

## The Influence of Teacher Support on The Psychological and Emotional Development of Junior High School Students in Yunnan Province

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### ABSTRACT

This article aims to explore the impact of teacher support on junior high school students' non-cognitive abilities-Psychological and Emotional Development. By collecting and analyzing relevant data, the study examines the effects of three types of teacher support-emotional support, academic support, and behavioral support-on the development of students' non-cognitive abilities -Psychological and Emotional Development. Non-cognitive abilities -Psychological and Emotional Development encompass multiple dimensions such as conscientiousness, openness, extraversion, agreeableness, and neuroticism, which have significant impacts on students' personal growth and future development. The research results indicate that emotional support, academic support, and behavioral support provided by teachers all have significant positive effects on junior high school students' non-cognitive abilities -Psychological and Emotional Development. Emotional support helps enhance students' emotional security and self-confidence, thereby promoting the development of their non-cognitive abilities -Psychological and Emotional Development; academic support, by providing learning resources and guidance, assists students in improving their learning abilities and problem-solving skills, thereby positively influencing their non-cognitive abilities -Psychological and Emotional Development; and behavioral support, by regulating student behavior and encouraging their active participation in activities, shapes students' good behavior habits and social skills. Furthermore, the variables individual, family, and school levels were controlled to ensure the reliability and accuracy of the results. The findings show that, even after controlling all these variables, the impact of teacher support on non-cognitive abilities -Psychological and Emotional Development remains significant. In summary, this study reveals the important role of teacher support in the development of junior high school students' non-cognitive abilities -Psychological and Emotional Development, providing valuable insights and suggestions for educators. Teachers should focus on providing comprehensive support, including emotional, academic, and behavioral support, to promote students' overall development.

**Keywords:** Teacher Support, Junior High School, Students' Non-Cognitive Ability.

### 1. INTRODUCTION

Cognitive abilities and non-cognitive skills represent vital elements of human capital. Understanding how these two types of abilities develop in college students is particularly crucial. Nonetheless, educational institutions and numerous entrance exams often place greater emphasis on students' academic performance-essentially their cognitive skills-while overlooking important non-cognitive aspects like personality traits. In many cases, parents also emphasize the development of their children's cognitive abilities, such as academic success, at the expense of fostering non-cognitive skills. This creates a scenario where "grades are the sole measure of success." Since the introduction of the New Human Capital Theory by Heckman et al. (2006), there has been a growing focus on the significance of non-cognitive skills in the accumulation of human capital (Akee et al., 2018; Li Xiaoman and Zeng Xiangquan, 2012). According to Heineck and Anger (2010), non-cognitive skills not only affect economic metrics-including labor productivity, wages, and future income when children join the workforce-but also relate to broader societal issues like the wealth gap and unemployment (Heineck and Anger, 2010; Wang Chunchao and Zhang Chengsha, 2019). Additionally, these skills have a mediating role in the enhancement of cognitive skills (Heckman et al., 2018). Thus, it can be asserted that non-cognitive abilities -Psychological and Emotional Development, viewed as implicit human capital, significantly influence various factors such as students' academic success, financial earnings, and social status.

Education in schools is vital for the development of students' non-cognitive skills. These institutions serve as key platforms for nurturing such abilities. Notably, teachers play an essential role by offering different types of support during the process of developing these non-cognitive skills. Firstly, emotional support is provided by teachers who show care, encouragement, and various incentives. Such support boosts students' self-confidence and self-esteem, fostering their positive emotions and overall mental health. For example, in challenging situations, the encouragement and help offered by teachers can provide warmth and reassurance, allowing students to tackle difficulties with more courage. Secondly, academic support comes in the form of resources and guidance, enabling students to acquire knowledge and skills that enhance their academic performance and cognitive abilities. Teachers can also ignite students' intrinsic motivation and interest in their studies by establishing appropriate learning goals and expectations. This academic assistance not only aids the advancement of cognitive skills but also indirectly fosters non-cognitive attributes such as self-discipline and perseverance. Thirdly, behavioral support is emphasized as teachers help nurture students' self-management and self-discipline through setting clear expectations and norms, monitoring their progress, and evaluating behavioral outcomes. For example, teachers can ensure that students follow discipline and complete homework on time through classroom management and homework checks. This behavioral support helps foster students' sense of responsibility and self-discipline, enabling them to manage their learning and life more independently and autonomously.

