Características socioemocionais e desempenho escolar



Primórdios: “saber fazer coisas”

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- Resultados futuros dependem de habilidades, que podem ser aprendidas. Preferências e atributos socioemocionais tidos como fixos (inatos) e pouco relacionados com resultados.

- Mischel: Capacidade de postergar recompensas prediz resultados importantes.

- XXI: ênfase no desenvolvimento não-cognitivo

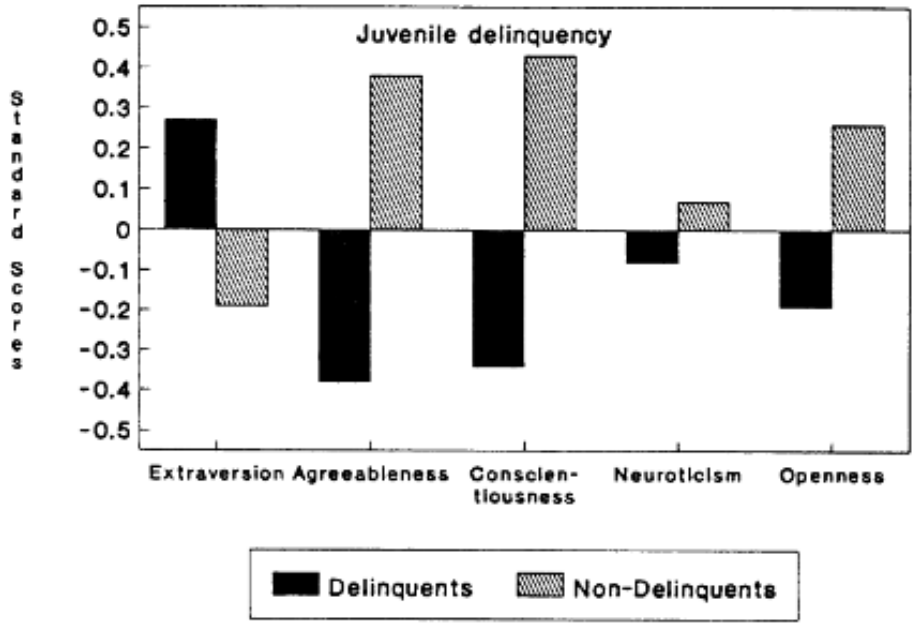
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I. Características não-cognitivas são ao menos tão importantes quanto as cognitivas em predizer sucesso futuro

Características psicológicas e resultados futuros

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Figure 21. Juvenile Delinquency and the Big Five

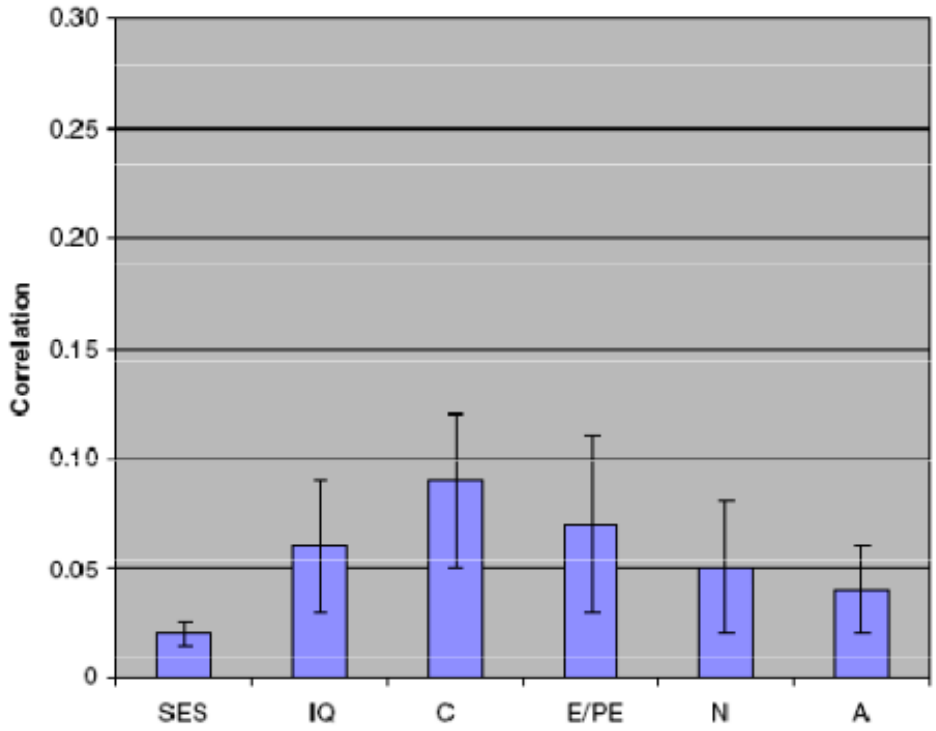


Notes: Delinquents are those who have committed at least one of the following: breaking and entering, strong-arming, or selling drugs. Non-delinquents have committed at most one of the following stealing at home, vandalism at home, or theft of something less than $5. The y-axis reports mean differences in standardized scores of the Big Five measures based on mother's reports. The measures were taken at ages 12-13 and reflect cumulative delinquent behavior.
Source: John, Caspi, Robins et al. [1994].

Características psicológicas e resultados futuros

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Figure 18. Correlations of Mortality with Personality, IQ, and Socioeconomic Status (SES)



Notes: The figure represents results from a meta-analysis of 34 studies. Average effects (in the correlation metric) of low socioeconomic status (SES), low IQ, low Conscientiousness (C), low Extraversion/Positive Emotion (E/PE), Neuroticism (N), and low Agreeableness (A) on mortality. Error bars represent standard error. The lengths of the studies represented vary from 1 year to 71 years.
Source: Roberts, Kuncel, Shiner et al. [2007]

American Economic Journal: Applied Economics: Vol. 3 No. 1 (January 2011)

The Labor Market Returns to Cognitive and Noncognitive Ability: Evidence from the Swedish Enlistment

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Article Citation

Lindqvist, Erik, and Roine Vestman. 2011. "The Labor Market Returns to Cognitive and Noncognitive Ability: Evidence from the Swedish Enlistment.

Table B1: Controlling for selection bias in regression of log wages

	(1) OLS	(2) OLS	(3) OLS	(4) OLS	(5) Median	(9) Heckman		(10) Heckman	
Wage measure	W1	W1	W3	W3	W2q	W2	*Select*	W2	*Select*
Cognitive skills	0.086***	0.051***	0.084***	0.049***	0.083***	0.088***	0.025	0.050***	-0.018
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.006)	(0.021)	(0.003)	(0.026)
Noncognitive skills	0.065***	0.057***	0.066***	0.059***	0.059***	0.087***	0.206***	0.062***	0.167***
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.013)	(0.022)	(0.006)	(0.024)
Constant	10.094***	9.669***	10.051***	9.744***	9.976***	9.943***	1.659***	10.140***	1.387***
	(0.012)	(0.027)	(0.012)	(0.029)	(0.013)	(0.050)	(0.086)	(0.042)	(0.237)
Covariate set	Small	Large	Small	Large	Small	Small	Small	Small	Small
Observations	12545	11036	14150	12384	14626	14629	14629	12729	12729
R-squared	0.298	0.346	0.290	0.339					

*** p<0.01, ** p<0.05, * p<0.1 Robust standard errors in parentheses. Coefficients not adjusted for measurement error. Standard ability measures in all regre

Table 5: Unemployment duration

	Exponential		Weibull		OLS		OLS	
Cognitive skill	1.012	0.928	1.012	0.928	-0.003	0.017	0.005	0.030*
	(0.038)	(0.043)	(0.038)	(0.043)	(0.012)	(0.014)	(0.017)	(0.018)
Noncognitive skill	1.139***	1.173***	1.137***	1.173***	-0.037***	-0.045***	-0.063***	-0.077***
	(0.043)	(0.049)	(0.043)	(0.049)	(0.012)	(0.013)	(0.023)	(0.021)
Covariate set	Small	Large	Small	Large	Small	Large	Small	Large
Reliability ratio *c*	-	-	-	-	1.00	1.00	.8675	.8675
Reliability ratio *n*	-	-	-	-	1.00	1.00	.70267	.70267
Observations	1173	926	1173	926	1173	926	1173	926
R-squared	-	-	-	-	0.023	0.040	0.028	0.049

*** p<0.01, ** p<0.05, * p<0.1. Standard errors in parentheses. Heteroskedasticity-robust standard errors in OLS without adjustment for measurement error. Standard errors in OLS with measurement error adjustment computed with nonparametric bootstrap. Standard ability measures in all regressions.

Table 10. The Predictive Power of Conscientiousness Relative and SAT Scores for College GPA

Source	Sample	Timing of Measurement and Outcome	Controls	Metric	Results	
Conard [2005]	University students in the US (N=186)	College GPA and SAT were both self-reported during college. Personality was measured in college.	Class Attendance	Standardized Regression Coefficient (β)	SAT Total Conscientiousness	0.27** 0.30**
Noftle and Robins [2007]	University students in the US (N=10,472)	College GPA and SAT were both self-reported during college. Personality was measured in college.	Gender, Other Big Five Traits	Standardized Regression Coefficient (β)	SAT Verbal SAT Math Conscientiousness	0.19*** 0.16*** 0.24***
Noftle and Robins [2007]	University students in the US (N=465)	College GPA and SAT were both self-reported during college.[1] Personality was measured in college.	Gender, Other Big Five Traits	Standardized Regression Coefficient (β)	SAT Verbal SAT Math Conscientiousness	0.28*** 0.28*** 0.18***
Noftle and Robins [2007]	University students in the US (N=444)	College GPA and SAT were both self-reported during college. Personality was measured in college.	Gender, Other Big Five Traits	Standardized Regression Coefficient (β)	SAT Verbal SAT Math Conscientiousness	0.18*** 0.25*** 0.22***
Wolfe and Johnson [1995]	University students in the US (N=201)	GPA and SAT were provided by the Colleges's Record Office. Personality was measured in college.	High School GPA	Standardized Regression Coefficient (β)	SAT Total Conscientiousness	0.23*** 0.31***

Notes: (1) Self-reported SAT scores and those obtained from college records were highly correlated ($r = 0.92$). Self-reported GPA and that obtained from college records were highly correlated ($r = 0.89$).

*statistically significant at the10 percent level; **statistically significant at the 5 percent level; ***statistically significant at the 1 percent level

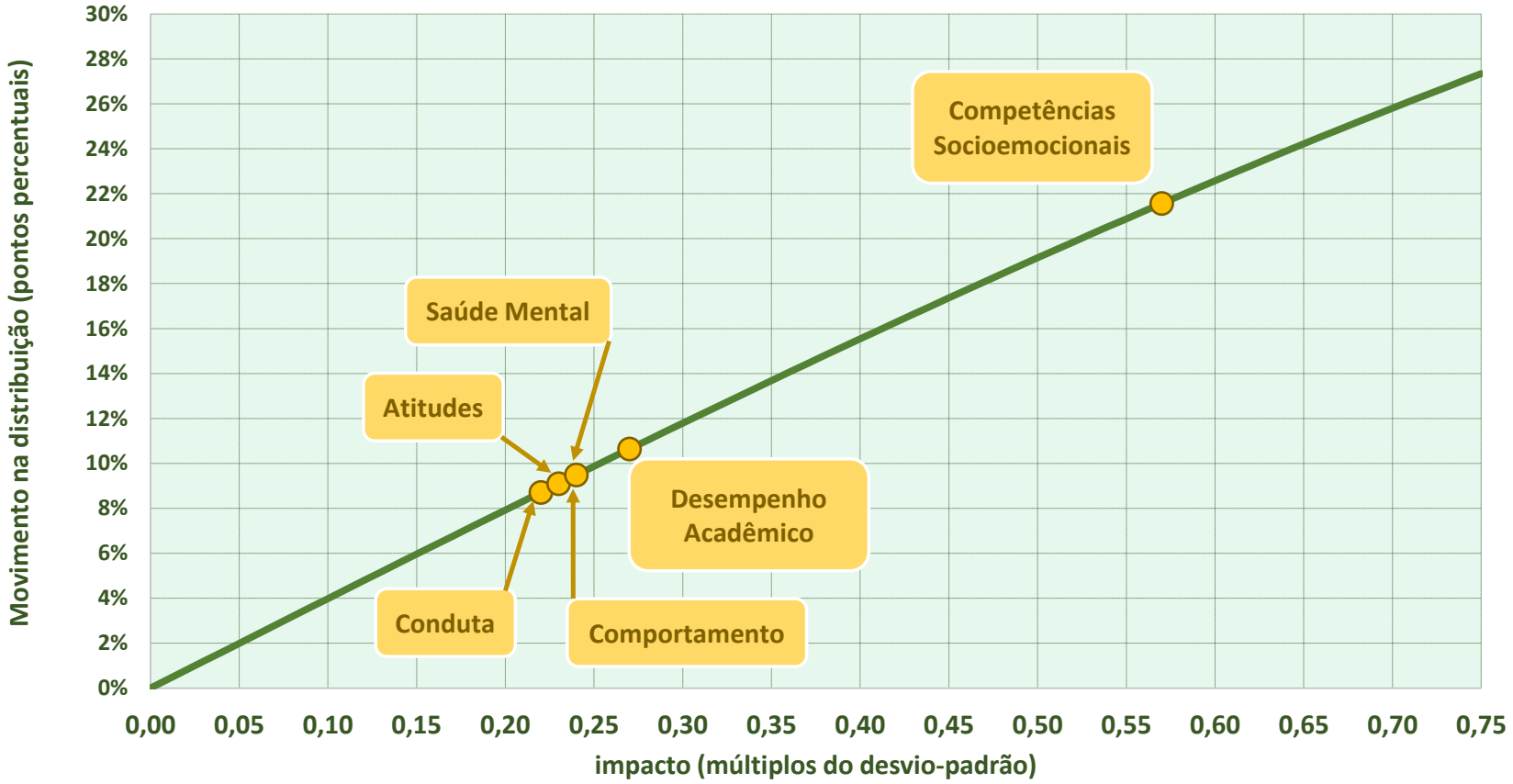
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II. A escola é capaz de transformar características não-cognitivas

