

Effects of Childhood Peers on Personality Skills

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Time: 3:00pm - 4:30pm

**Venue: WYL314, 3/F, Dorothy Y. L. Wong Building,
Lingnan University**



ABSTRACT:

Do peers in childhood influence the development of personality skills? Despite large literature on peer effects, there is relatively little evidence of peer effects on noncognitive outcomes in pre-adolescent periods. We use Big Five Inventory measures of personality skills linked to the administrative records of children in primary schools, in which children are randomly assigned to classrooms by school policy and government mandate. We find that children exposed to disadvantaged peers become less conscientious, agreeable, and emotionally stable in childhood. We further find suggestive evidence that the effects are explained by personality-to-personality channel among peers.

BIOGRAPHY:

Shuaizhang Feng is Professor and Dean of the school of economics and the Institute for Economic and Social Research at Jinan University, Guangzhou China. He is also a Research Fellow at IZA since December 2008. He received his Ph.D. in economics from Cornell University in 2006. He has published in journals such as American Economic Review, Proceedings of National Academy of Sciences of the United States of America, Review of Economics and Statistics, and Journal of Business and Economic Statistics. He has worked in many topics in the field of labor economics such as income inequality, migration, and education. His recent research focus has been in the Chinese labor market and the development of children's noncognitive skills.

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