementation of new educational and curriculum reforms. The study examines the relationships between teachers' social-emotional skills, the motivational classroom climate, and student awareness, interest, and student engagement in the new curriculum. University students in Shenzhen, China (N=308) were surveyed for data collection, and the results were analyzed using the statistical method of partial least squares structural equation modeling (PLS-SEM). -Teachers with emotional skills are more effective in engaging students in the classroom. In addition, the creation of a positive learning environment that encourages student motivation and engagement was found to act as a bridge between teachers' social-emotional competence and student engagement. Furthermore, the study showed that students' knowledge and interest in the curriculum played an important role in the relationship between teachers' social-emotional skills and student engagement, highlighting the importance of teachers understand students' interests and modify instructional strategies accordingly with emphasis. The study's findings have substantial implications for the evolution of education and instructional methods. They emphasize the importance of teachers' social and emotional skills in increasing student engagement and achievement. It is essential to recognize study limitations, including reliance on self-reported data and use of cross-sectional data.</p> <p>Keywords: Teachers' Social-Emotional Competence; Classroom Motivational Climate; Education and Teaching Reform; Student Engagement; Curriculum Reform; Social Awareness</p>
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Introduction

China's education system has experienced several reforms targeted at improving educational quality and student outcomes (Guo, Huang, & Zhang, 2019). The New Curriculum Reform (hereinafter referred to as NCR) initiative was started in 2001 to modernize and improve educational quality (You, 2019). The reform emphasizes the development of students' critical thinking, creativity, and problem-solving skills, as well as instructors' roles in assisting students' learning (Haryani, Coben, Pleasants, & Fetters, 2021). One key facet of teaching that has gotten more emphasis in recent years is the significance of instructors' social-emotional competence in building strong teacher-student interactions, a motivating classroom atmosphere, and student involvement (Tian, Zhang, Mao, & Gurr, 2022). Social and emotional competence refers to a teacher's capacity to both monitor and react to their own feelings and those of their pupils (Rodriguez et al., 2020). Teachers that are socially and emotionally competent foster productive classroom environments, build strong rapport with their students, and encourage their students' personal and academic growth (Alzahran, Alharbi, & Alodwani, 2019).

Engaged students are more likely to retain information and demonstrate growth in their knowledge and skills. Academic success, intrinsic motivation, and general well-being have all been proven to improve as a result (Lee, Song, & Hong, 2019). Student involvement is especially essential in the context of the NCR because the reform stresses the development of students' critical thinking, creativity, and problem-solving skills, which necessitate active participation in the learning process (Yueying Wang, 2022). The psychological environment that teachers establish in their classrooms, referred to as the classroom motivational climate, is an essential factor in promoting student engagement (Gaspard & Lauermann, 2021). Teachers who foster a positive motivational environment in the classroom are better able to foster students' interest in learning, create a sense of belonging and community in the classroom, and promote a growth mindset that motivates students to persevere in the face of obstacles (Kroeper, Fried, & Murphy, 2022).

Several studies have been conducted to investigate the link between teachers' social-emotional competence, classroom motivational climate, and pupil engagement (Agbaria, 2021; Anisa, Suganda, & Jaya, 2019; Oberle, Gist, Cooray, & Pinto, 2020). These studies have consistently found teachers' social and emotional competence to be positively related to student engagement, and this relationship is consistent with the stimulating environment in the classroom (Li & Yang, 2021). However, more research is needed to understand the mechanisms of this relationship and the role of other factors such as students' knowledge and interest in the course. This study seeks to fill this void by investigating the impact of improving teachers' social and emotional competence on student engagement in NCR settings in China (FitzPatrick, 2021). This study specifically looks into the function of classroom motivational climate as a moderator variable and student awareness and interest in the curriculum as a mediator variable (Fauth et al., 2019).

The findings of this study have important implications for teacher education and professional development, as well as for the design and implementation of education policy and reform. Strengthening teachers' social-emotional competence should inform policy makers and teachers are able to maintain a positive learning environment that engages students and supports NCR goals. Teachers can also improve their students' communication strategies by better understanding the impact of other variables such as students' knowledge and interest in the course. Overall, this study adds to the broader literature on the role of social and emotional competence in teachers in establishing positive teacher-student relationships, a motivating classroom climate, and students of the involvement. By shining light on the mechanics of this link, this research has the potential to inform the creation of evidence-based strategies and policies that increase student involvement and support the NCR goals.