As research progresses, several trends are surfacing: Initially, the depth of research content is continuously increasing, with investigators paying greater attention to the multifaceted nature of teacher support-such as emotional, academic, and behavioral assistance-and examining the distinct effects of these various dimensions on the development of students' non-cognitive abilities -Psychological and Emotional Development. Subsequently, there is a broadening of research subjects, moving away from a narrow concentration on specific groups of students (for instance, left-behind children) to encompass wider populations of learners. Additionally, the methods employed in research are becoming more varied and scientifically rigorous, as scholars highlight the integration of both quantitative and qualitative approaches. Utilizing quantitative methods such as surveys and statistical evaluations allows for the collection of substantial data to investigate the overall relationship between teacher support and students' non-cognitive abilities -Psychological and Emotional Development. Meanwhile, qualitative methods, including interviews and observational studies, enable a deeper insight into the internal experiences and authentic emotions of students, thereby enriching the quantitative findings. This article examines the significance of teacher support in shaping students' non-cognitive skills: it delves into the particular mechanisms by which teacher support affects the growth of these abilities. Research elucidates how teacher support specifically influences students' non-cognitive skills, detailing the roles of emotional, academic, and behavioral support in fostering these abilities. Drawing from the research outcomes, the article offers educators and policymakers theoretical foundations and strategic recommendations for effectively enhancing students' non-cognitive abilities -Psychological and Emotional Development, thereby supporting their holistic development.

## 2. LITERATURE REVIEW

Non-cognitive abilities -Psychological and Emotional Development, often referred to as non-cognitive skills or soft skills, represent a collection of competencies that complement cognitive abilities, such as intelligence, memory, and reasoning. They include attributes like emotional intelligence, self-awareness, motivation, perseverance, creativity, and interpersonal communication, among others. Although these skills are challenging to assess directly using conventional intelligence tests or assessments of knowledge, they play a crucial role in personal development, academic achievement, and professional growth. Interest in non-cognitive skills has its roots in the 1950s when psychologists first began to quantify common non-cognitive traits, including self-esteem, self-efficacy, and emotional self-regulation. In 1976, Bowers and Gintis critiqued traditional human capital theory, asserting that individual capabilities should encompass both cognitive and non-cognitive elements, thereby drawing greater scholarly attention to the latter. New human capital economists, notably Heckman, have demonstrated through empirical studies that success in life is more influenced by non-cognitive aspects than merely "intelligence and talent." These include the ability to formulate and execute long-term goals, innovative thinking, and socio-emotional regulation skills essential for effective collaboration. The impact of non-cognitive factors is substantial on various fronts, such as academic performance, career success, mental and physical health, and even societal issues like teenage pregnancy and crime rates; in many respects, the influence of non-cognitive skills surpasses that of cognitive abilities. The assessment of non-cognitive skills is diverse, with no universally accepted metrics for evaluation. Early research in this area primarily centered on singular dimensions, focusing heavily on constructs like self-esteem and self-efficacy. In current international community, the Big-Five Inventory (OCEAN) is mainly used to build the measurement indexes of non-cognitive ability (Goldberg,1990). The OCEAN model divides the personality characteristics of individuals into five parts: Openness, Conscientiousness, Extroversion, Agreeableness, Neuroticism.

Research has demonstrated that the support teachers provide significantly influences students' well-being, sense of self-efficacy, academic adjustment, and performance. Teacher support encompasses various types of assistance offered by educators to students during instruction, which can include academic, emotional, and behavioral support, among others. Academic support pertains mainly to learning techniques, clarification of knowledge, and related aspects; emotional support addresses students' psychological requirements, which encompass care, encouragement, and understanding; while behavioral

support focuses on establishing standards for student conduct and fostering self-discipline. Various forms of teacher support each contribute uniquely to the development of students' non-cognitive skills. Notably, emotional support is a vital element of teacher assistance that significantly influences the growth of students' non-cognitive skills. Numerous studies indicate that educators' emotional backing can boost students' self-esteem and confidence, as well as enhance their mental health and positive emotional states. For instance, an empirical analysis utilizing CEPS data by Zhang Yaoyao (2013) revealed that teacher support (inclusive of emotional assistance) has a markedly positive effect on students' non-cognitive competencies. Wang Jixin (2023), in examining the role of teacher support on students' non-cognitive skills within specialized online classes, also highlighted the significance of emotional support. Academic support involves the ways in which teachers offer resources and guidance to assist students in acquiring knowledge and skills.

