

Effect of Intellectual Thinking on Social and Emotional Skills among Thai College Students

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Abstract

This study is based on the Big Five personality model of the 2018 OECD study to study the influence of intellectual thinking on Social and Emotional Skills of Thai college students. The results show that there is no significant difference in intellectual thinking among students, but at different ages and in different colleges; and in Social and Emotional Skills; intellectual thinking has a positive prediction effect on Social and Emotional Skills of college students ($\beta = .222$, $t = 12.065$, $p = .000$). The results provide the latest practical data for promoting the cultivation of intellectual thinking and Social and Emotional Skills in Thailand.

Keywords

College Students; Intellectual Thinking; Social and Emotional Skills.

1. Introduction

1.1. Research Background

In recent years, Social and Emotional Skills (SES) have garnered widespread attention from countries worldwide. For instance, Hamilton et al. (2019) emphasized in their study that a significant majority of principals stated that fostering students' Social and Emotional Skills is the foremost responsibility of the school[1]. Certain researchers maintain that support for Social and Emotional Skills learning equips students with abilities that not only enhance their well-being but also serve as a preventative measure against negative outcomes (Gulbrandson, 2019)[2]. As a result, social and emotional abilities play an increasingly significant role in facing the challenges of the 21st century (Fang, 2020)[3]. Cefai et al.(2021) also stated in the report that socio-emotional competence is increasingly recognized as a key 21st century skill with motivated help for adolescent well-being and mental health, with higher levels of socio-emotional skills representing higher civic engagement, less crime and closer social links[4]. And different thinking patterns make individuals show different behavioral responses, which will have various effects on physiological health such as emotions and behaviors (Mouratidis et al., 2017)[5]. Dweck and Yeager (2019) divides individual thinking mode into growth thinking and fixed thinking, the former intelligence can be improved through efforts, also known as growth intelligence; the latter tends to regard intelligence as a fixed psychological trait, also known as physical intelligence[6]. Huang et al .(2023) believes that growth thinking is an important thinking quality that affects the development of students 'Social and Emotional Skills, and students' growth thinking has a positive predictive effect with students' Social and Emotional Skills[7]. Thailand has actively participated in each new educational revolution to foster the ability of self-development, innovative thinking and social emotion (Jia, 2020)[8]But, with itThe relevant research is still basically in its initial stage,Based on this, this study measures the Social and Emotional Skills of intellectual thinking of Thai college students, and the test results and exposed problems have directional significance, or have positive enlightenment and reference value for deepening quality education in Thailand.

1.2. Study Purpose

In 2021, the OECD pointed out in its working paper *Beyond Academic Learning: Initial findings from the Survey on Social and Emotional Skills* indicate that Social and Emotional Skills exert a significant influence on individual development. These skills are increasingly viewed as abilities rather than mere character traits, and they can be nurtured and molded[9]. Furthermore, the mode of thinking plays a pivotal role in shaping people's actions and utterances (Huang et al., 2023)[7]. In view of this, the following objectives will be achieved through this study:

- A. Exploring the current situation of intellectual thinking and Social and Emotional Skills of Thai college students.
- B. The differences of intellectual thinking and Social and Emotional Skills of Thai college students.
- C. To explore the influence relationship between intellectual thinking and Social and Emotional Skills of Thai college students.

2. Literature Review

2.1. Theoretical Basis

The Big Five Personality Model (Big five model) is a well recognized personality trait model in psychology, including five traits: experiential openness (openness), responsibility (conscientiousness), inclination (extraversion), agreeableness (agreeableness) and neuroticism (neuroticism) (Chernyshenko et al., 2018)[10]. Therefore, this study will implement the Big Five personality model as the theoretical framework. The OECD study shows that the Social and Emotional Skills survey framework is based on the Big Five personality model, comprehensively summarizes the individual differences in Social and Emotional Skills, and has a high predictive ability for their domain and individual skills (Kankaras & Suarez-Alvarez, 2019)[11]. Therefore, this study believes that the theoretical model of the big five personality is applicable to the purpose and research content of this study.