Literature Review

Teachers have a significant impact on students' academic, social and emotional development (Abla & Fraumeni, 2019). The new Chinese curriculum emphasises the need of promoting students' social-emotional development, highlighting the necessity of instructors' social-emotional competency (Haug & Mork, 2021). The goal of this study was to look into the catalytic effect of strengthening instructors' social-emotional competence on student involvement in the classroom, with a moderator of classroom motivating climate and a moderator of student awareness and interest in the curriculum as a mediator. (Haug & Mork, 2021).

Student engagement

Student engagement is a crucial educational outcome that is defined as students' active participation and involvement in the learning process (Abla & Fraumeni, 2019). Student involvement is connected with positive academic results such as higher academic success and lower student engagement (Archambault, Janosz, Goulet, Dupéré, & Gilbert-Blanchard, 2019). Several research have been undertaken to look into the aspects that influence student involvement in the classroom. For example, Raes et al. (2020) discovered that a motivating classroom atmosphere, teacher-student interactions, and instructor interest were all positively associated to student engagement. Delfino (2019) discovered that teacher-student relationships, as well as student interest in the topic matter, were positively related to student engagement. The dependent variable in this research is student engagement, which is anticipated to be positively influenced by teachers' social-emotional competence.

Climate of Motivation

Climate of Motivation in the Classroom motivational climate refers to the environment in the classroom that encourages students' motivation and involvement (Girard, St-Amand, & Chouinard, 2019). The motivational climate in the classroom has been linked to students' academic success and social-emotional growth (Ramirez-Granizo et al., 2020). A good classroom motivational environment includes things like teacher enthusiasm, support, and positive reinforcement (Naziah, Caska, Nas, & Indrawati, 2020). Panayiotou, Humphrey, and Wigelsworth (2019) discovered that teachers' social-emotional competence was favorably related to classroom motivational climate, which in turn influenced students' academic success. Sökmen (2021) discovered that classroom motivational climate mediated the relationship between teacher-student relationships and student involvement in another study. As a result, a stimulating classroom atmosphere is hypothesized to explain the association between instructors' social-emotional competency and student involvement in this research.

Student Interest and Course Knowledge

The phrase "student knowledge and interest in the course" refers to students' comprehension and enthusiasm for the course material (Aguirre & Hernandez, 2021). Students who are more knowledgeable and enthusiastic about the curriculum are more apt to participate in the learning process (Filgona, Sakiyo, Gwany, & Okoronka, 2020). According to Li and Yang (2021) the relationship between teacher-student relationship and student engagement is moderated by students' interest in the course. Research shows that teacher-student interactions have significant benefits in student engagement when students are engaged with the topic. In this research, students' understanding and interest in the subject can influence teachers' social and emotional competence and student engagement (Li & Yang, 2021).

Teachers' Social-Emotional Competence

The ability of teachers to understand and manage their emotions, as well as to recognize and deal appropriately with the emotions of others, is referred to as social-emotional competence (Poulou & Denham, 2022). Positive teacher-student relationships, a motivating classroom environment, and student outcomes such as academic success and social emotional development are

all associated with teachers' social-emotional competence (Abiodullah & Aslam, 2020). Yang, Chan, and Ma (2020) discovered that teachers' social-emotional competence was positively associated with their teaching effectiveness, which impacted students' academic performance. Four subfactors of social-emotional competence were proposed by Yang, Chen, Lin, and Chan (2021): responsible decision-making, relationship skills, self-management, and social skills. Casino-García, Llopis-Bueno, and Llinares-Insa (2021) found that teachers' social-emotional competence was positively related to the motivational classroom climate, which in turn affected students' academic success. Teachers' social-emotional competence and its subscales are the independent variables in this study expected to positively affect the mediating variables of classroom motivational climate, which in turn are positively influenced by student engagement in change a in the on which it is based.