This approach not only enhances academic success but also has a beneficial effect on the growth of students' non-cognitive skills. A study by Li Yanping and Du Xi (2021) reveals that when teachers express concern and recognition for their students' academic accomplishments, it can elevate students' motivation to learn, thereby encouraging their diligence and intrinsic qualities. Supportive behaviors encompass how educators set norms and expectations, monitor both academic and behavioral performance, and promote self-discipline and self-management abilities in learners. This dynamic is essential for improving students' ability to adapt socially. For example, when teachers patiently assist students in navigating problem-solving tasks, they not only aid them in overcoming educational barriers but also cultivate their sense of responsibility and teamwork skills. In recent times, scholars have increasingly focused on the multifaceted aspects of teacher support, including emotional, academic, and behavioral assistance, investigating how these various dimensions specifically influence the development of students' non-cognitive skills. Simultaneously, non-cognitive skills have been further articulated into various dimensions, including emotional regulation, social adaptation, a sense of responsibility, self-awareness, and additional factors, resulting in more detailed and focused research. As the investigation progresses, a growing number of educators and policymakers are acknowledging the critical role of teacher support in developing students' non-cognitive skills. Scholars are increasingly prioritizing a practical focus in their research, aiming to translate findings into actionable educational practices. Concurrently, policymakers are enacting relevant measures to foster research and its application in this area. Concerning research methodologies, there is a noticeable trend among researchers toward integrating quantitative and qualitative approaches. Quantitative techniques, such as surveys and statistical evaluations, enable the collection of substantial datasets that examine the overall relationship between teacher support and students' non-cognitive skills. Meanwhile, qualitative methods like interviews and observational studies facilitate a deeper insight into students' inner experiences and authentic emotions, serving as a valuable complement to quantitative findings. Moreover, the merging of longitudinal and cross-sectional research has emerged as a prominent trend, aiming to thoroughly analyze the influence of teacher support on the development of students' non-cognitive skills. In light of this theoretical examination and empirical findings, this paper proposes the research hypothesis: Teacher support can significantly enhance students' non-cognitive skills.

### 3. METHODOLOGY

This research adopts a quantitative analysis methodology and utilizes SPSS for examining the data. Initially, descriptive statistics are applied to calculate the mean, standard deviation, and various indicators related to teacher support and non-cognitive skills, thereby illustrating their overall distribution. Following this, regression analysis is conducted with teacher support serving as the independent variable and non-cognitive skills as the dependent variable. This allows for the development of a regression model to assess both the magnitude and direction of the influence exerted by teacher support on students' non-cognitive abilities -Psychological and Emotional Development. Additionally, other influencing factors-such as family background and school context-are accounted for to enhance the accuracy and reliability of the findings. Ultimately, robustness checks are performed. For this study, 10 counties from eastern, central, and western regions of China are selected, and a random sample of 200 families with seventh-grade students from local junior high schools is surveyed.

The dependent variable in this paper is junior high school students' non-cognitive abilities -Psychological and Emotional Development. Given the multidimensional and complex nature of non-cognitive abilities -Psychological and Emotional Development, this paper operationalizes the measurement of junior high school students' non-cognitive abilities -Psychological and Emotional Development based on the classic "Big Five" personality traits scale in academia. Non-cognitive abilities -Psychological and Emotional Development are measured across five dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

The independent variable in this paper is teacher support. This paper comprehensively measures students' perceived teacher support from three dimensions: emotional support, academic support, and behavioral support.