2.2. Literature Review

2.2.1. Intellectual Thinking

Dweck (2006) pointed out that the thinking pattern of intelligence refers to the individual's implicit belief about how and whether intelligence can be molded. She divides individual thinking patterns into growth thinking (growth mindset) and fixed thinking (fixed mindset), while the individuals holding the former believe that their intelligence is growing and shaped; the latter individuals often think that their intelligence and ability are innate, and avoid challenges, hate change, and pay attention to restrictions[12]. Thinking patterns have an important organizational function, making individuals show different cognitive-emotion-behavioral responses to success, failure, challenge and other situations (Dweck & Yeager, 2019)[7]. Related studies have shown that individuals with growth thinking will have stronger psychological resilience and effort belief in the face of difficulties[13]. Studies have found that the growth mindset is positively correlated not only with the positive emotions of well-being, but also with dimensions such as social relationships (Kern et al., 2015)[14]. Growth thinking can also positively predict the individual's self-efficacy, life satisfaction and social emotion (Diao et al., 2020)[15]. Moreover, the influence of thinking patterns on individual emotions will be regulated by age factors (Lam & Zhou, 2020)[16], Alvarado et al. (2019). The research points out that the thinking mode of college students has an important influence on their emotional and other mental health[17]. Therefore, this study also believes that intellectual thinking is the individual thinking with intellectual plasticity as the core, and its comprehensive thinking

quality focuses on the growth process without fear of setbacks and the courage to challenge (Nieuwenhuis et al., 2023; Niu, 2023)[18][19].

2.2.2. Social and Emotional Skills

The OECD defines social and emotional abilities as the person's ability in achieving goals, cooperating with others, and managing emotions that can affect important socioeconomic outcomes in an individual's lifetime (Steponavicius et al., 2023)[20]. Kankaras and Suarez-Alvarez (2019) The OECD is based on the Big Five Personality as the survey and estimation framework of Social and Emotional Skills, That is, the Task Performance (Conscientiousness), Emotional Regulation (Neuroticism), Collaboration (Agreeableness), Open-Mindedness (Openness) and Engaging with others (Extraversion)[11]. Therefore, the cultivation of students' task ability is of great significance to the field of education, such as Gao et al.(2021) pointed out that student self-control, responsibility and perseverance were significantly associated with other abilities, with significant differences between gender and age[21]. In terms of emotion regulation, stress resistance, optimism, and emotional control were significantly associated with other abilities, with significant differences in gender and age, and a significant positive correlation with life satisfaction (Liu et al., 2021)[22]. Cooperation ability (empathy, trust and cooperation) has a significant positive impact on the evaluation of students' self-health, and there are significant differences in background variables (gender, age, economic status, etc.) (Tang et al., 2021)[23]. Some studies have also found that openness ability varies significantly in gender and age, and there is a high correlation between curiosity and creativity and other child ability, and it has a significant effect on various life outcome variables; communication ability is significantly different in students of different gender and age (Shao et al., 2021; Huang et al., 2021)[24][25]. Therefore, the self-improvement and cultivation of Social and Emotional Skills can promote the comprehensive and sustainable development of students (Lin Qiuyu, 2021)[26].

2.2.3. Variable Relationship between Intellectual Thinking and Social and Emotional Skills

The thinking pattern of intelligence is usually not consciously perceived by individuals in daily life, but it has an important influence on motivational variables such as self-efficacy, learning motivation and social emotion (Yeager et al., 2019)[27]. Studies have found that students' growth mindset is significantly positively correlated with their Social and Emotional Skills. Specifically, while there is no significant gender difference in students' growth mindset related to Social and Emotional Skills, there is a notable difference when comparing different age groups (Huang et al., 2023)[7]; While the Dong et al.(2021), however, found that there are significant differences in the gender of the growth thinking levels of students' social and emotional abilities[28]. Through the literature, it is found that thinking mode can directly predict happiness. When the thinking mode of college students tends to growth, they can obtain more positive emotional experience and have more happiness. However, college students with fixed thinking will lead to the generation of negative emotions such as depression and anxiety (Jia et al., 2022)[29]. Individual social and emotional abilities and Growing intelligence There is an association (Huang et al., 2023)[7], The study of Liu Zhi et al. (2024) also believes that growth thinking has a significant positive relationship between students' Social and Emotional Skills, and affects students' social level and life satisfaction[30]. For such issues, most of the domestic and foreign studies are aimed at middle school students or the following students, but the results are controversial, and related studies in Thailand are relatively rare. Therefore, it is necessary for this study to further explore how the intellectual thinking of Thai college students affects their social and emotional abilities.