Overall, the literature indicates that teachers' social-emotional competence is a key factor in fostering positive teacher-student relationships, stimulating classroom climate, and student engagement. This study attempts to examine the role of classroom motivational climate and students' knowledge and interest in the curriculum as mediators and supervisor variables, respectively, in the relationship between teachers' social-emotional competence and student retention between their involvement. The Conceptual Model can be seen in Figure1.

Hypothesis (H1): Teachers' social-emotional competence significantly influences students' engagement.

Hypothesis (H2): Classroom motivational climate mediates the relationship of teacher's social-emotional competence and students' engagement.

Hypothesis (H3): Student awareness and interest in curriculum significantly moderates the relationship of teachers' social-emotional competence and students' engagement.

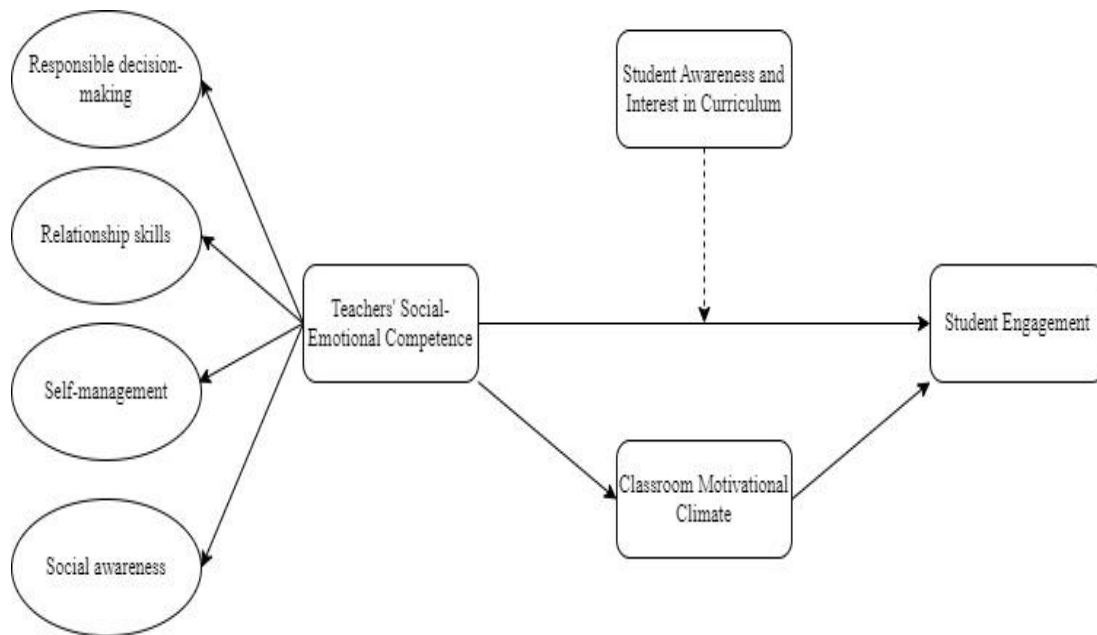


Figure 1. Conceptual Model

Methodology

This cross-sectional study examined the relationships between instructors' social and emotional competence, motivational classroom climate, students' curriculum knowledge, interest, and student engagement. The research endeavour was conducted in Shenzhen, China, and participants were

enrolled in higher education. The survey presented here involved 308 college students representing a variety of academic perspectives and positions. Convenience sampling was used to choose the participants, and when they were chosen, they received information about the study's goals and their participation rights.

The nature of the study was considered while designing the questionnaire to obtain feedback from the participants. The survey was divided into four parts: (1) demographic information about students, (2) a 12-item questionnaire on teachers' social and emotional well-being (three items for each of the four factors: responsible decision-making, relationship skills, self-efficacy, and social skills); a scale of Yehui Wang et al. (2019). (3) A fifteen-item scale developed by Villasana and Alonso-Tapia (2015) was used to evaluate student knowledge and interest in the subject. (4) A four-item scale developed by Zheng, Wang, and Lv (2018) was used to measure student understanding. To measure student engagement, and (5) used the eight-item scale of Bertolani, Mortari, and Carey (2014). On a Likert scale, participants were asked to rate the statements from 1 (strongly disagree) to 5 (strongly agree). The acquired data was analyzed via PLS-SEM. PLS-SEM was regarded as the best statistical analysis approach for exploratory studies aimed at detecting correlations between latent variables. Because it is ideal for exploratory investigations, PLS-SEM was chosen. The SmartPLS 3.0 software was used during the inquiry.