For effective estimation, based on the previous analysis, this paper also selects a number of control variables, including three aspects: the individual level of respondents, the family level, and the school level. At the individual level, this paper chooses student gender, household registration type, whether the student is an only child, and whether the student is a stay-home child. Considering the influencing factors of non-cognitive abilities -Psychological and Emotional Development, this paper also controls for the respondent's learning attitude and whether they love reading. As the family is a crucial aspect of individual education, this paper selects the educational level of the respondents' parents and the family's economic situation.

At the school level, the control variables selected in this paper include school type and school ranking.

The descriptive statistics for the main variables in this paper are presented in Table 1, Table 2 below.

**Table 1: Basic Information of The Interviewed Respondents**

	Options	Frequency	Percentage(%)
Student gender	male	105	48.39
	female	112	51.61
household registration type	Rural	132	60.83
	urban	85	39.17
Only child	Yes	85	39.17
	No	132	60.83
Stay-home child	Yes	79	36.41
	No	138	63.59
Learning attitude	Very poor	18	8.29
	Poor	74	34.1
	average	68	31.34
	Good	29	13.36
	Very good	28	12.9
Love reading	Yes	107	49.31
	No	110	50.69
Parents' education level	junior high school or below	10	4.61
	high school or technical secondary school	49	22.58
	vocational college	65	29.95
	bachelor's degree	71	32.72
	master's degree or above	22	10.14
	5,000 yuan or less	10	4.61
	5000-10000 yuan	94	43.32
Family's monthly income	10000-15000 yuan	91	41.94
	15000-20000 yuan	10	4.61
	20,000 yuan or more	12	5.53
	public school	107	49.31
School type	Private school	110	50.69
	worst	40	18.43
	poor	41	18.89
School ranking	average	45	20.74
	good	41	18.89
	best	50	23.04

Total

217

100

**Table 2: The Core Variable Descriptive Statistical Results**

Variables	Sample Size	Maximum	Minimum	Mean	Standard Deviation
Non-cognitive ability	217	1.33	4.8	3.236	0.782
Conscientiousness	217	1.33	5	3.191	0.89
Openness	217	1	5	3.263	0.972
Extraversion	217	1	5	3.244	0.915
Agreeableness	217	1	5	3.235	0.953
Neuroticism	217	1	5	3.244	0.961
Emotional Support	217	1	5	3.236	0.922
Academic Support	217	1	5	3.216	0.881
Behavioral Support	217	1	5	3.175	0.922

The average value for the non-cognitive ability variable is the same as that for emotional support, at 3.236, but with a smaller standard deviation of only 0.782, reflecting that respondents' non-cognitive abilities -Psychological and Emotional Development are overall in the upper-middle range and relatively stable, with little variation among individuals. The five variables reflecting different dimensions of non-cognitive abilities -Psychological and Emotional Development-conscientiousness, openness, extraversion, agreeableness, and neuroticism-have average values ranging from 3.191 to 3.263, with standard deviations fluctuating between 0.89 and 0.972. Overall, respondents' scores on these non-cognitive ability dimensions are mainly concentrated in the upper-middle range. However, the degrees of dispersion for variables such as openness, agreeableness, and neuroticism are relatively higher, indicating that there are significant differences among respondents in these aspects. The value ranges for the three variables of emotional support, academic support, and behavioral support are all from 1 to 5, with average values of 3.236, 3.216, and 3.175, respectively. The standard deviations are 0.922, 0.881, and 0.922, respectively, indicating that the scores received by respondents in these three types of support provided by teachers are generally in the upper-middle range. The degrees of dispersion for emotional support and behavioral support are similar, while the dispersion for academic support is relatively lower. Taken together, the scoring of various dimensions of teacher support, as well as non-cognitive abilities -Psychological and Emotional Development and their subdivisions, provides a solid data foundation and clear analytical direction for our in-depth analysis of the impact of teacher support on the development of non-cognitive abilities -Psychological and Emotional Development in junior high school students.

#### 4. FINDINGS AND DISCUSSION

Based on the results of the baseline regression analysis, all three types of teacher support have a significant positive impact on the development of non-cognitive abilities -Psychological and Emotional Development in junior high school students.