3. Research Methods

3.1. Study Subjects

Under the initiative of "Belt and Road", Confucius Institutes in Thailand, as an important cultural exchange platform between China and Southeast Asia, currently has 16 Confucius Institutes in Thailand[31], therefore, The sample subjects of this study were 16 universities including Chulalongkorn University, Mae Fah Luang University, Khon Kaen University, Dhurakij Pundit University, including Confucius Institutes, These institutions include autonomous Thai universities, ordinary public universities, private universities and royal universities, The purpose is to include a sample of college students in Thai, Chinese, English and other multilingual and cross-cultural educational backgrounds, And to determine the student stratification variables, It has the representative significance of sampling survey in some sense. The background variables of college students are college, gender and age. The age range of students was 18 between 18 and 19 years old and 22 between 22 and 23 years old. This study implemented the questionnaire by combining online and field methods, and obtained a random sample of 463 valid samples.

3.2. Evaluation Tools

3.2.1. Intelligence Scale

In this study, we utilized the Intelligence Scale developed by Zhang et al. (2022). The overall Cronbach's Alpha value for the Intelligence Scale is 0.740. Specifically, the Cronbach's Alpha values for the subscales of growth thinking and fixed thinking are 0.690 and 0.730, respectively. Additionally, the KMO value was found to be 0, and the Bartlett's test of sphericity yielded a result of 859.52 ($p < 0.001$)[32]. This Intelligence Scale comprises six questions, covering two dimensions: growth thinking and fixed thinking. Among these, three questions pertaining to fixed thinking utilize reverse scoring. The Likert "6-point scoring method" ranges from "1" to "strongly agree." A higher score on the Intelligence Scale indicates a stronger tendency towards growth thinking. In our survey assessing intellectual thinking among Thai college students, the Cronbach's Alpha value for the Intelligence Scale was 0.812. Specifically, the Cronbach's Alpha values for growth thinking and fixed thinking were 0.912 and 0.895, respectively. These results suggest that the reliability of this Intelligence Scale meets the measurement standards when applied to college students.

3.2.2. Measurement of Social and Emotional Skills

The OECD Social and Emotional Skills survey is designed based on the Big Five personality model. The Assessment Framework of the OECD Study on Social and Emotional Skills was implemented according to Kankaras and Suarez-Alvarez (2019)[11], Zhang et al. (2021)[33] on practical evaluation among teenagers, and Zhao et al. (2024)[34] on the revised version for adults. The Social and Emotional Skills Scale (SESS) was organized based on these studies, encompassing five major dimensions: task ability, emotional regulation ability, collaboration ability, openness, and engagement. The scale consists of 15 subscales, with each subscale containing three items, totaling 45 items. The options range from 0 ("strongly disagree") to 4 ("strongly agree") using the Likert 5-point scoring method, including 11 items that require reverse scoring. A higher total score indicates a higher level of Social and Emotional Skills among college students.

According to Zhang et al. (2021)[33], after measurement analysis, the reliability Cronbach's Alpha value for all 15 subscales of social and emotional abilities in the student questionnaire survey exceeded 0.700. Meanwhile, Zhao et al. (2024)[34] reported a Cronbach's Alpha value of 0.933. In this current survey, the Cronbach's Alpha value for the questionnaire is 0.938. The five major dimensions correspond to Cronbach's Alpha values of 0.818, 0.815, 0.851, 0.777, and

0.839, respectively. This suggests that the internal consistency reliability meets the measurement criteria across different cultural backgrounds.

3.3. Data Analysis

The SPSS-26 version was used as data statistics and analysis. Firstly, the common deviation method and reliability validity test of 463 questionnaire samples were conducted to determine the degree of common method deviation and internal consistency reliability; and differential analysis, relevant analysis and regression analysis, so as to obtain the influence and intellectual thinking and Social and Emotional Skills.

4. Results and Analysis

4.1. Common Deviation Method Test

Testing test samples does not lead to misleading potential findings (Du et al., 2005)[35]. Through the exploratory factor analysis of Hermann (Harman), the first factor explained 31.771% of the variation, less than 50% of the reference standard. This indicates that there is no single factor in the sample data explaining most of the variance, and therefore, no serious common methodological bias (Podsakoff et al., 2003)[36].