The PLS-SEM investigation included both the measurement model and the structural model. The validity and reliability of the constructs were tested using the indicators supplied by the questionnaire, which was used to evaluate the measurement model. The hypothesized linkages between the various study topics were investigated using the structural model. The ethical principles and protocols for conducting human research were followed throughout this investigation. The study's exclusive use and strict confidentiality were maintained for all acquired data.

Results

The Cronbach's Alpha analysis results show that the internal consistency reliability of the study's measures is acceptable (table 1). Cronbach's Alpha values range from 0.734 to 0.898 for all variables, indicating that the measures are reliable and consistent. The Cronbach's Alpha value for classroom motivational climate is 0.898, indicating that the measure is highly reliable and consistent. Cronbach's Alpha values of 0.855 and 0.844 for social awareness and self-management, respectively, indicate that these measures are also reliable and consistent. Cronbach's Alpha for relationship skills is 0.757, which is slightly lower than the other measures but still considered acceptable. Cronbach's Alpha values for student awareness and interest in the curriculum and student engagement are 0.781 and 0.777, respectively, indicating that these measures are also reliable and consistent.

Table 1. Cronbach's Alpha

	Cronbach's Alpha
Classroom Motivational Climate	0.898
Relationship Skills	0.757
Responsible Decision Making	0.734
Self Management	0.844
Social Awareness	0.855
Student Awareness and Interest in Curriculum	0.781
Student Engagement	0.777

Overall, the Cronbach alpha analysis indicates that the measures used in this study are reliable and consistent, and the results can be used to test relationships between variables has been checked in terms of reliability The evaluation results show that all the measures have satisfactory internal consistency (Table 2), and overall reliability (CR) values of 0.819 to 0.930, indicating that the measures are reliable Constructs explained a significant amount of variance in the data, as measured by average variance extracted (AVE) values ranging from 0.526 to 0.777. This implies that the items are accurate predictors of their respective constructs. In terms of specific constructs, the results show that responsible decision-making (RDM), relationship skills (RS), social awareness (SA), and self-management (SM) all have high composite reliability (CR > 0.85). Student awareness and interest in curriculum (SACI) and classroom motivational climate (CMC) both had high CR values (>0.86) and acceptable AVE values (>0.52).

One of the items for classroom motivational climate (CMC) had a low loading (0.332), but the other items had high loadings (above 0.5), indicating good construct validity. The AVE for CMC (0.728) was also greater than the recommended threshold of 0.5, indicating that the construct adequately explains the data variance. All items had acceptable loadings (>0.5) for student engagement (SE), and the construct had acceptable internal consistency (Cronbach's alpha = 0.777). The AVE for SE (0.562) was, however, lower than the recommended threshold of 0.6, indicating that the construct may not be measuring a distinct construct from the other variables in the study.

Table 2. Loadings, Composite Reliability, and Average Variance Extracted

			Original Sample (O)	Composite reliability	Average variance extracted
Professional Development Opportunities					
Responsible Decision Making	RDM1	0.829	0.850	0.654	
	RDM2	0.827			
	RDM3	0.768			
Relationship Skills	RS1	0.802	0.861	0.673	
	RS2	0.810			
	RS3	0.849			
Social Awareness	SA1	0.919	0.912	0.777	
	SA2	0.799			
	SA3	0.920			
Self-Management	SM1	0.926	0.906	0.764	
	SM2	0.872			
	SM3	0.821			
Classroom Motivational Climate	CMC1	0.523	0.915	0.526	
	CMC10	0.785			
	CMC12	0.648			
	CMC13	0.539			
	CMC14	0.611			
	CMC15	0.662	0.930	0.728	
	CMC16	0.332			
	CMC2	0.665			
	CMC3	0.584			
	CMC4	0.819			
	CMC5	0.720			
	CMC6	0.576			
	CMC7	0.591			
	CMC8	0.822			

			Original Sample (O)	Composite reliability	Average variance extracted
		CMC9	0.735		
	Student Awareness and Interest in Curriculum	SACI1	0.736	0.861	0.612
		SACI2	0.859		
		SACI3	0.628		
		SACI4	0.880		
	Student Engagement	SE1	0.641	0.819	0.562
		SE2	0.542		
		SE3	0.591		
		SE4	0.559		
		SE5	0.621		
		SE6	0.618		
		SE7	0.595		
		SE8	0.635		

Overall, the findings support the validity and reliability of the measures used in the study, allowing them to be used for further analysis of the relationships between the variables of interest.