A Evidência

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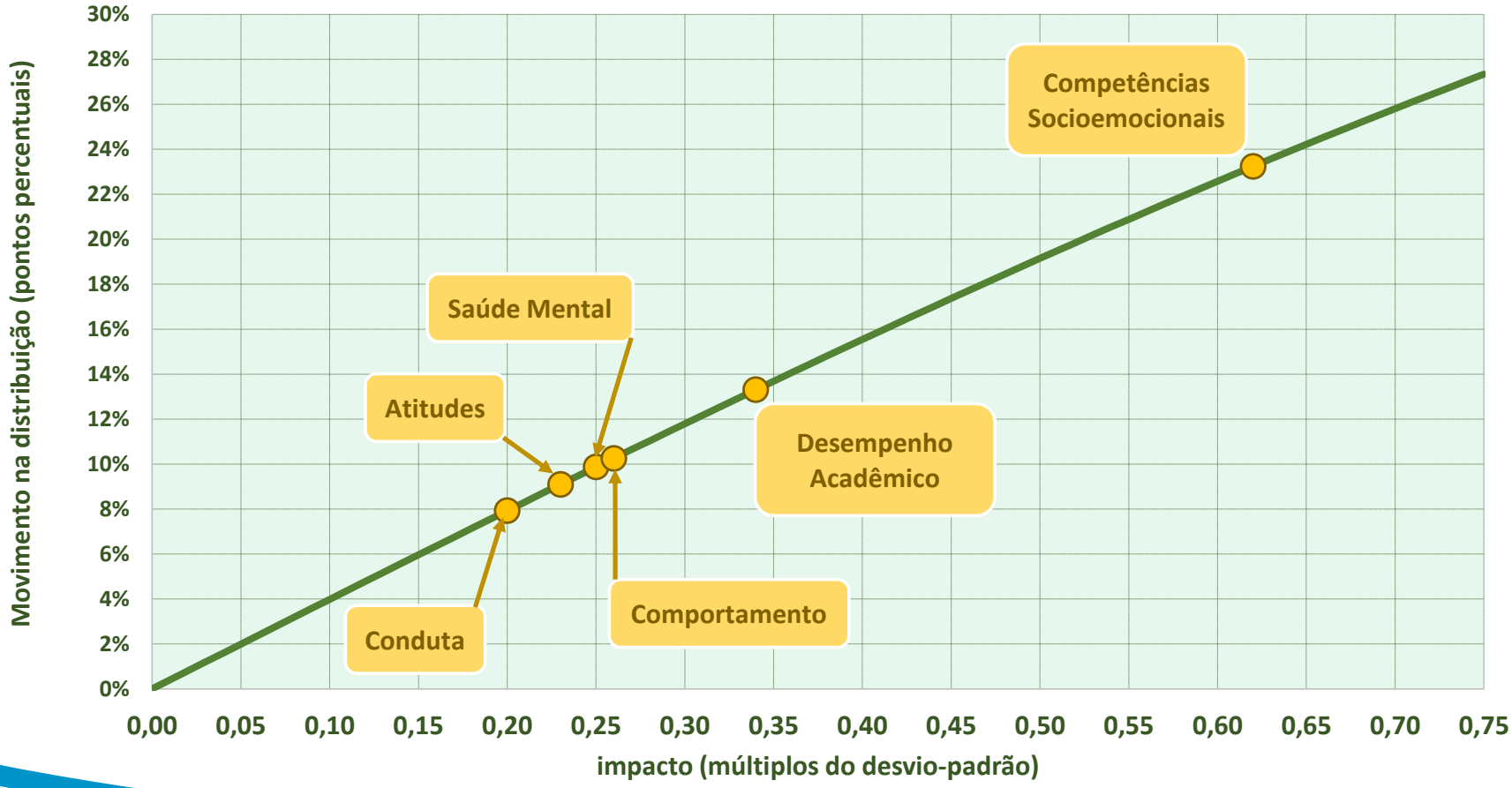
Impacto de programas universais voltados ao desenvolvimento de habilidades socioemocionais



A Evidência

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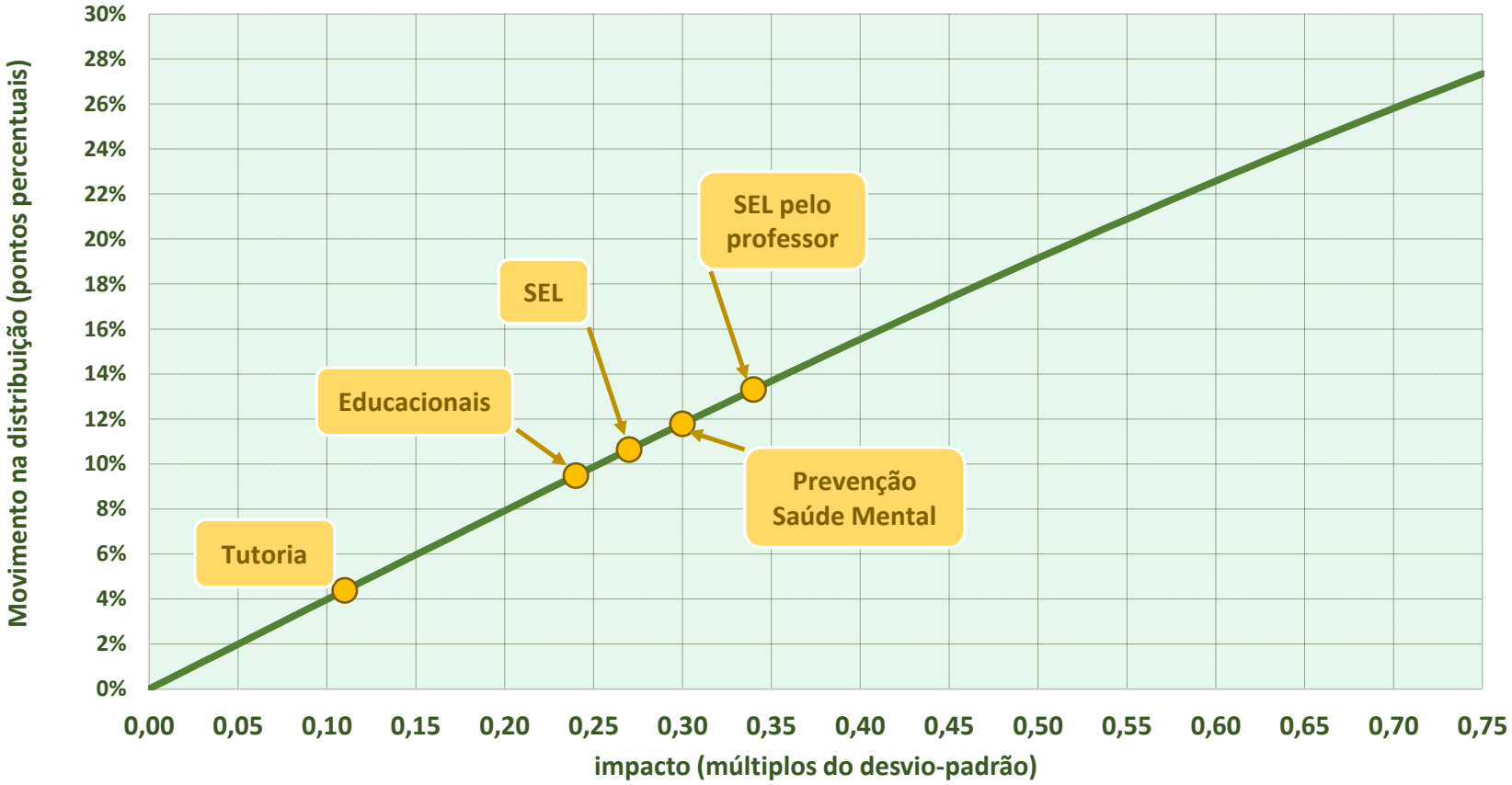
Impacto de programas universais, na escola aministrado pelo professor, voltados ao desenvolvimento de habilidades socioemocionais



A Evidência

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Impacto de distintos tipos de programas sobre o aprendizado



A Evidência

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Impacto de distintos tipos de programas sobre as competências socioemocionais