4.2. Credit and Validity Analysis

4.2.1. The Reliability Analysis

Table 1 for intellectual thinking and Social and Emotional Skills Cronbach's Alpha reliability coefficient, Thai college students questionnaire intelligence thinking and 2 child scale fixed thinking, growth thinking, and Social and Emotional Skills and task ability, emotional regulation ability, collaboration ability, open ability and communication ability five sub scale Cronbach's Alpha coefficient are in.662 and above, therefore indicating reliable consistency reliability within the questionnaire (Cronbach, 1951)[37].

Table 1. Reliability coefficient of intellectual thinking and Social and Emotional Skills

variable	Cronbach's α	Number of questions
Intellectual thinking (overall)	.812	6
Fixed thinking	.895	3
Growth thinking	.912	3
Social and Emotional Skills (overall)	.938	45
Task ability	.835	9
Emotional regulation	.857	9
collaboration ability	.662	9
Open ability	.777	9
ability of communication	.839	9

4.2.2. Analysis of Construct Validity

Table 2. Analysis of the structural validity of intellectual thinking and Social and Emotional Skills

Number of KMO sampling suitability quantities		.864
Bartlett Sphericity test	Approximate chi square	69448.331
	free degree df	1275
	p	.000

The KMO statistic was taken between 0 and 1, and the Bartlett's sphericity test reached a significant level. If the KMO value is greater than the.800 means that the validity is very good

and the research data is very suitable for extracting information (Chen et al., 2018)[38].800.0. As shown in Table 2, $KMO = .864$, $P = .000 < .01$, which indicates that the sample has good structural validity and the data are excellent for factor analysis.

4.3. Descriptive Statistics

Through the background information of 463 college students in questionnaire survey, the results of Table 3 show that in terms of gender, 308 male students accounted for 66.50%, 155 female students for 33.50%, 244, 52.70%, 219 for 22 group 47.30%; in the distribution of students in Thailand, 148 students accounted for 32%, and 315 for 68%.

Table 3. Analysis table of the sample structure of intellectual thinking and Social and Emotional Skills

Background variables	class	N	percentage
sex	man	308	66.50
	woman	155	33.50
age	18 Years old group	244	52.70
	22 Years old group	219	47.30
student	Confucius Institute student	148	32.00
	Non-Confucius Institute student	315	68.00

4.4. Analysis Results of Intellectual Thinking and Social and Emotional Skills

Under the normal distribution of the data, the mean value (M) and standard deviation (SD) were used to test the intellectual thinking level, Social and Emotional Skills and the kurtosis coefficient and skewness coefficient. Theoretically, the kurtosis and skewness of the standard normal distribution are both 0. If the kurtosis coefficient is less than 10 and the skewness coefficient is less than 3, the data can be considered to follow the normal distribution (Kline, 2015)[39]. According to Likert 6-point 1-6 and 6-point 0-4, the theoretical mean values are 3.5 and 2.0 respectively (Likert, 1932)[40]. From the results of Table 4 show, The average value of intellectual thinking among Thai college students was 3.5 ($M = 3.518$, $SD = 0.726$), Where fixed thinking is in ($M = 3.559$, $SD = 1.254$) moderate upper degree, While growth thinking is in ($M = 3.477$, $SD = 1.086$) Lower moderate level; In the Social and Emotional Skills performance ($M = 3.021$, $SD = 0.328$) is at the upper intermediate level, Where the task capability ($M = 2.913$, $SD = 0.461$), emotion regulation ($M = 2.960$, $SD = 0.459$), collaboration capability ($M = 2.828$, $SD = 0.298$), open capacity ($M = 3.205$, $SD = 0.358$) and communication ability ($M = 3.199$, $SD = 0.389$).

Table 4. Descriptive statistical table of intellectual thinking and Social and Emotional Skills

dimension	M	SD	kurtosis	skewness
Intellectual thinking (overall)	3.518	0.726	1.578	0.858
Fixed thinking	3.559	1.254	-1.069	0.324
Growth thinking	3.477	1.086	-0.547	-0.155
Social and Emotional Skills (overall)	3.021	0.328	-0.939	0.506
Task ability	2.913	0.461	-0.120	0.578
Emotional regulation ability	2.960	0.459	-0.769	0.264
collaboration ability	2.828	0.298	-0.733	0.568
Open ability	3.205	0.358	-0.627	-0.862
ability of communication	3.199	0.389	-0.854	0.074

4.5. Difference Analysis

Characteristics of the t distribution were used to compare differential occurrence between groups, when $P < .050$, which was statistically significant (Cohen, 1992)[41]. After the test of the difference between Social and Emotional Skills and five sub-dimensions, namely, task ability,

emotional regulation ability, collaboration ability, open ability and communication ability, the results were not statistically significant, which showed that there was no significant difference between college students aged 18 and 22 year old in Thailand in Social and Emotional Skills and all sub-dimensions.