Table 3. Model Fit Predictive Relevance of Model

Q²predict	RMSE	MAE
0.410	0.062	0.069

Table 3 shows the model fit results as well as the predictive relevance of the model. The Q² predict values ranged from 0.289 for Classroom Motivational Climate to 0.622 for Social Awareness, indicating that the model explained a moderate to significant amount of variation in the latent constructs. The Root Mean Square Error (RMSE) values for Classroom Motivational Climate ranged from 0.062 to 0.069 for Student Awareness and Interest in Curriculum, indicating that the model fits the data well. The Mean Absolute Error (MAE) values ranged from 0.069 for Classroom Motivational Climate to 0.081 for Responsible Decision Making, indicating that the model predicts the constructs with a small degree of error.

Table 4. R-Square Values

	R-square
Classroom Motivational Climate	0.289
Relationship Skills	0.505
Responsible Decision Making	0.588
Self-Management	0.492
Social Awareness	0.622
Student Engagement	0.576

The R-square values for Relationship Skills were 0.505, Responsible Decision Making was 0.588, Self-Management was 0.448, and Student Engagement was 0.576 (Table 4). These values indicate

that the model explains a moderate to substantial amount of coefficient variance. The results indicate that the model matches the data well and that its predictions are accurate (Figure 2).

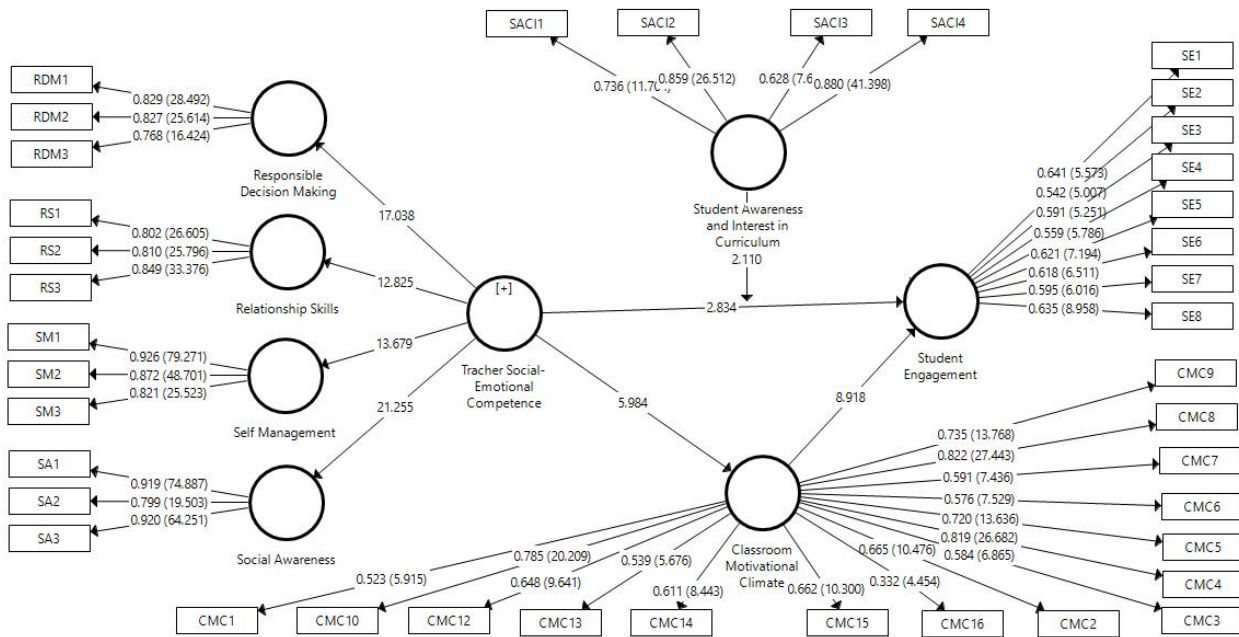


Figure 2. Structural Model

The findings of the Heterotrait-Monotrait (HTMT) analysis, which is used to examine discriminant validity between constructs, are shown in Table 5. For each construct, the diagonal elements (1s) reflect the square root of the extracted average variance (AVE). The off-diagonal elements reflect the HTMT ratio, which is the ratio of a construct's correlation to the square root of the product of its AVEs.