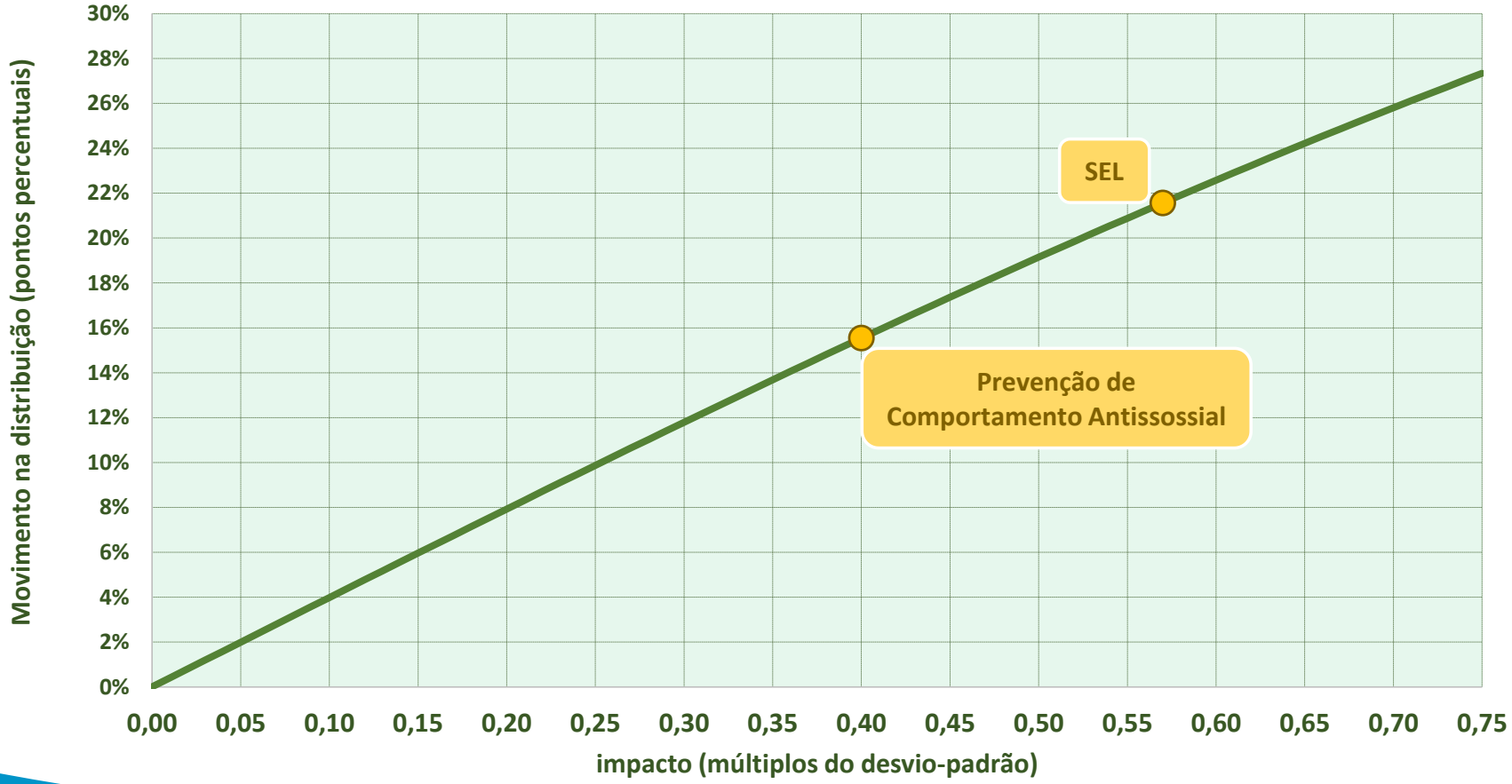
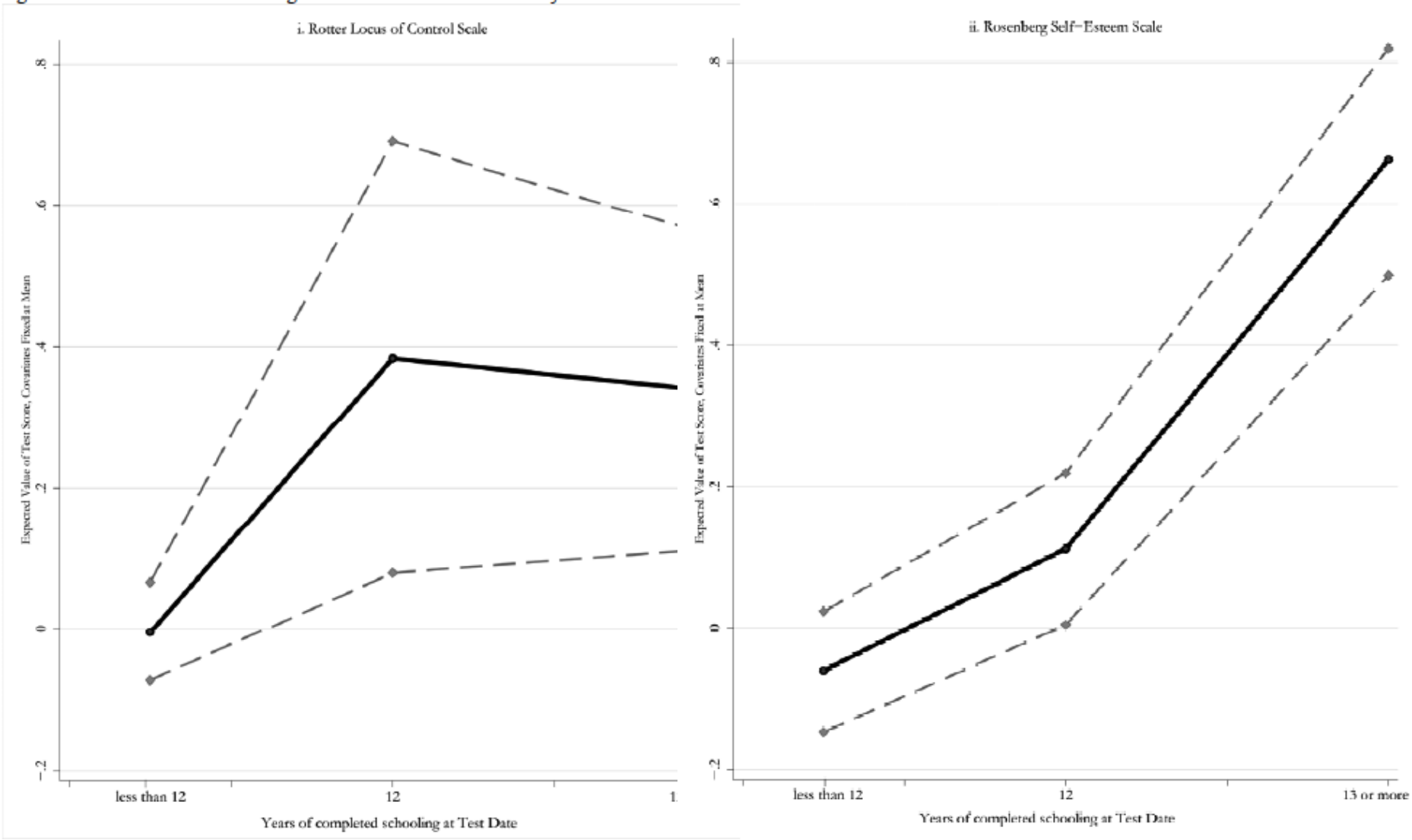


Figure 30.Causal Effect of Schooling on Two Measures of Personality



Fonte: Heckman, Stixrud e Urzua (2006)

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III. Grande parte dos benefícios da escola também passam por canais não-cognitivos

Benefícios da escola também passam por canais não-cognitivos

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- Motivação: caso do GED. Comparação entre alunos formados no 2º grau, jovens que abandonaram e fizeram exame de equivalência, e jovens que abandonaram e não o fizeram

- Distribuição de QI nos dois primeiros grupos é semelhante, e domina a dos que abandonaram e não fizeram o exame

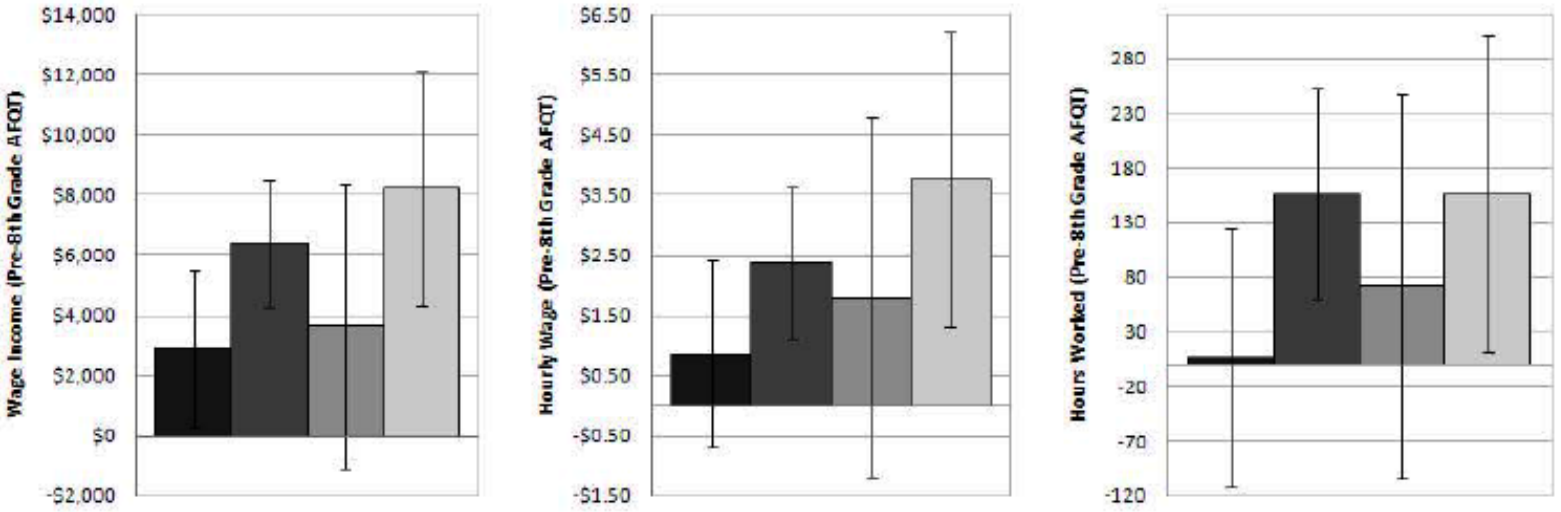
- Distribuição dos atributos não-cognitivos é semelhante entre os dois tipos de abandono, e é dominada pelos alunos do ensino formal

- Salários são maiores entre os formados no ensino formal do que nos outros 2 grupos

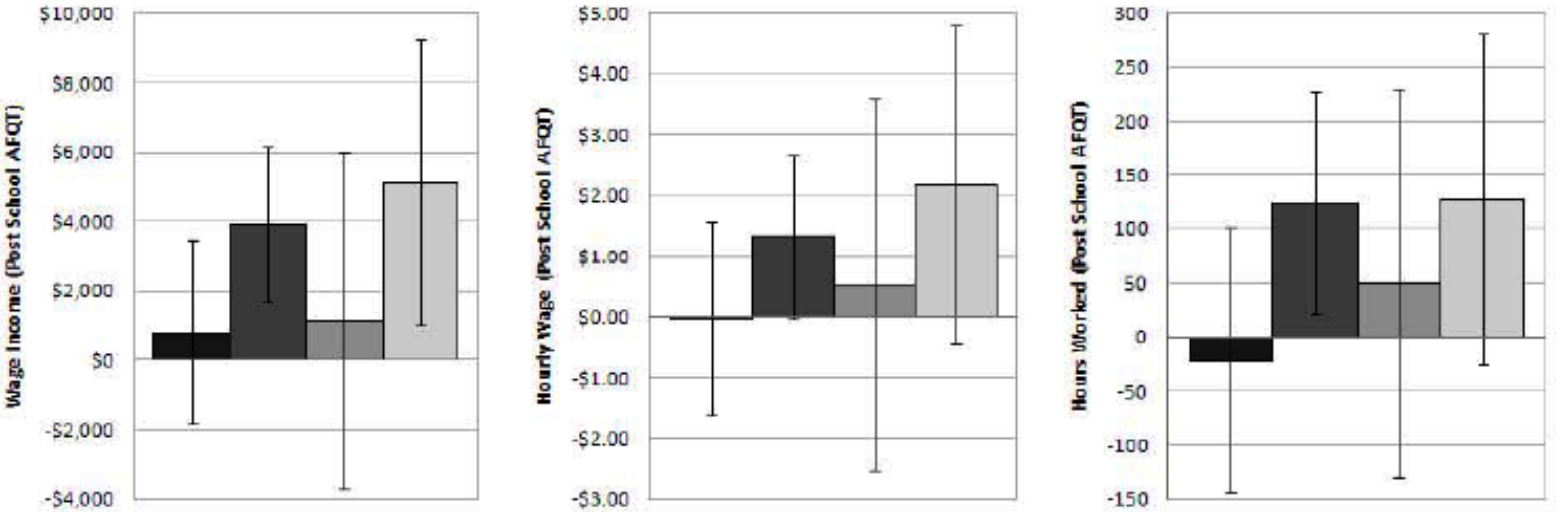
- **Explicação deve passar por atributos não cognitivos**

Figure 9: Economic Gaps Relative to Dropouts Adjusted For Pre-8th Grade AFQT Scores (A) and Post-Schooling AFQT Scores (B)

(A)



(B)



Source: National Longitudinal Survey of Youth 1979 (NLSY79). Notes: Regressions control for an urban residence at age

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Schooling Corrected Test Score Distributions by Race and Gender NLSY79