Model (1) focuses on the dimension of emotional support, with a regression coefficient as high as 0.576, which is robustly significant at the 1% level of significance and has a standard error of 10.122. This result strongly confirms that the emotional care and support provided by teachers play a non-negligible role in promoting the improvement of non-cognitive abilities -Psychological and Emotional Development in junior high school students, and the intensity of this positive impact is considerable.

Model (2) shifts the perspective to academic support, with a coefficient of 0.522, which is also significant at the 1% level of significance and has a standard error of 8.635. This indicates that teachers' guidance and assistance in the academic field also play a crucial role in shaping students' non-cognitive abilities -Psychological and Emotional Development and are indispensable factors in promoting the development of students' non-cognitive abilities -Psychological and Emotional Development.

Model (3) examines the impact of behavioral support, with a coefficient of 0.515, which is also significant at the 1% level of significance and has a standard error of 8.597. This reflects that teachers' support in areas such as behavioral norms and habit formation plays a pivotal role in nurturing non-cognitive abilities -Psychological and Emotional Development and is an important support for shaping students' non-cognitive abilities -Psychological and Emotional Development.

Finally, Model (4) comprehensively considers the three types of support: emotional, academic, and behavioral. Its  $R^2$  value reaches 0.508, representing a significant improvement compared to the  $R^2$  values of the first three models. This not only



highlights the stronger explanatory power of this model for non-cognitive abilities -Psychological and Emotional Development in junior high school students but also further confirms the comprehensive role of teacher support in multiple aspects such as emotion, academics, and behavior in the formation of non-cognitive abilities -Psychological and Emotional Development in junior high school students, which cannot be underestimated. In the construction of each of the above models, relevant variables at the individual, family, and school levels were rigorously controlled. This rigorous approach greatly enhances the persuasiveness of the research results and ensures that the stable and significant positive impact of teacher support on the formation of non-cognitive abilities -Psychological and Emotional Development in junior high school students is clearly presented after excluding other potential confounding factors. In summary, the baseline regression results of this study provide strong empirical evidence for the key role of teacher support in the process of forming non-cognitive abilities -Psychological and Emotional Development in junior high school students.

**Table 3: The Results of The Benchmark Regression Analysis**

Variables	(1)	(2)	(3)	(4)
Emotional Support	0.576** (10.122)			0.369** (6.553)
Academic Support		0.522** (8.635)		0.264** (4.592)
Behavioral Support			0.515** (8.597)	0.281** (5.034)
Individual Level	Controlled	Controlled	Controlled	Controlled
Family Level	Controlled	Controlled	Controlled	Controlled
School Level	Controlled	Controlled	Controlled	Controlled
Observations	3472	3472	3472	
R <sup>2</sup>	0.354	0.289	0.288	0.508

\* p<0.05 \*\* p<0.01

The robustness check adopted a method of replacing the dependent variable, substituting the non-cognitive abilities -Psychological and Emotional Development of junior high school students with the five aspects of conscientiousness, openness, extraversion, agreeableness, and neuroticism for testing. The results showed that emotional support had a significant positive impact on all five aspects, with coefficients of 0.466, 0.490, 0.523, 0.444, and 0.477, respectively, and all significant at the 1% level. This indicates that emotional support can effectively promote the development of junior high school students in these non-cognitive ability dimensions. Academic support also had a significant positive effect on all five aspects, with coefficients of 0.371, 0.510, 0.454, 0.416, and 0.420, respectively, and all significant at the 1% level, suggesting that academic support also plays an important role in improving various dimensions of junior high school students' non-cognitive abilities -Psychological and Emotional Development. Behavioral support had a significant positive impact on all five aspects as well, with coefficients of 0.484, 0.440, 0.425, 0.390, and 0.412, respectively, all significant at the 1% level, reflecting the indispensable role of behavioral support in shaping various dimensions of junior high school students' non-cognitive abilities -Psychological and Emotional Development. Variables at the individual, family, and school levels were controlled in each model to ensure the reliability of the results. Although the R<sup>2</sup> values varied among different models, overall, the explanatory power of each model for the corresponding non-cognitive ability dimension was reasonable, further verifying the robustness of the impact of teacher support on the formation of junior high school students' non-cognitive abilities -Psychological and Emotional Development.