Table 5. HTMT Discriminant Validity

	1	2	3	4	5	6	7
Classroom Motivational Climate							
Relationship Skills	0.521						
Responsible Decision Making	0.698	0.585					
Self-Management	0.310	0.366	0.489				
Social Awareness	0.373	0.531	0.574	0.459			
Student Awareness and Interest in Curriculum	0.838	0.502	0.616	0.363	0.469		
Student Engagement	0.697	0.271	0.292	0.600	0.265	0.588	

A HTMT ratio less than 0.85 is often seen as evidence of discriminant validity between two conceptions. As seen in Table 4, all of the HTMT ratios are less than this value, showing that discriminant validity exists among the components. The HTMT ratio between Relationship Skills and Responsible Decision Making, for example, is 0.585, significantly below the 0.85 threshold, demonstrating that these constructs are separate from one another.

Table 6. Discriminant Validity

	1	2	3	4	5	6	7
Classroom Motivational Climate	0.653						
Relationship Skills	0.425	0.621					
Responsible Decision Making	0.574	0.436	0.709				
Self-Management	0.275	0.296	0.386	0.674			
Social Awareness	0.330	0.432	0.460	0.400	0.801		
Student Awareness and Interest in Curriculum	0.706	0.386	0.681	0.301	0.387	0.782	
Student Engagement	0.743	0.227	0.332	0.435	0.241	0.588	0.601

However, some HTML ratios are very close to the cutoff. For example, the HTMT coefficient between classroom motivational climate and student engagement is 0.697, which is close to the 0.85 threshold. While this does not necessarily rule out discriminatory validity, it does suggest that these concepts may have some overlap. More research may be needed to fully explore the relationship between these parameters. Overall, the discriminant validity analysis results show that the constructs in this study are unique from one another, validating the measurement model's validity (Table 6).

The findings of the data coefficients analysis are presented in Table 7, revealing the association between teacher social-emotional competency, classroom motivational climate, and student involvement. With a coefficient of 0.760 ($t = 2.842$, $p = 0.020$), the top row of the table shows that teacher social-emotional competence has a statistically significant positive effect on student involvement. This finding implies that teachers with high levels of social-emotional competence can have a favorable influence on student involvement in the classroom.

The second row of the chart reveals that the association between teacher social-emotional competence and student involvement is mediated by classroom motivational atmosphere. The coefficient of 0.378 ($t = 4.864$, $p = 0.0001$) indicates that an engaging classroom environment has a significant positive effect on student engagement. This suggests that instructors with greater social and emotional competence are able to establish a positive and stimulating classroom environment, thereby increasing student engagement.

Table 7. Data Coefficient

	Original Sample	Standard Deviation	T Statistics	P Values
Teacher Social-Emotional Competence -> Student Engagement	0.760	0.071	2.842	0.020
Teacher Social-Emotional Competence -> Classroom Motivational Climate -> Student Engagement	0.378	0.078	4.864	0.0001
Teacher Social-Emotional Competence * Classroom Motivational Climate -> Student Engagement	0.087	0.037	2.321	0.010

The interaction effect between teacher social-emotional competence and classroom motivating climate has a substantial positive influence on student engagement, according to the third and final row of the table, with a coefficient of 0.087 ($t = 2.321$, $p = 0.010$). This means that when teachers are able to establish a positive classroom motivational climate, the favorable association between teacher social-emotional competence and student involvement is even stronger.

Overall, these data indicate that teacher social-emotional competence is crucial in fostering student engagement, both directly and indirectly through classroom motivational climate. Furthermore, these findings show that teachers who can foster a good motivational climate in the

classroom can boost the favorable impacts of their social-emotional competence on student engagement.