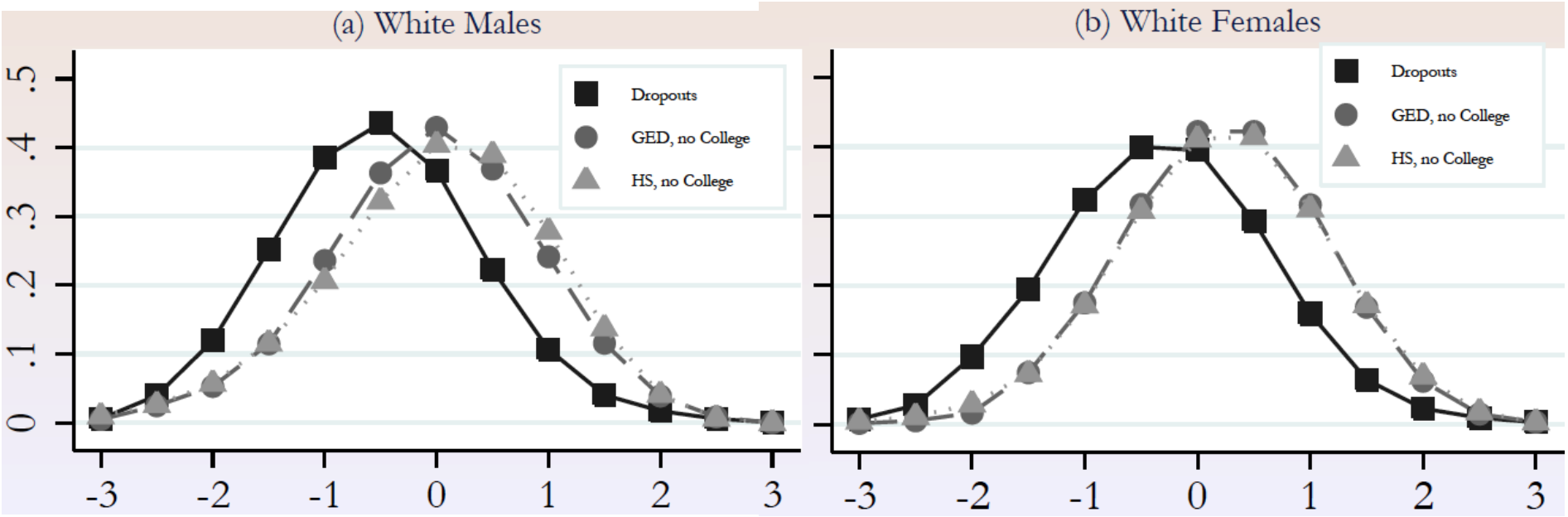
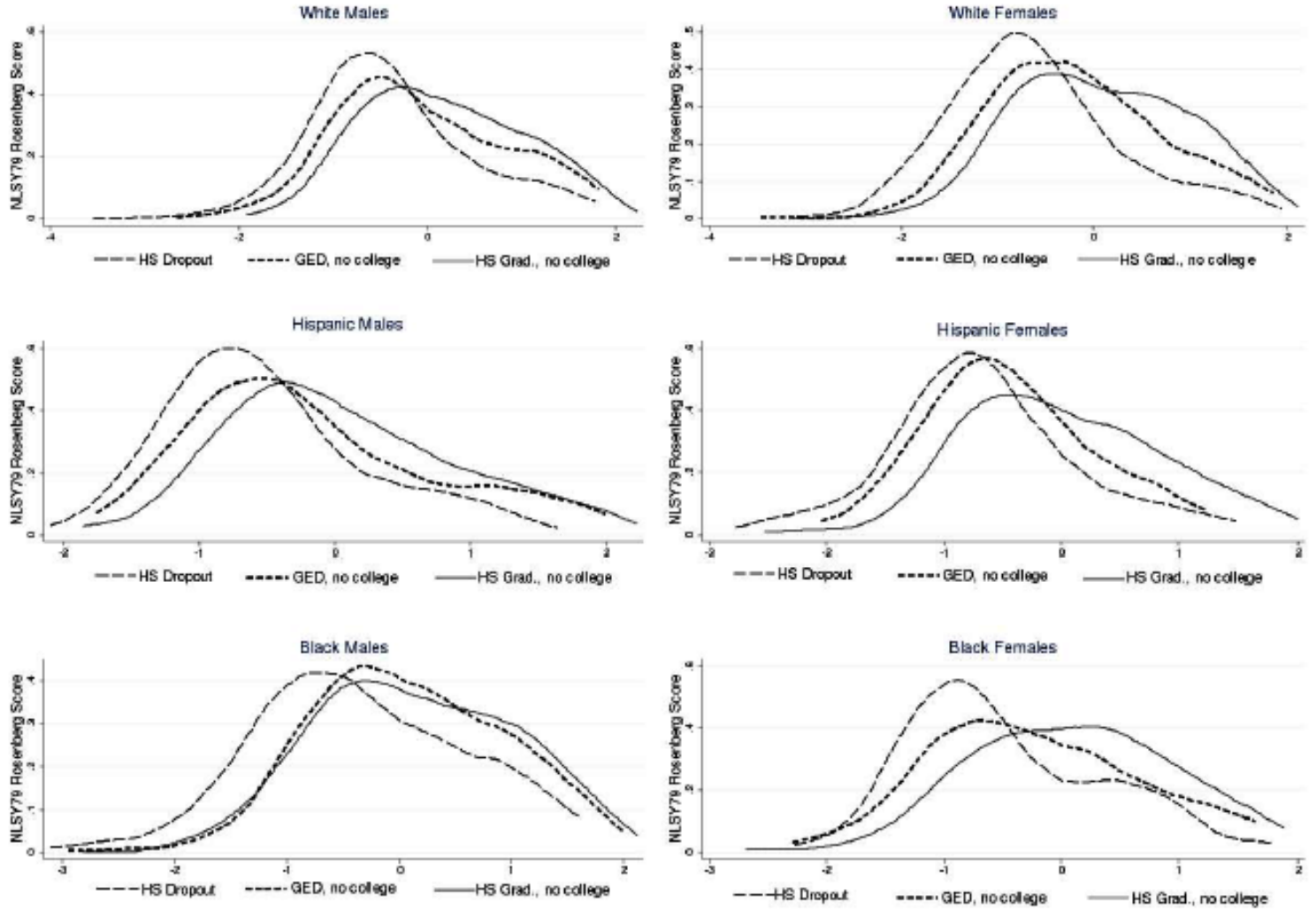


Figure 13: Estimates of Post-Schooling Rosenberg Scores Distributions by Final Education Level



Source: National Longitudinal Survey of Youth 1979. Notes: Distributions are for individuals with no completed college in 2006. Notes: The Rosenberg Self-Esteem Scale is a series of 10 questions to measure self-esteem. Post-School Rosenberg scores are those estimated for individuals at the time that they leave school, or equal their observed Rosenberg score if they were surveyed after they had completed school. The adjustment method is discussed in detail in Section D of the Web Appendix (http://jenni.uchicago.edu/GEDHandbookChapter/).

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IV. SENNA: A experiência Brasileira

Auto-relato; Compreensibilidade/Abrangência

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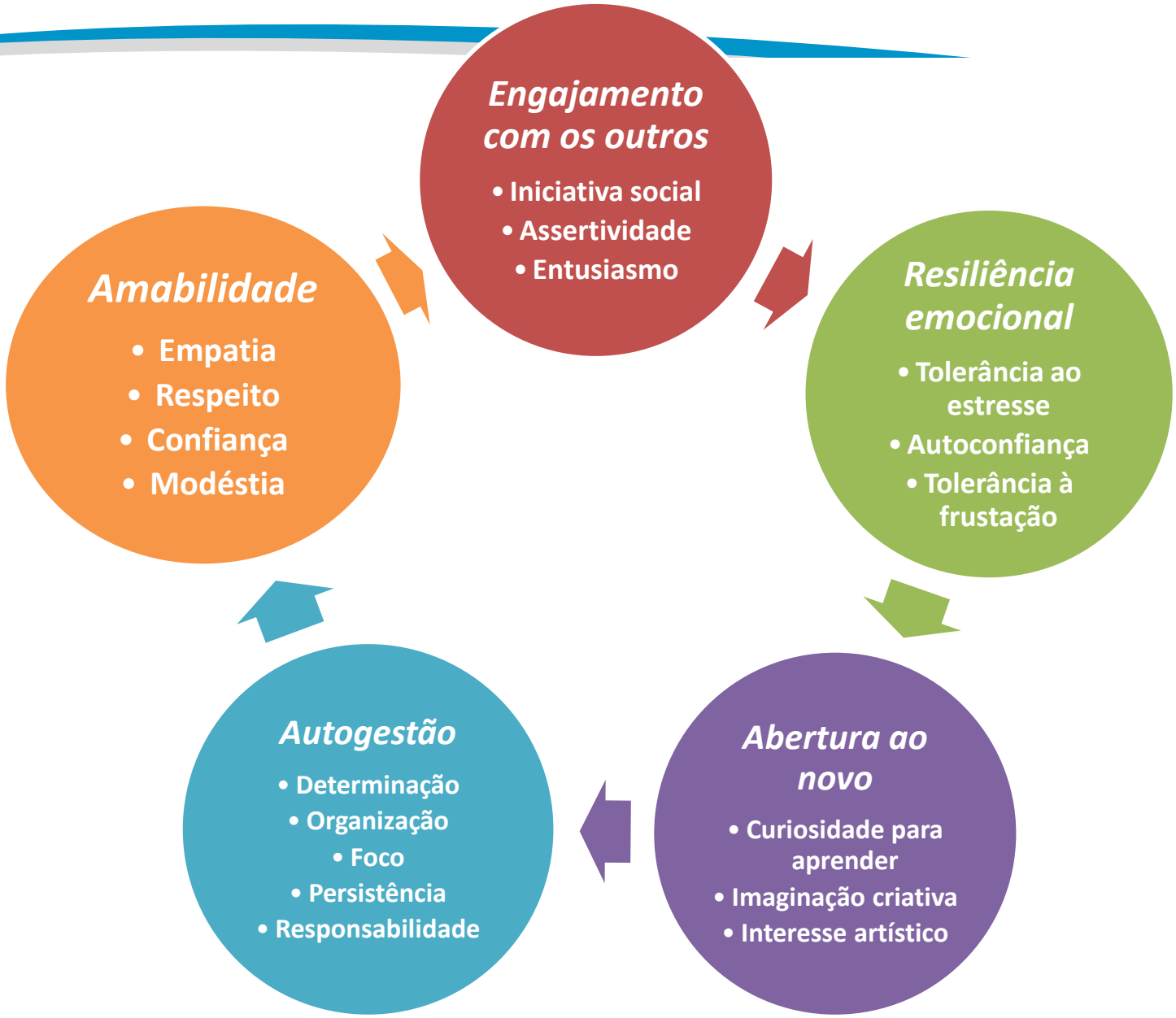
- A literatura especializada enfatiza um número grande de habilidades socioemocionais sugerindo uma aparente multiplicidade de aspectos independentes

- Mas um olhar mais aprofundado revela que essas habilidades ancoram-se a um conjunto menor de temas nucleares comuns

- Um sistema de avaliação deve avaliar essas habilidades socioemocionais abrangendo todos esses temas nucleares conectando-o com a literatura científica sobre funcionamento socio emocional



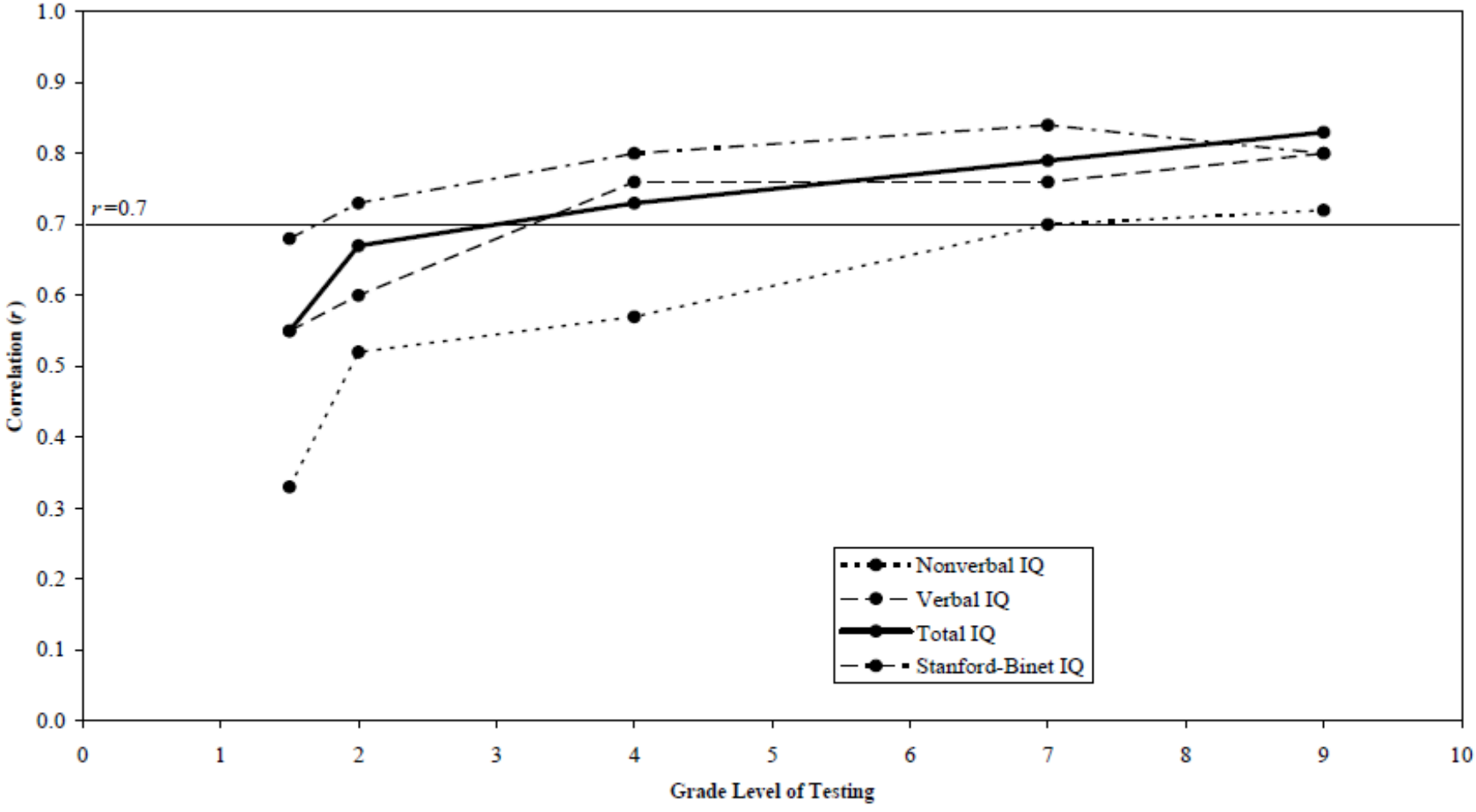
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Habilidades cognitivas estabilizam cedo

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Figure 26. Rank-Order Stability of IQ Across the Life Span



Notes: The points represent ten-year, test-retest correlations over ten-year intervals. Grade level, not age, is on the x-axis.