To ensure the robustness and reliability of the research results, this study conducted an in-depth robustness check using the method of replacing the dependent variable. In this process, we cleverly dismantled the core dependent variable of junior high school students' non-cognitive abilities -Psychological and Emotional Development into five key dimensions: conscientiousness, openness, extraversion, agreeableness, and neuroticism, thereby exploring the comprehensive impact of teacher support on the formation of junior high school students' non-cognitive abilities -Psychological and Emotional Development from multiple perspectives.

The variable of emotional support exhibited a significant positive impact on the five dimensions of conscientiousness,

openness, extraversion, agreeableness, and neuroticism, with corresponding coefficients of 0.466, 0.490, 0.523, 0.444, and 0.477, respectively, all robustly significant at the 1% level. This finding profoundly reveals that the emotional care and support provided by teachers have a considerable promoting effect on stimulating the positive development of junior high school students in key dimensions of non-cognitive abilities -Psychological and Emotional Development such as conscientiousness and openness, with the intensity of this positive impact showing strength across different dimensions.

Academic support also played a significant positive role in the aforementioned five dimensions of non-cognitive abilities - Psychological and Emotional Development, with coefficients of 0.371, 0.510, 0.454, 0.416, and 0.420, respectively, all significant at the 1% level. This fully demonstrates that teachers' careful guidance and assistance in the academic field play a vital role in promoting the comprehensive improvement of various dimensions of junior high school students' non-cognitive abilities -Psychological and Emotional Development and are one of the key factors in facilitating students' non-cognitive ability growth.

Behavioral support had a significant positive impact on the five dimensions of conscientiousness, openness, extraversion, agreeableness, and neuroticism, with coefficients of 0.484, 0.440, 0.425, 0.390, and 0.412, respectively, all significant at the 1% level. This strongly reflects the indispensable value of teachers' support in areas such as student behavior norms and habit formation in shaping the steady development of various dimensions of junior high school students' non-cognitive abilities - Psychological and Emotional Development, serving as a solid foundation for promoting the formation and development of students' non-cognitive abilities -Psychological and Emotional Development.

In constructing each test model, this study rigorously controlled relevant variables at the individual, family, and school levels. This rigorous approach greatly enhanced the credibility and persuasiveness of the robustness check results, ensuring that the positive impact of teacher support on the formation of junior high school students' non-cognitive abilities -Psychological and Emotional Development was clearly and accurately presented after excluding other potential confounding factors. Although there were some differences in  $R^2$  values among different models, overall, the explanatory power of each model for the corresponding non-cognitive ability dimension was within a reasonable range. The  $R^2$  values for the conscientiousness model, openness model, extraversion model, agreeableness model, and neuroticism model were 0.282, 0.254, 0.280, 0.217, and 0.258, respectively. The corresponding  $R^2$  values for the academic support models were 0.200, 0.267, 0.209, 0.189, and 0.204, while those for the behavioral support models were 0.296, 0.207, 0.189, 0.172, and 0.200. The reasonable distribution of these  $R^2$  values further verifies the robustness of the impact of teacher support on the formation of junior high school students' non-cognitive abilities -Psychological and Emotional Development, indicating that the conclusions of this study have broad applicability and high stability across different dimensions of non-cognitive abilities -Psychological and Emotional Development.

In summary, through this rigorous robustness check, this study not only reaffirms the significant positive impact of teacher support on the formation of junior high school students' non-cognitive abilities -Psychological and Emotional Development but also delves deeper into the specific mechanisms and important values of teacher support in various key dimensions of non-cognitive abilities -Psychological and Emotional Development. This provides highly valuable empirical evidence and theoretical support with practical guidance significance for subsequent educational practice, policy formulation, and the expansion and deepening of related research.