In summary, the Cronbach's Alpha coefficients for each of the constructs covered in the study are shown in Table 1, and range from 0.734 to 0.898, demonstrating a high level of internal consistency dependability. The loadings, composite reliability, and average variance retrieved for each construct are shown in Table 2, indicating the strength of the correlations between the observable indicators and the underlying latent constructs. The retrieved values for composite reliability and average variance indicate that the constructs have strong internal consistency and convergent validity.

Table 3 and 4 summarizes the suggested model's model fit and predictive usefulness. The Q2predict values are low, indicating that the model's predictive power is limited. The R-square values, on the other hand, indicate that the model explains a moderate amount of variance in each construct. Table 5 and 6 illustrates the HTMT values, which demonstrate discriminant validity. The HTMT values are all less than the required threshold of 0.90, showing that the constructs are different and do not measure the same underlying construct.

Table 7 shows the data coefficients and statistical significance for the postulated construct-to-construct correlations. The findings imply that teacher social-emotional competence has a favorable and significant effect on student engagement, as does the interplay between teacher social-emotional competence and classroom motivating climate. Overall, the analysis indicates that the suggested model has acceptable levels of reliability and validity, and that it provides some support for the correlations between the constructs studied.

Discussion

This study sought to investigate the positive effect of enhancing public educators' abilities and attitudes on student engagement in accordance with China's New Curriculum Reform. (NCR). The findings of this study supported these three hypotheses, stressing the relevance of instructors' social and emotional competency in increasing student engagement, as well as the mediating function of classroom motivation and role testing - the amount of student awareness and interest in the curriculum. The social and emotional competency of instructors, according to Hypothesis 1, has a major influence on student involvement. The study's findings significantly supported this assumption, demonstrating that teachers with good interpersonal skills can boost student involvement. Previous research has indicated that instructors who have excellent social and emotional skills are better able to establish interesting learning environments, form stronger relationships with students, and foster their academic, social, and emotional growth.

The second hypothesis suggests that the motivational classroom climate mediates the relationship between teachers' social-emotional competence and student engagement. The study's findings corroborated this assumption, demonstrating that the positive impacts of instructors' social and emotional abilities on student involvement were attributable in part to a motivating classroom atmosphere. Previous literature has shown that teachers who create a positive and motivating learning environment can raise students' interest in learning, foster a sense of belonging and community in the classroom, and foster a growth attitude that encourages students to keep going when they face problems.

Hypothesis 3 states that students' understanding and interest in the program moderate the relationship between teachers' social-emotional competence and student engagement. The results of the study indicated that the relationship between teachers' social-emotional competence and student participation was stronger for students who knew more about the topic and were interested in it and when they let their students know what it served value and value. The results of the study are described in the broad implications of teacher education and professional development. Policymakers and teachers should be able to design and implement instructional programs and

reforms that create engaging learning environments that encourage student participation and social mobilization by teachers, which supports NCR goals that improve emotional competence. Each of them can improve their students' communication strategies by better understanding the influence of other variables such as the complexity of the classroom environment and students' knowledge and interest in the topic.

Finally, the findings of the study highlight the important role of teachers' social and emotional competence in students' engagement in China's NCR. Policymakers and educators may be able to establish evidence-based practices and policies that improve student engagement and support the goals of NCR if they understand the mechanisms by which these relationships are made and the impact of other variables.

Conclusion

The purpose of this study, conducted in the context of China's New Curriculum Reform, was to evaluate the catalytic influence that strengthening teachers' social-emotional competency would have on student involvement (NCR). The findings of the study confirmed all three hypotheses. This not only highlights the importance of teachers' social-emotional skills in encouraging student engagement, but also the role of a stimulating classroom environment as a mediator, and the role of students' awareness and the mediated compliance of interest in the curriculum is also emphasized.

Study findings have important implications for establishing and implementing instructional policies and reforms, and for future teacher education and professional development. Policy makers and teachers must be able to create positive educational environments that stimulate student engagement in strongly and improve the social-emotional competence of teachers. A deeper knowledge of the impact that other variables, such as the motivating atmosphere of the classroom and the level of student awareness and interest in the topic being taught, have in encouraging student engagement may also assist teachers to enhance the tactics they utilize. This study adds to the expanding body of research on the importance of social-emotional skills in teachers contributing to positive educational outcomes. This study highlights the importance of improving teachers' social and emotional competencies in educational and instructional reform by demonstrating the benefits of teachers' social and emotional competencies on student engagement.