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Age Differences in Personality Traits From 10 to 65: Big Five Domains and Facets in a Large Cross-Sectional Sample

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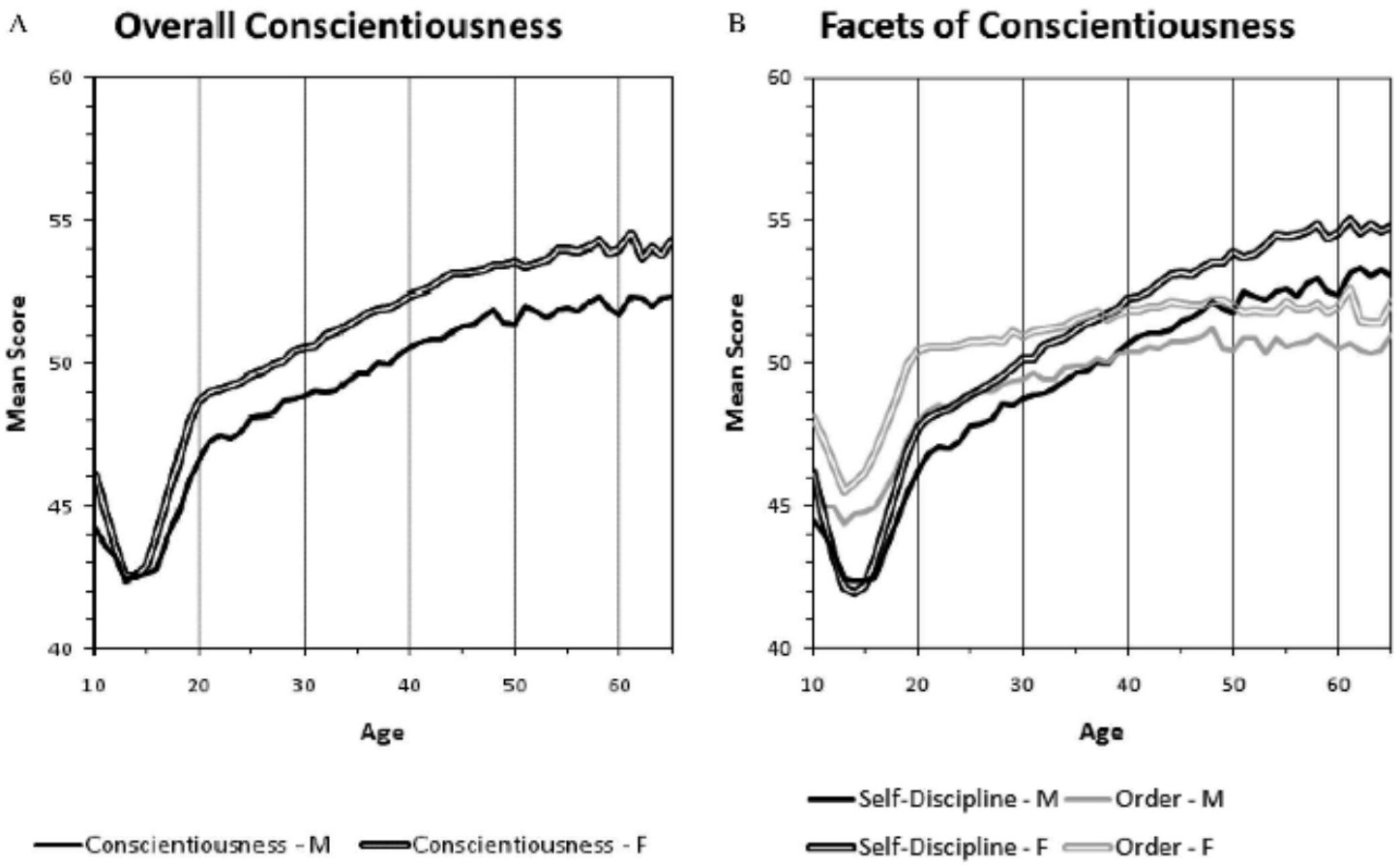


Figure 1. Means for overall Conscientiousness (A) and its facets (B), by age and gender. Single lines show the means for males, and double lines show the means for females. In Panel B, black lines show the means for Self-Discipline, and or gray lines show the means for Order.

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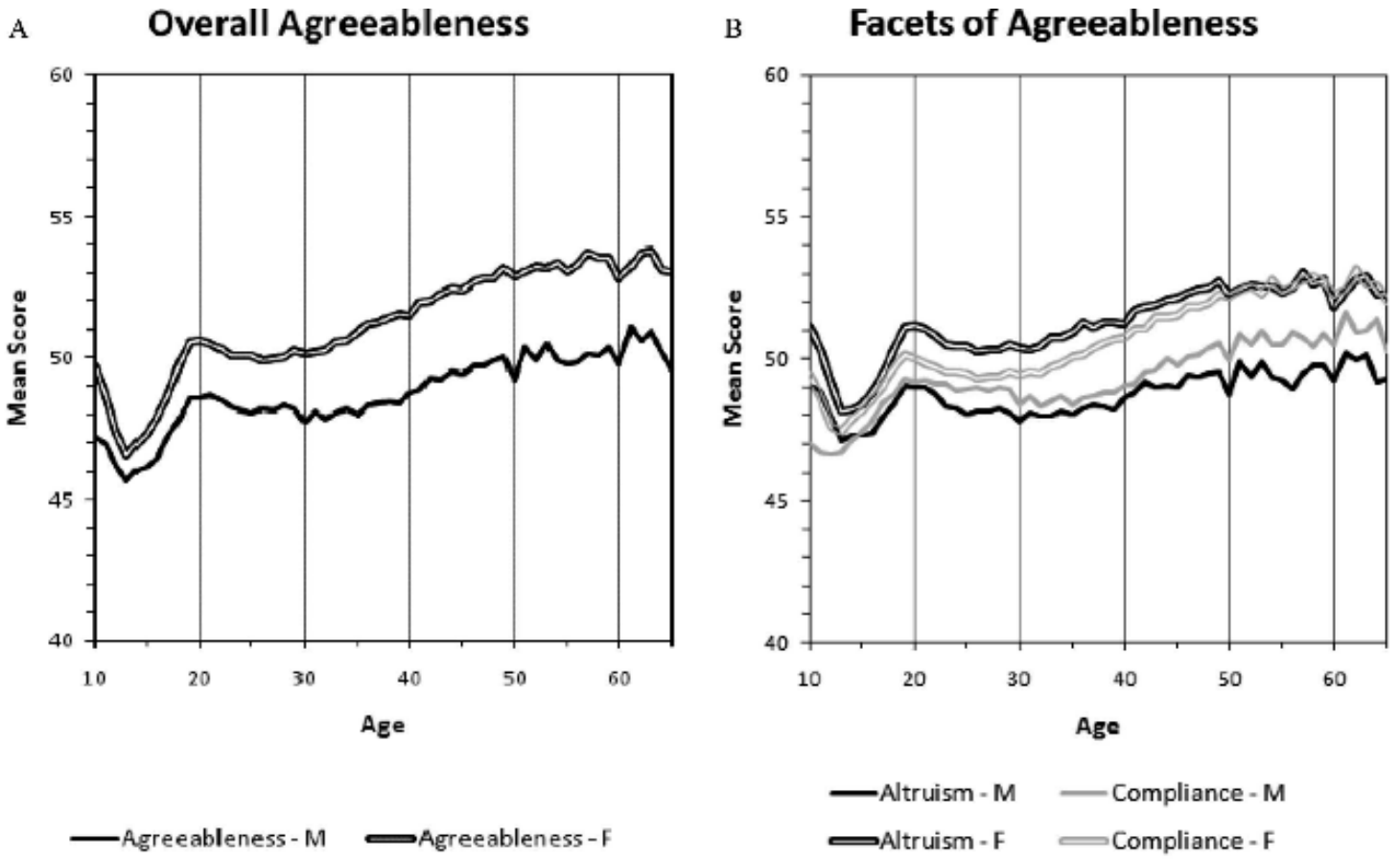


Figure 2. Means for overall Agreeableness (A) and its facets (B), by age and gender. Single lines show the means for males, and double lines show the means for females. In Panel B, black lines show the means for Altruism, and gray lines show the means for Compliance.

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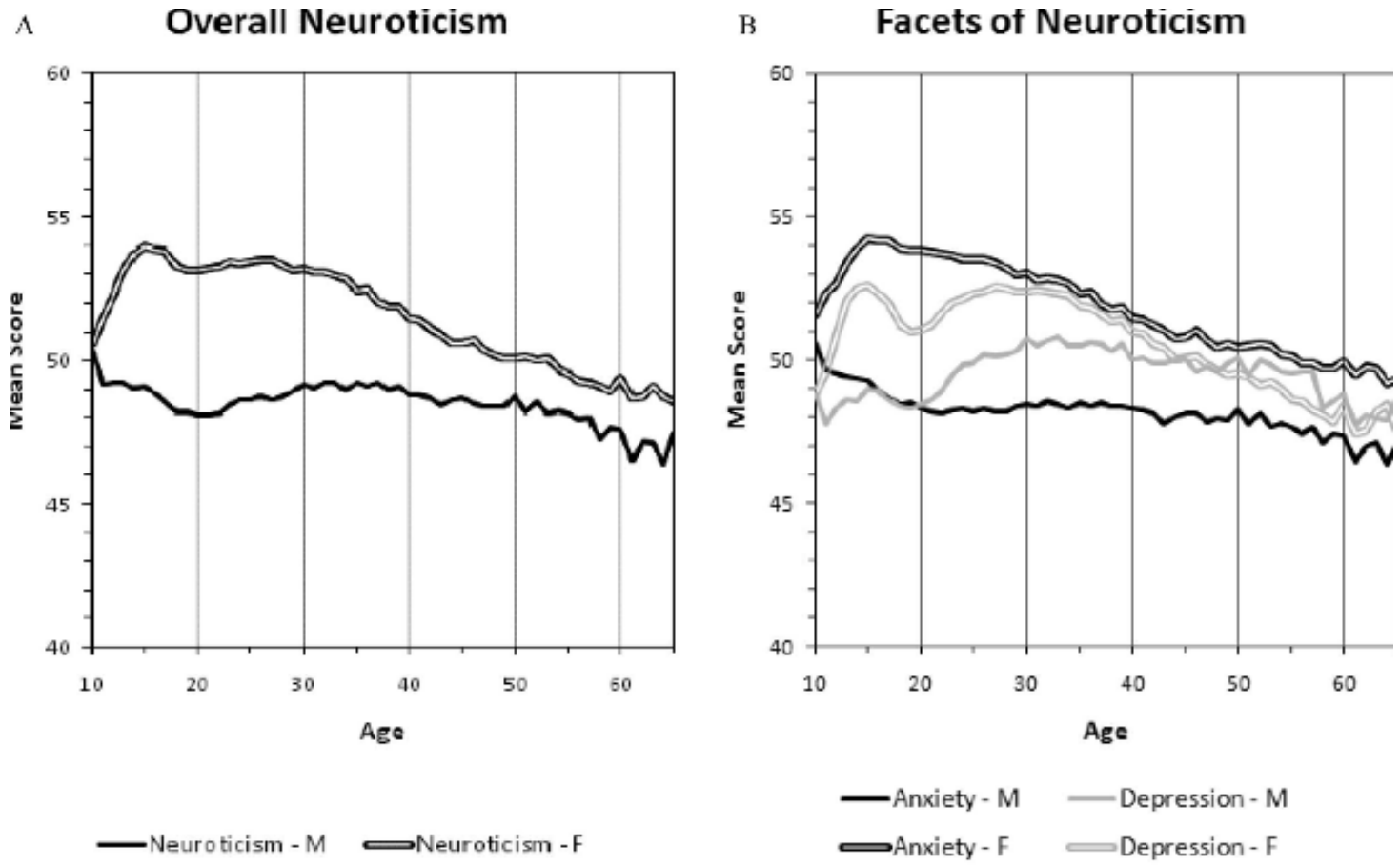


Figure 3. Means for overall Neuroticism (A) and its facets (B), by age and gender. Single lines show the means for males, and double lines show the means for females. In Panel B, black lines show the means for Anxiety, and gray lines show the means for Depression.