4.5.1. Differences in Intellectual Thinking of Students from Different Backgrounds

The results in Table 5 show that the samples of different gender do not have statistically significant significance for the level of intellectual thinking, indicating that there is no significant difference in intellectual thinking; in the age group contrast, $p = .021 < .050$ significance, indicating the 18-year-old group ($M = 3.564$, $SD = 0.681$); higher than the 22-year-old group ($M = 3.467$, $SD = 0.771$); $p = .000 < .001$ ($M = 4.061$, $SD = 0.817$; $M = 3.263$, $SD = 0.509$) indicates that the intellectual thinking level of Confucius Institute students was higher than that of non-Confucius Institute students.

Table 5. Analysis of intellectual thinking differences of students of different gender, ages and colleges

Background variables	class	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Differential comparison
sex	man	308	3.535	0.747	0.695	.584	/
	woman	155	3.485	0.682			
age	18 Years old group	244	3.564	0.681	1.447	.021	And 18 years old group > 22 years old group
	22 Years old group	219	3.467	0.771			
student	Confucius Institute student	148	4.061	0.817	12.835	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	3.263	0.509			

4.5.2. Differences in Social and Emotional Skills of Students of Different Genders

According to the results in Table 6, Thai college students showed no statistical significance in the task ability and collaboration ability, and gender showed the Social and Emotional Skills, emotional ability, open ability and communication ability in the total scale and the three subdimensions.050 Level of significance, and its related ability level is higher in boys than in girls.

Table 6. Analysis of Social and Emotional Skills differences between the sexes

variable	sex	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Differential comparison
Social and Emotional Skills (ensemble)	man	308	3.046	0.324	2.277	.023	Boys > girls
	woman	155	2.972	0.330			
Task ability	man	308	2.938	0.464	1.667	.096	/
	woman	155	2.863	0.452			
Emotional regulation ability	man	308	2.997	0.445	2.423	.016	Boys > girls
	woman	155	2.887	0.478			
collaboration ability	man	308	2.835	0.304	0.757	.449	/
	woman	155	2.813	0.285			
Open ability	man	308	3.226	0.346	1.792	.007	Boys > girls
	woman	155	3.162	0.378			
ability of communication	man	308	3.232	0.381	2.533	.012	Boys > girls
	woman	155	3.135	0.397			

4.5.3. Differences in Social and Emotional Abilities of Students in Different Universities

The results in Table 7 show that there were significant differences in social and emotional abilities among different groups of college students in Thailand ($t = 39.472$, $p = .000$), in which Confucius Institute students ($M = 3.441$, $SD = 0.161$) and non-Confucius Institute students ($M = 2.823$, $SD = 0.155$), while the task, emotional, collaboration, openness and communication abilities in their sub-dimensions were all significant ($p = .000 < .001$), which generally indicates that the social and emotional abilities of Confucius Institute students in Thailand are higher than those of non-Confucius Institute students.

Table 7. Analysis of the differences in social and emotional abilities of students from different universities

variable	College students	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>	Differential comparison
Social and Emotional Skills (overall)	Confucius Institute student	148	3.441	0.161	39.472	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	2.823	0.155			
Task ability	Confucius Institute student	148	3.378	0.395	20.570	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	2.694	0.300			
Emotional regulation ability	Confucius Institute student	148	3.519	0.234	32.636	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	2.697	0.261			
collaboration ability	Confucius Institute student	148	3.195	0.189	34.112	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	2.655	0.142			
Open ability	Confucius Institute student	148	3.484	0.131	13.555	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	3.074	0.357			
ability of communication	Confucius Institute student	148	3.631	0.215	25.113	.000	Confucius Institute student > Non-Confucius Institute student
	Non-Confucius Institute student	315	2.997	0.269			

4.6. Correlation Analysis

.4If $00 < |r| < .600$ is a moderate correlation, and a correlation coefficient value greater than 0 is a positive correlation (Zhang et al., 2020)[42]. After the correlation analysis, intellectual thinking was used as the independent variable, and social and affective ability as the dependent variable for uniary linear regression analysis, when $P < .050$, which shows that there is a significant influence relationship between the two patients (Bai Chuanzhi, Wang Zhixiang, 2021)[43].