**Table 4: The Results of The Robustness Test**

Variables	Conscientiousness	Openness	Extraversion	Agreeableness	Neuroticism
Emotional Support	0.466**	0.490**	0.523**	0.444**	0.477**
	7.775	8.023	8.715	7.094	7.831
observed values	3472	3472	3472	3472	3472
$R^2$	0.282	0.254	0.280	0.217	0.258
Academic Support	0.371**	0.510**	0.454**	0.416**	0.420**
	5.777	8.303	7.111	6.439	6.57
observed values	3472	3472	3472	3472	3472
$R^2$	0.200	0.267	0.209	0.189	0.204
Behavioral Support	0.484**	0.440**	0.425**	0.390**	0.412**
	8.118	6.959	6.643	6.029	6.481

observed values	3472	3472	3472	3472	3472
R <sup>2</sup>	0.296	0.207	0.189	0.172	0.200
Individual Level	Controlled	Controlled	Controlled	Controlled	Controlled
Family Level	Controlled	Controlled	Controlled	Controlled	Controlled
School Level	Controlled	Controlled	Controlled	Controlled	Controlled

\* p<0.05 \*\* p<0.01

## 5. CONCLUSION AND SUGGESTIONS

In summary, non-cognitive abilities -Psychological and Emotional Development encompass not only academic skills but also social skills, emotional management capabilities, decision-making abilities, self-learning abilities, and teamwork skills. These abilities are decisive for students' personal development and future career prospects. Teachers, as guides and educators for students in school, provide emotional support, academic support, and behavioral support that have a significant impact on the development of students' non-cognitive abilities -Psychological and Emotional Development. Therefore, this article aims to propose a series of recommendations to promote teachers' better support for the development of students' non-cognitive abilities -Psychological and Emotional Development in these areas.

Schools should regularly organize teachers to participate in emotional support skills training, such as emotion management and interpersonal communication skills, to improve teachers' ability to provide emotional care in their interactions with students. Through training, teachers can become more sensitive to students' emotional changes and provide timely care and support.

Teachers should encourage students to actively explore knowledge and cultivate their autonomous learning abilities and innovative thinking through the process of raising, analyzing, and solving problems. Inquiry-based teaching methods can stimulate students' interest and motivation in learning, improving their learning outcomes. In the teaching process, teachers should focus on guiding students to identify and raise questions, and help them learn how to find answers and solve problems. This process not only enhances students' academic performance but also fosters their critical thinking and problem-solving skills. Teachers should provide personalized learning guidance based on students' learning characteristics and needs. For example, additional tutoring and assistance can be given to struggling students, while more advanced learning materials and challenging questions can be provided for high-achieving students. Through personalized learning guidance, teachers can meet the diverse learning needs of students, helping them fully realize their potential, improve their academic performance, and boost their self-confidence.

Teachers should provide timely academic feedback to students, enabling them to understand their learning progress and performance. Through feedback, students can clearly recognize their strengths and weaknesses, allowing them to adjust their learning strategies and methods accordingly. When giving feedback, teachers should use positive and encouraging language, avoiding overly harsh or negative remarks that could undermine students' self-confidence and motivation. Schools should establish a diversified assessment system that not only focuses on students' academic performance but also values their non-cognitive ability development. A diversified assessment system allows for a more comprehensive understanding of students' learning situations and growth. During the assessment process, teachers can adopt various methods such as self-evaluation, peer evaluation, and teacher evaluation to assess and analyze students' performance from different perspectives, thereby providing them with more comprehensive and objective feedback.

Teachers should lead by example, setting a good example for students through their own behavior. Teachers' words, actions, work attitude, and values all have a profound impact on students. In daily teaching, teachers should pay attention to the normative and exemplary aspects of their appearance, language expression, and behavior, setting a good example for students. Teachers should encourage mutual assistance and cooperation among students, cultivating their team spirit and cooperation abilities through group work, team activities, and other means. In the process of mutual assistance and cooperation, students can learn how to communicate, collaborate, and share resources with others, thereby improving their social skills and interpersonal communication abilities.

In summary, teachers' emotional support, academic support, and behavioral support have a significant impact on the development of students' non-cognitive abilities -Psychological and Emotional Development. To promote the comprehensive development of students, schools should strengthen the training and support for teachers, enhancing their professional competence and educational teaching abilities; at the same time, strengthen home-school cooperation and communication, jointly paying attention to students' growth and development needs. Through the implementation of these measures, more comprehensive and effective educational support services can be provided to students, promoting the development of their non-cognitive abilities -Psychological and Emotional Development and the improvement of their comprehensive qualities.



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