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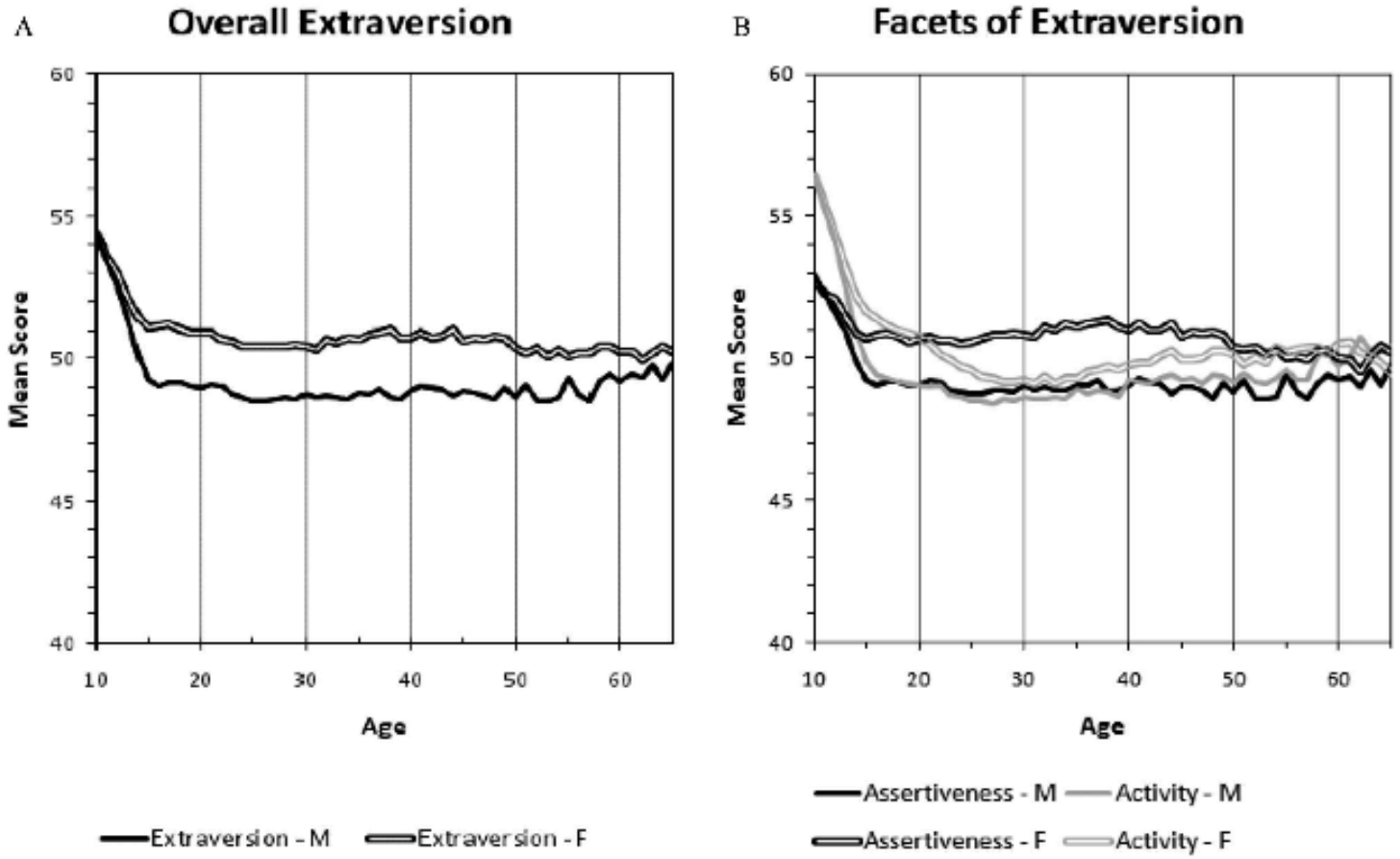


Figure 4. Means for overall Extraversion (A) and its facets (B), by age and gender. Single lines show the means for males, and double lines show the means for females. In Panel B, black lines show the means for Assertiveness, and gray lines show the means for Activity.

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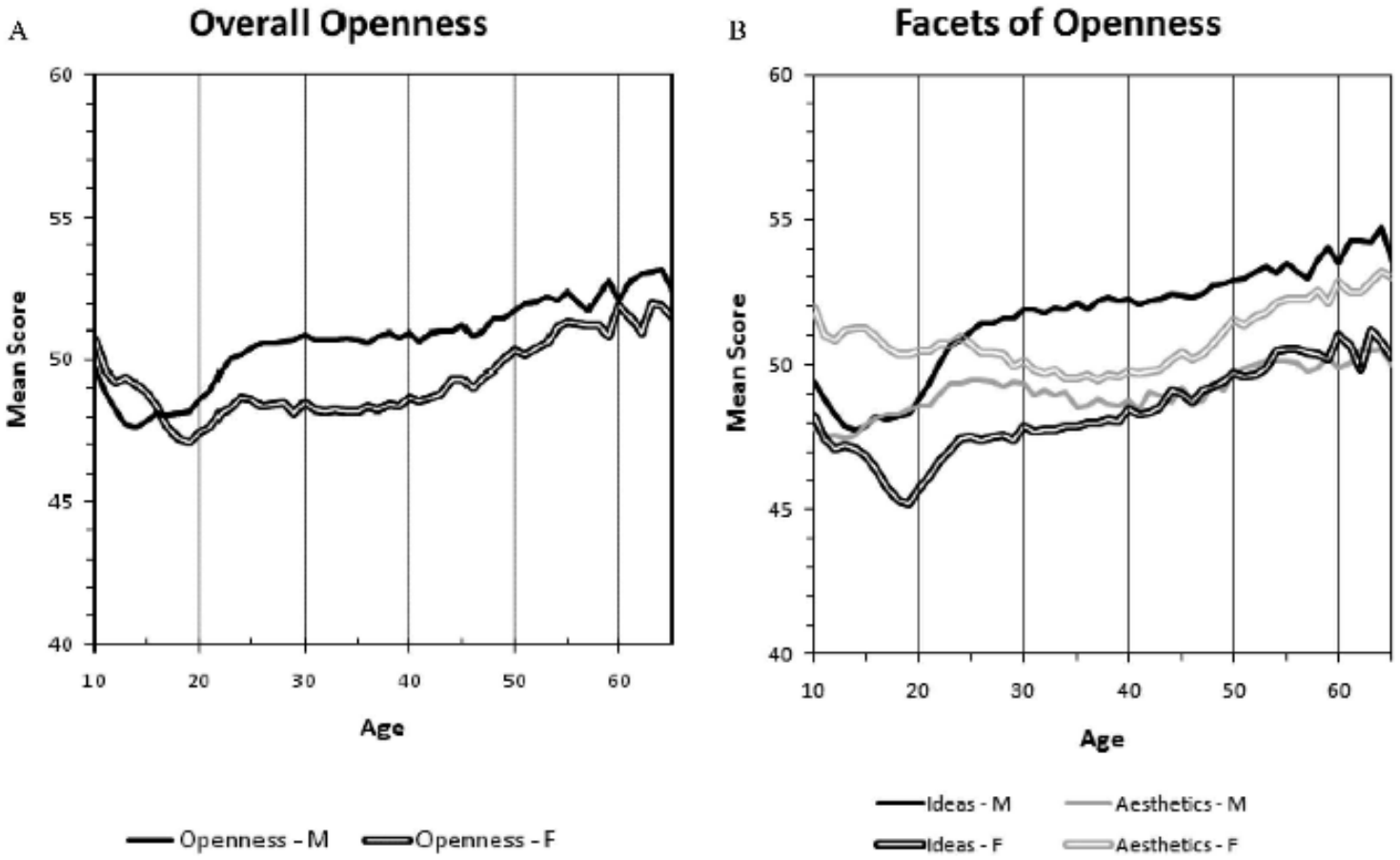
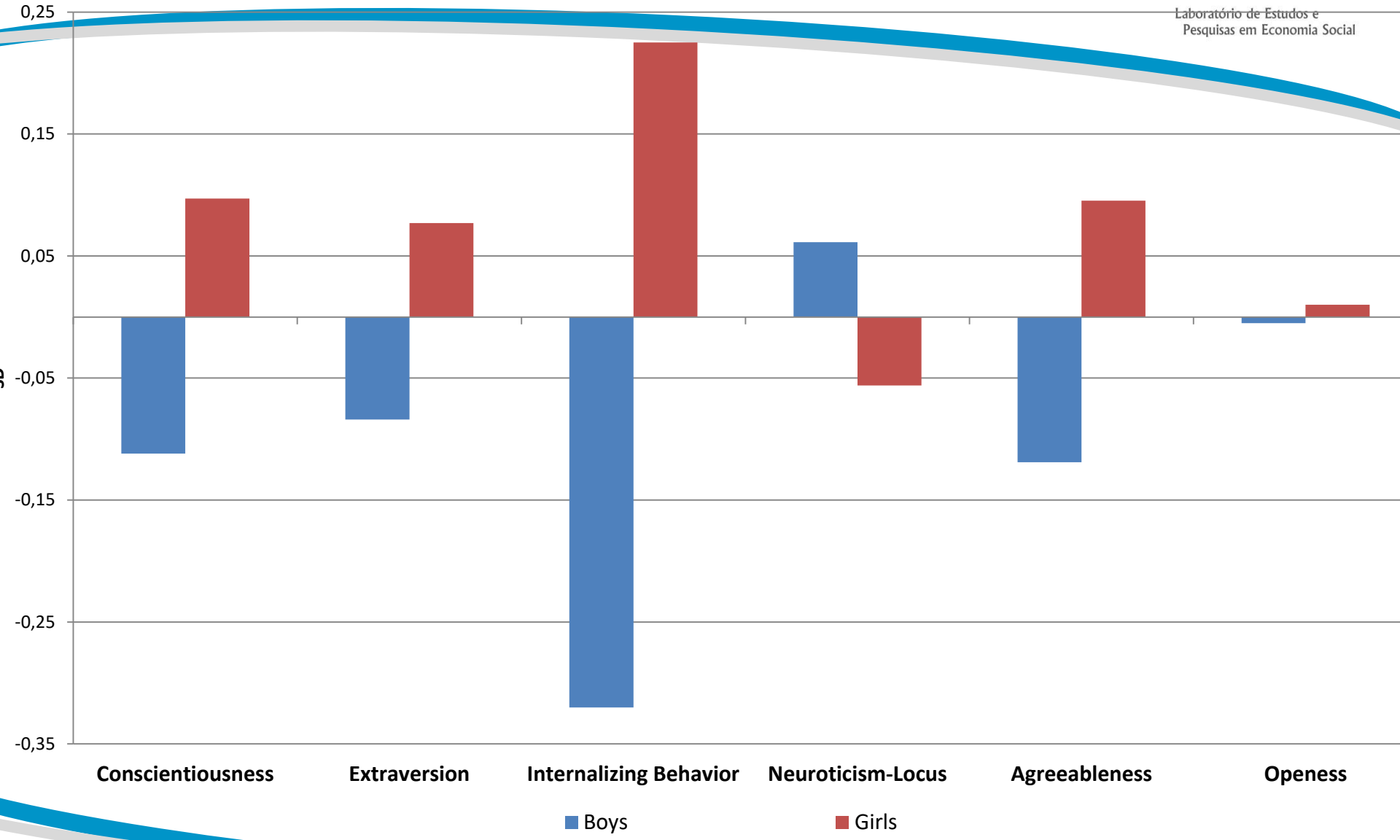


Figure 5. Means for overall Openness (A) and its facets (B), by age and gender. Single lines show the means for males, and double lines show the means for females. In Panel B, black lines show the means for Openness to Ideas, and gray lines show the means for Openness to Aesthetics.

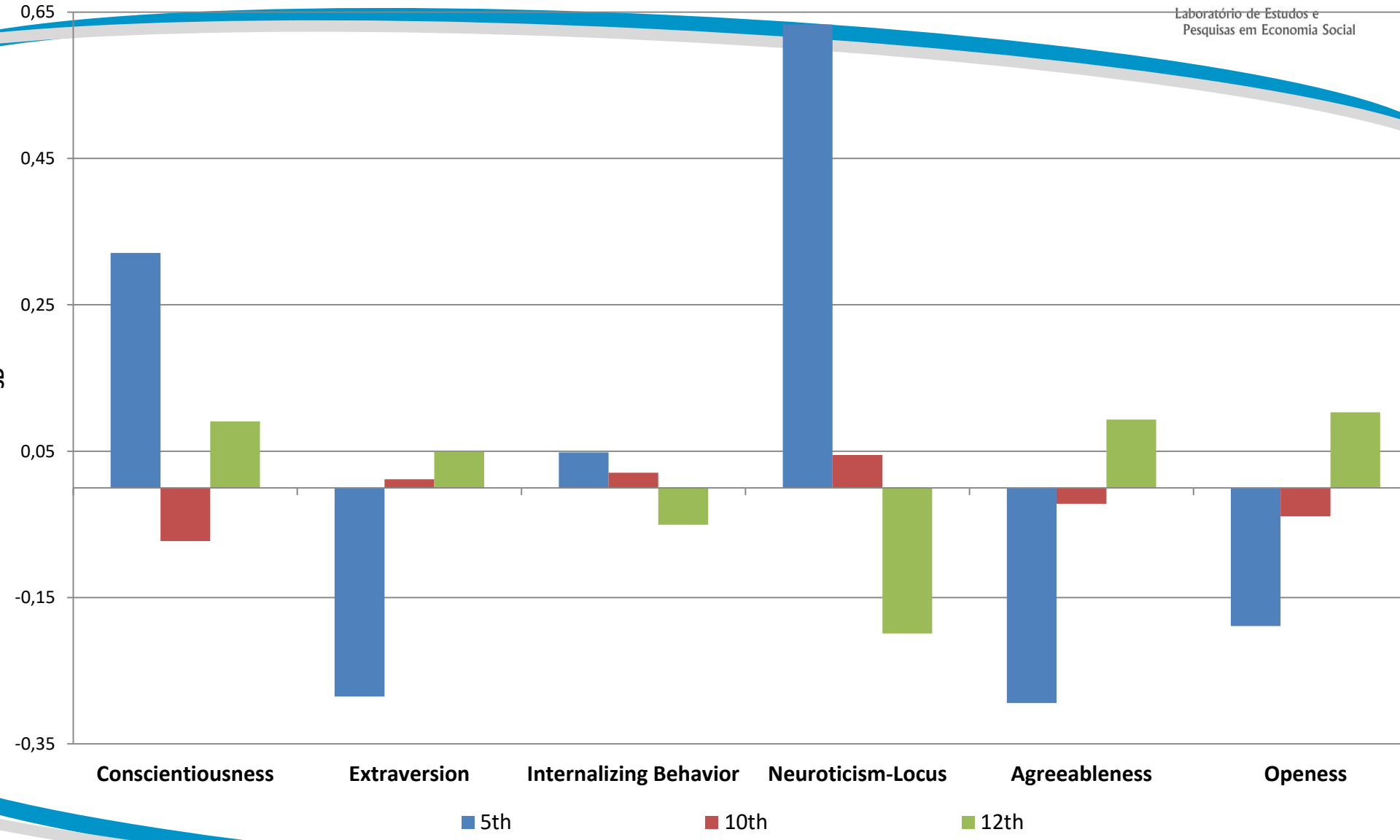
Gender differences in Non-Cognitive Skills