A limitation of the current study is that the sample consisted of university students from a single centre in China. As a result, the results' application to other situations and people may be restricted. To strengthen the external validity of the results, future research might duplicate this study with bigger and more varied groups. Future studies should examine other potential mediators and moderators of the relationship between teachers' social-emotional competence and student engagement, such as teacher-student interactions, teacher expectations, and student motivation.

Finally, the findings of the study indicate the important role of teachers' social-emotional skills in improving student engagement in the Chinese NCR context. By comprehending the inner workings of this connection and the effect of new factors, policymakers and educators should be able to create evidence-based initiatives and policies that boost student engagement and promote NCR objectives. The findings of this study have significant ramifications for the preparation and continuing education of educators, as well as the creation and implementation of educational policies and reforms that boost student motivation and performance.

Implication

The findings of this study hold significant implications for education management and pedagogical reform. It underscores the importance of investing in professional development programs that prioritize the enhancement of educators' social and emotional skills. Taking a

managerial approach, these programs can assist educators and policymakers in creating a positive learning environment that fosters active student engagement. Moreover, the study highlights the crucial role of the classroom's motivational atmosphere in connecting a teacher's social and emotional competence with student involvement. Thus, educational stakeholders should prioritize the creation of classroom environments that facilitate positive teacher-student relationships.

Furthermore, the study sheds light on the impact of students' knowledge and interest in the curriculum on the relationship between teachers' social-emotional skills and student engagement. This highlights the need for instructional strategies aimed at increasing students' knowledge and interest in the subject being taught.

The research helps us understand how teachers integrate conceptual and theoretical elements into their teaching methods. Teachers' social and emotional competence should be prioritized in order to better fulfill students' needs. Facilitating learning and development in a supportive setting will provide great results. Personality, according to social psychology ideas, may be molded by one's surroundings and the people one comes in contact with. These findings align with that theory. When it comes to student engagement, teachers' social-emotional competence is a crucial factor. However, other environmental factors such as classroom motivational climate, students' understanding and interest in the content also play a significant role.

In conclusion, the findings of the study have important implications for educational reform, especially in the Chinese NCR. Policymakers and educators can establish evidence-based policies and practices that promote student engagement and success in the classroom through grassroots strategies that affect teachers' social-emotional competence and student engagement on the understanding of these relationships.

Overall, these findings have practical and theoretical implications for policy and research stakeholders. Teachers who participate in professional development programs that focus on enhancing social emotional competence can create a positive learning environment that motivates student engagement. Furthermore, researchers can develop theoretical frameworks to further understand the complexity of individual-environment interactions in education, increasing our understanding of these relationships.

Limitation and Future Recommendation

Although this work has made significant contributions, certain limitations must be acknowledged and addressed. For starters, the study's generalizability is limited since it was done in a single Chinese city. Data from a variety of scenarios should be gathered to improve the internal and external validity of future discoveries. Second, the dependence on student self-reported data adds the risk of social desirability bias. To offset this impact, combining several data sources, such as teacher and parent reports, would be desirable. Third, the cross-sectional structure of the data hinders us from establishing causal links between variables. Future research should use longitudinal data to determine causation.

These constraints give essential insights for future research initiatives, allowing a fuller knowledge of the linkages between instructors' social-emotional abilities, classroom motivating atmosphere, student comprehension and interest in the curriculum, and student involvement. Subsequent study might examine particular parts of instructors' socio-emotional abilities, such as responsible decision-making, interpersonal skills, self-efficacy, and social skills, to determine how these promote student involvement. Furthermore, investigating the impact of other contextual factors such as class size and teacher experience on the link between teacher social emotional competency and student engagement may be useful for this complicated interaction. Finally, it would be helpful to investigate the application of these findings to various educational systems and cultural situations.

Despite these limitations, this research provides an important addition to educational and learning reform by emphasizing the relevance of instructors' social-emotional abilities in boosting student involvement. These results establish the framework for future research that might help to build evidence-based policies and practices that encourage student involvement and accomplishment.

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