4.6.1. Correlation between Intellectual Thinking and Social and Emotional Skills

Valverified by Pearson's extreme correlation coefficient, Table 8 shows that there is a significant correlation between intellectual thinking and Social and Emotional Skills, and in. Under the significant level of 001. From the correlation coefficient of variables, self-awareness and interpersonal ability ($r = .490$, $p = < .001$) have a clear positive correlation..000

Table 8. Correlation analysis of intellectual thinking and Social and Emotional Skills

variable	Mental thinking	Social and Emotional Skills
Mental thinking	1	
Social and Emotional Skills	.490***	1

pour:*** $p < .001$.

4.6.2. Regression Analysis of Intellectual Thinking on Social and Emotional Skills

The data from Table 9 indicate that the R^2 The value is.240, meaning intellectual thinking, can explain 24.0% of the change in social and emotional abilities. The model passed the F test ($F = 145.576$, $p = .000 < .001$) Effective, indicating that the individual intelligence thinking of the tested college students will certainly have an impact on the relationship between Social and Emotional Skills. VIF value $= 1.000 < 5$ in the model (Lu Yudai, Zhu Hongbing, 2015)[44]. The regression coefficient value for intellectual thinking is $\beta = .222$ ($t = 12.065$, $p = .000 < .001$), which means that intellectual thinking has a significant positive impact on Social and Emotional Skills.

Table 9. Unary linear regression analysis of intellectual thinking and Social and Emotional Skills

variable	β	Beta	t	VIF
Mental thinking	.222***	.490***	12.065	1.000
F	$F (1,461) = 145.576$, $p = .000$			
R^2	.240			
adjust R^2	.238			

pour:*** $p < .001$.

5. Discussion and Conclusion

5.1. Discussion

The results of this study show that intellectual thinking ($M = 3.518$) has a tendency to favor fixed thinking ($M = 3.559$) and restrict the development of growth thinking ($M = 3.477$), which is not a good sign. From the perspective of the development of high-quality education, changing students' intelligence theory from fixed to growth thinking mode will have a positive impact on their learning and life behavior[45]Therefore, we should improve the level of growth thinking, so as to enhance their tenacity and hard work belief in encountering setbacks, and promote students' academic performance and life happiness[46]. In this study, Thai college students had ideal performance in Social and Emotional Skills ($M = 3.021$), and there were significant differences in Social and Emotional Skills in different gender and different schools, which was

different from (Dong et al., 2021)[47]The relevant studies are consistent. However, it also reflects the uneven development of some ability items, among which, boys score higher than girls in emotional regulation ability, open ability and communication ability, which is consistent with the 2019 OECD study. Han (2021) concluded that the two groups should be further studied, because the lower age group may overestimate their abilities, while the higher age group will have more rational self-evaluation[48], To this end, there was no significant difference in social and emotional abilities between the age group of this study. In particular, the OECD report noted that some of their social and emotional abilities decline after entering adolescence (Kankaras and Suarez-Alvarez, 2019)[11], Studies in developed countries have shown that growth thinking, as one of the social and emotional skills programs, has the potential to improve students' academic performance (Yeager et al., 2019)[28], Social and Emotional Skills plays a very important role or even a decisive factor in the development of individuals and society and the improvement of national quality level (Liu, 2023)[49]. Given that thinking patterns are not fixed and can be intervened and cultivated (Dweck & Yeager, 2019)[7]. Therefore, this study also believes that because the Social and Emotional Skills of college students are influenced by their own growth thinking, the future educational practice can be considered from the perspective of positive psychology and cultivating the growth thinking mode as the starting point (Jia et al., 2022)[29], As the starting point and growth and development point to improve the Social and Emotional Skills of college students (Huang et al., 2023)[8]To help students improve their emotional health and social happiness.

5.2. Conclusion

This study explores the influence of intellectual thinking and social and emotional abilities among Thai college students. The results show that there is no significant difference in intellectual thinking among different genders, but in different ages and different universities, in which the intellectual thinking level of 18 years old group is higher than that of 22 years old; different genders and colleges, among which the Social and Emotional Skills of boys is higher than that of girls; intellectual thinking is positively correlated with the social and emotional abilities of college students.

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