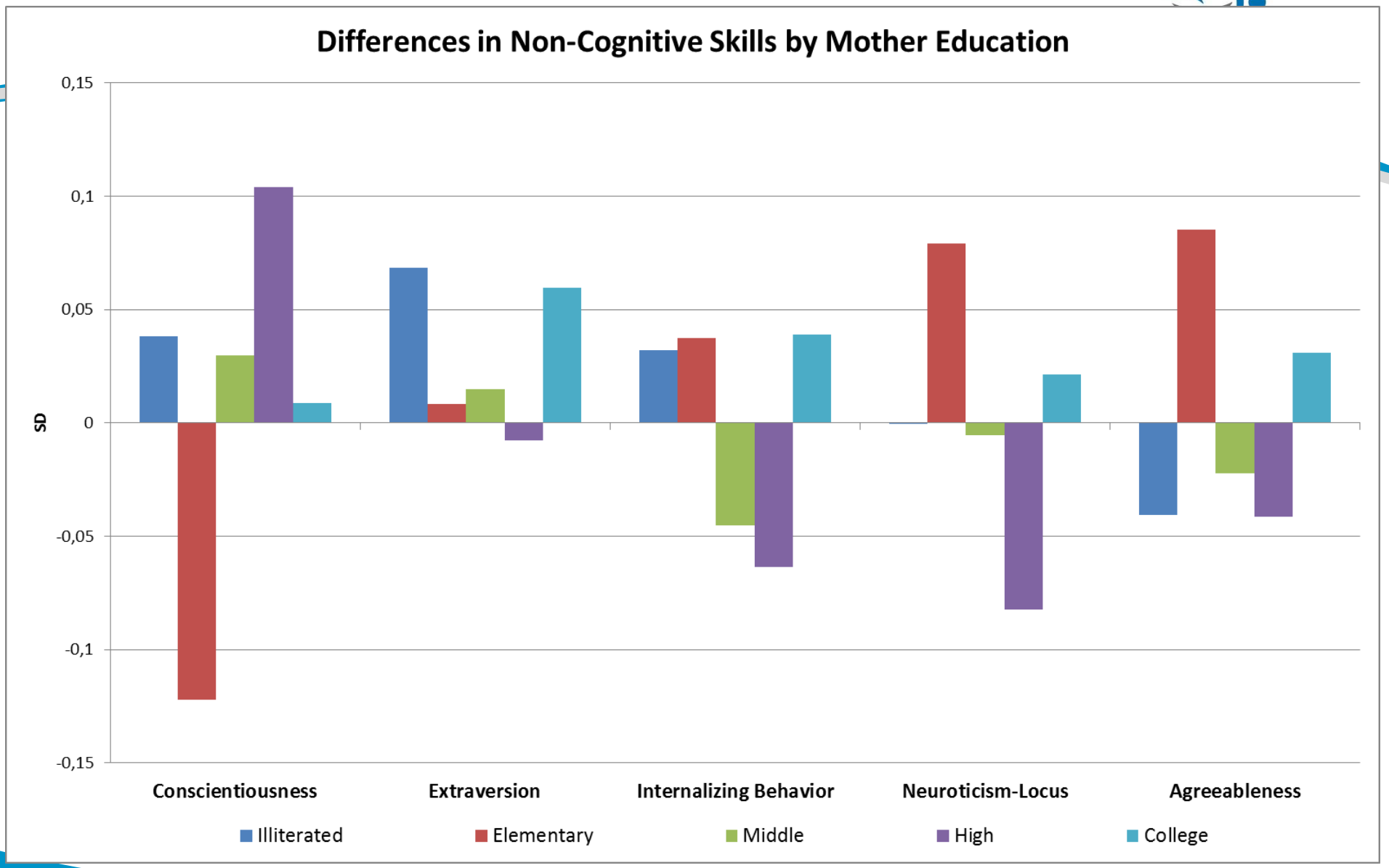
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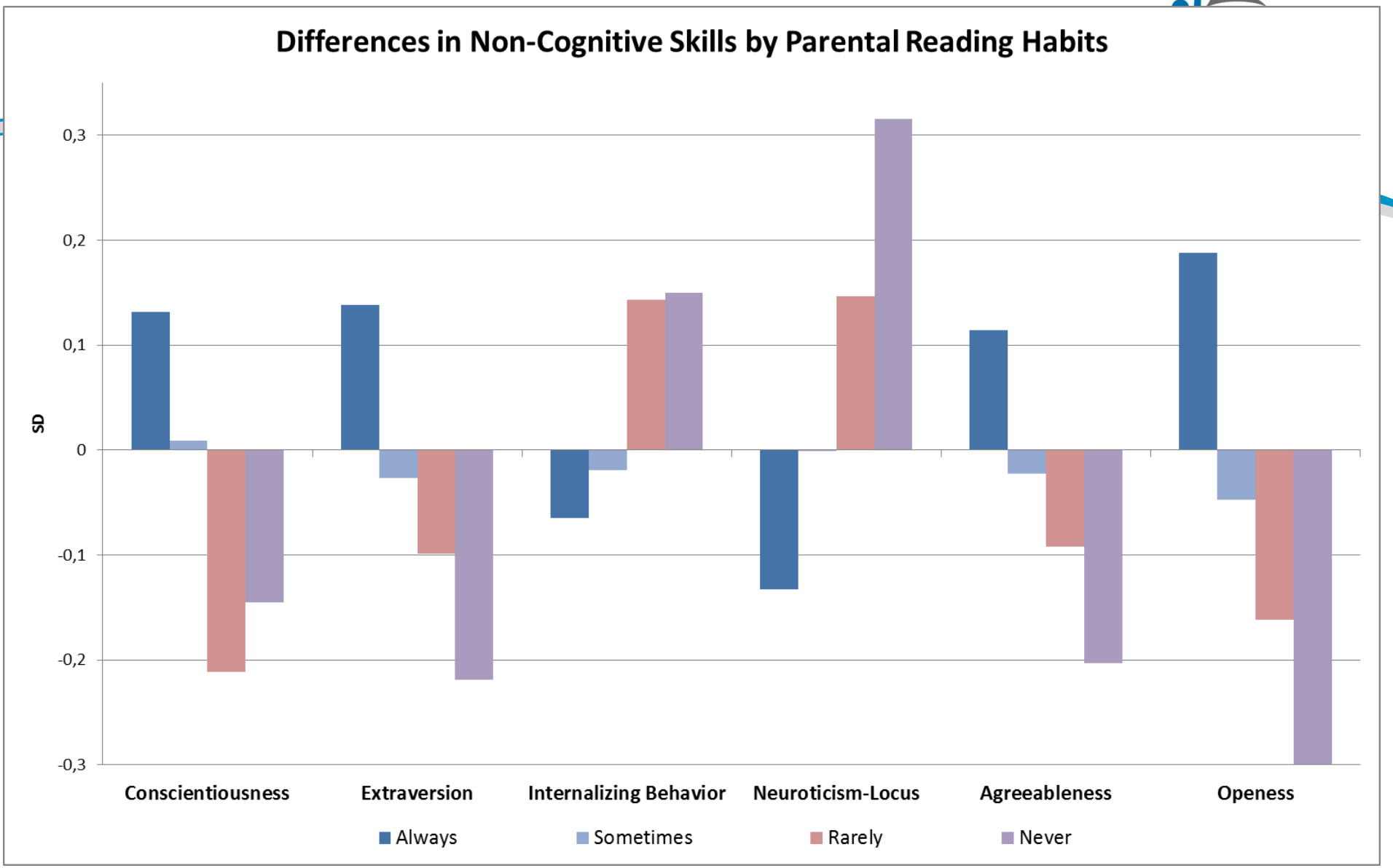


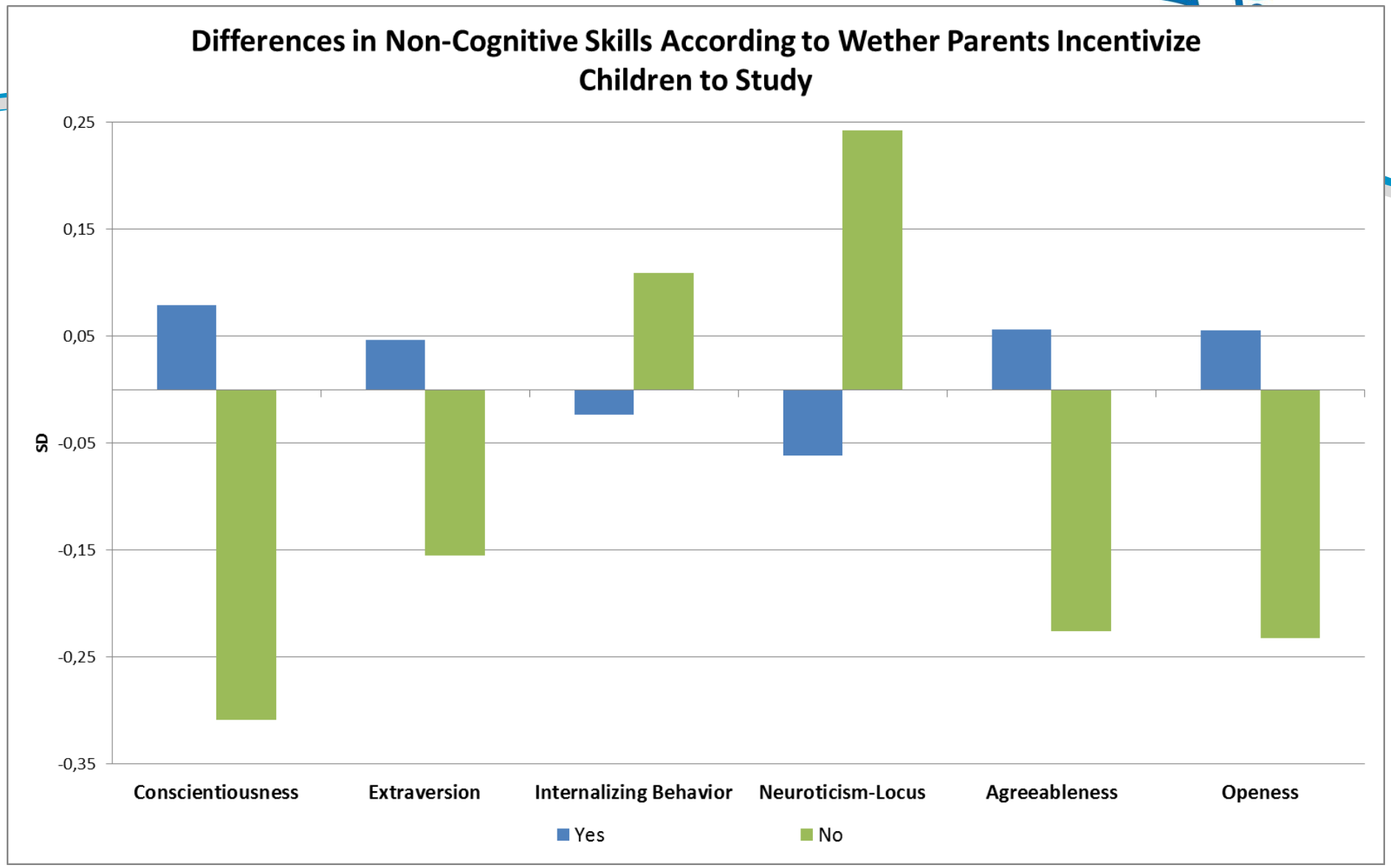
Differences in Non-Cognitive Skills by Grade

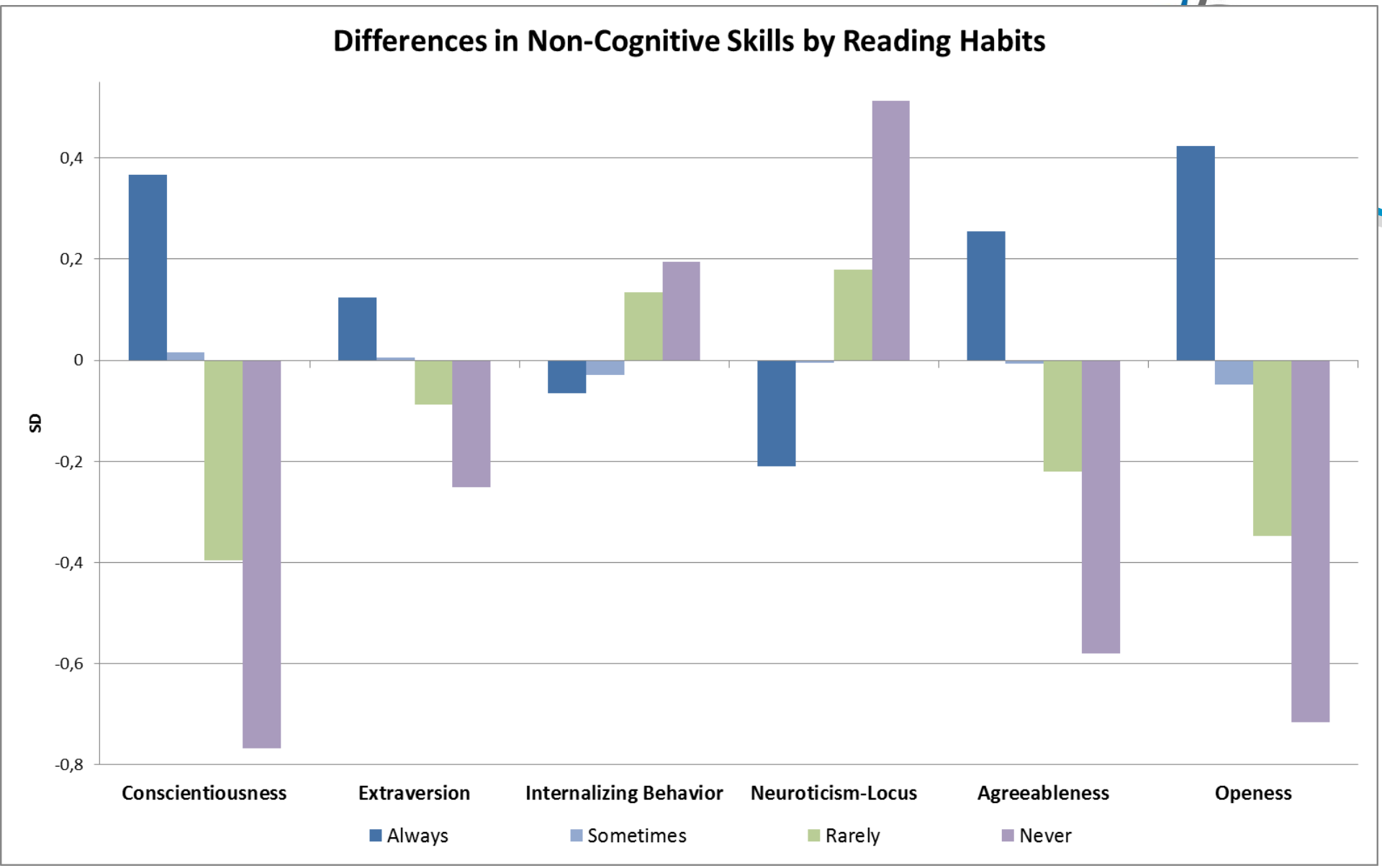
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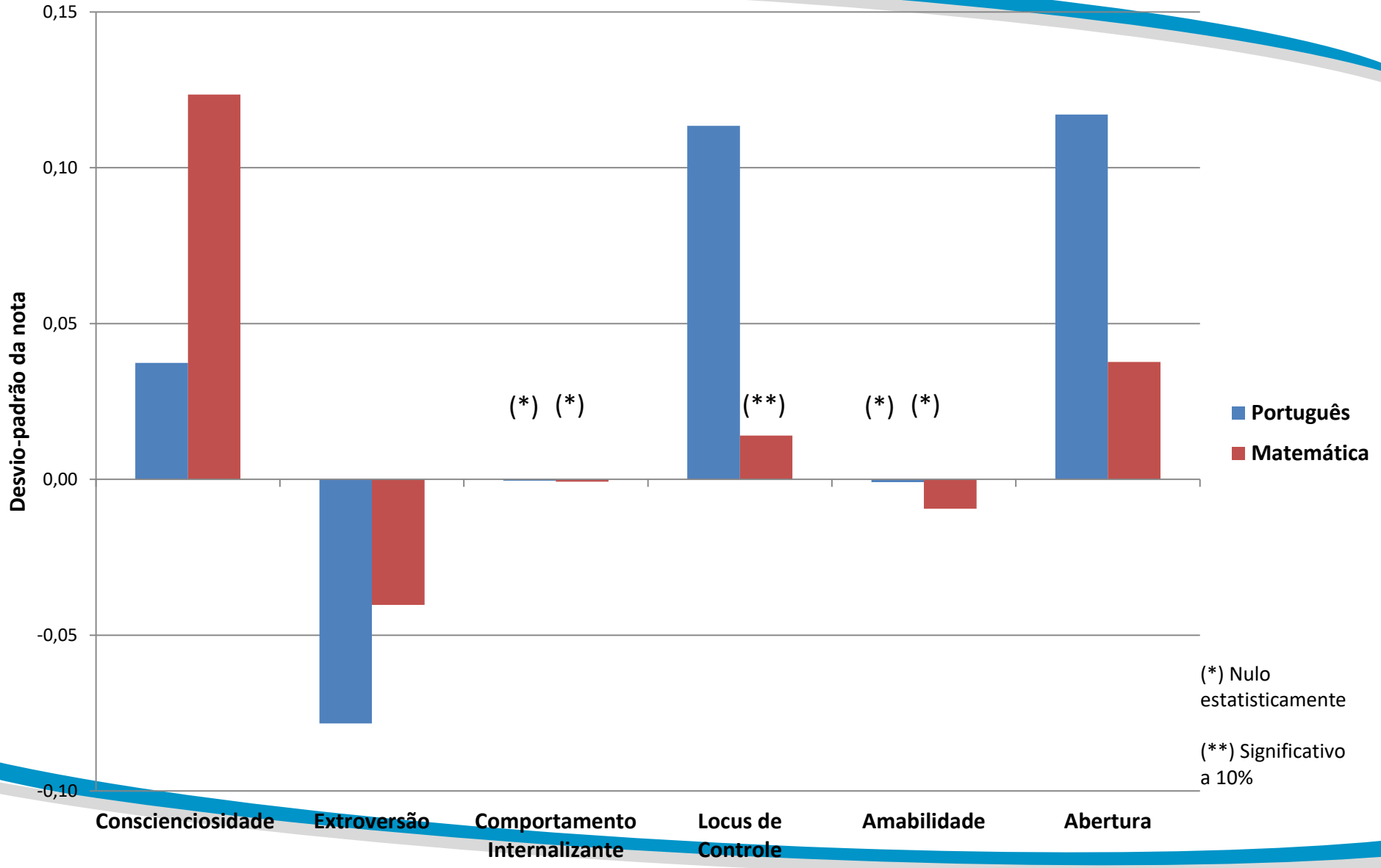

Differences in Non-Cognitive Skills by Mother Education
0,15
0,1
0,05
0
-0,05
-0,1
-0,15
SD
Conscientiousness
Extraversion
Internalizing Behavior
Neuroticism-Locus
Agreeableness
Illiterated
Elementary
Middle
High
College


Differences in Non-Cognitive Skills by Parental Reading Habits
SD
0,3
0,2
0,1
0
-0,1
-0,2
-0,3
Conscientiousness
Extraversion
Internalizing Behavior
Neuroticism-Locus
Agreeableness
Openess
Always
Sometimes
Rarely
Never


Differences in Non-Cognitive Skills According to Wether Parents Incentivize Children to Study
0,25
0,15
0,05
-0,05
-0,15
-0,25
-0,35
SD
Conscientiousness
Extraversion
Internalizing Behavior
Neuroticism-Locus
Agreeableness
Openess
Yes
No


Differences in Non-Cognitive Skills by Reading Habits
SD
0,4
0,2
0
-0,2
-0,4
-0,6
-0,8
Conscientiousness
Extraversion
Internalizing Behavior
Neuroticism-Locus
Agreeableness
Openess
Always
Sometimes
Rarely
Never

Impacto sobre o desempenho de se levar uma criança do 25º ao 75º percentil socioemocional



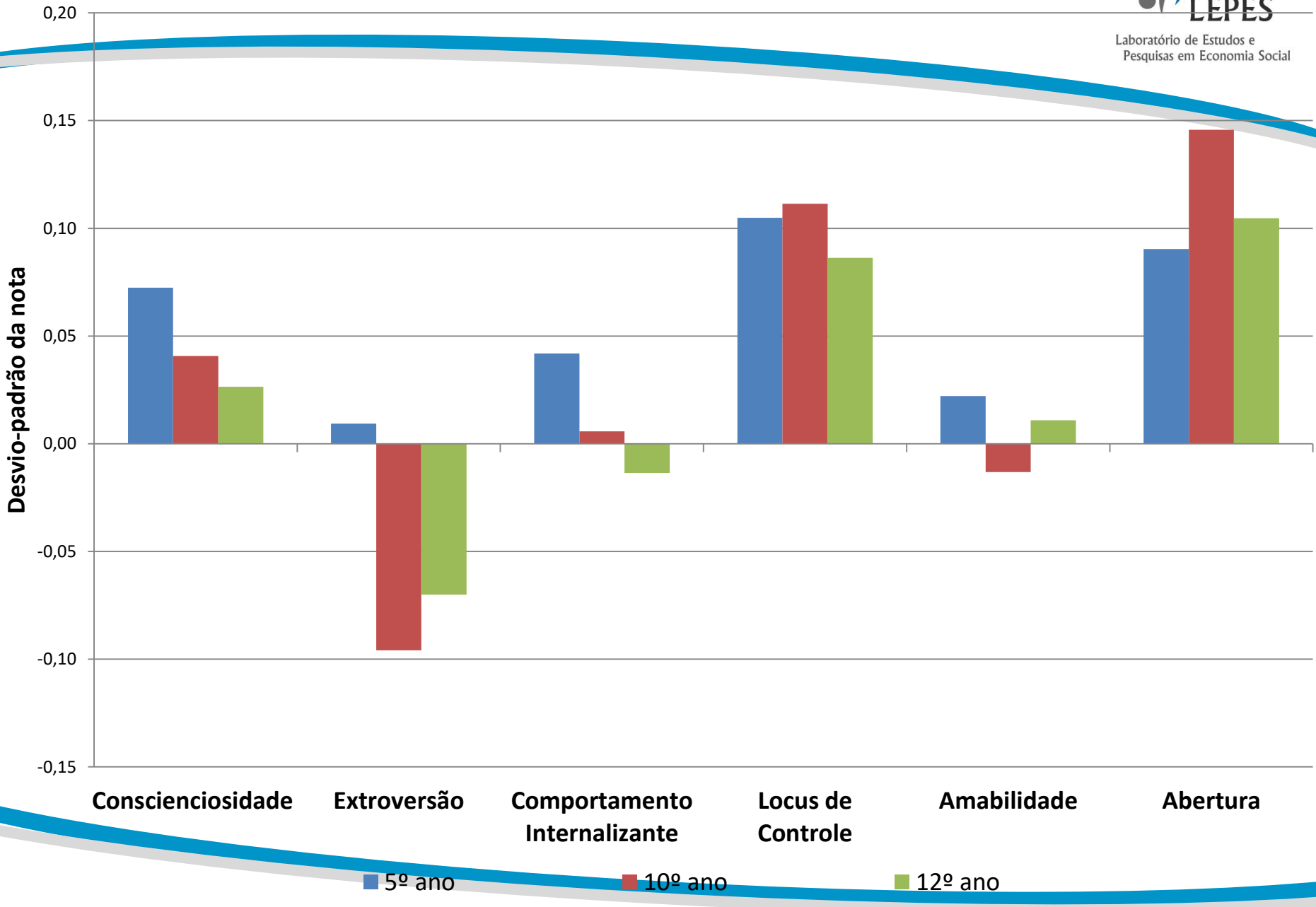
(*) Nulo estatisticamente

(**) Significativo a 10%

Impacto de diferentes atributos socioemocionais sobre a nota de Português

75º - 25º percentil

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Impacto de diferentes atributos socioemocionais sobre a nota de Matemática
75º - 25º percentil

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