

Study on the Interaction between Changes in the Governance System of Universities and the Development of Students' Sociology-Emotional Competence



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Abstract: In the process of modernization of higher education, the change of university governance system and the development of students' sociolect-emotional competence have gradually become the two core propositions of education reform. The change of governance system affects the growth ecology of students through institutional restructuring, power allocation and cultural reshaping, while the cultivation of students' sociolect-emotional competence (including the dimensions of self-knowledge, social awareness, interpersonal relationship management, responsible decision-making, etc.) in turn promotes the optimization and innovation of the governance system. Based on organizational change theory and sociolect-emotional learning theory, this paper constructs an interactive analytical framework of "governance structure-educational practice-competence development" by investigating the reports on the operation of three high-level universities, and reveals the dynamic correlation mechanism between the two through a mixed research method. The study finds that changes in the governance system significantly affect the development of students' sociolect-emotional competence through curricular innovation, participatory governance, and evaluation reform, while the improvement of students' competence feeds into the effectiveness of governance through the mechanisms of subjectivity awakening and organizational citizenship behavior. The findings of the study provide theoretical support and practical insights for the modernization of higher education governance and the comprehensive development of students.

Keywords: university governance system, sociology-emotional competence, interaction, synergistic development, talent cultivation

1. Introduction

It has been found that the institutional design, resource allocation and cultural atmosphere of the governance system of colleges and universities directly affect the cultivation path of students' sociolect-emotional competence, and the enhancement of students' sociolect-emotional competence reacts to the optimization of the governance system through the participation in

governance and the expression of their needs (Lee, 2024). In the field of global higher education, the process of universalization is reshaping the development pattern of colleges and universities. The 2023 report of the United Nations Educational, Scientific and Cultural Organization (UNESCO) shows that the global gross enrollment rate of higher education has exceeded 40%, and in the developed countries of Europe and the United States, it is more than 80% (Augusto & Alejandro, 2024; A., C., & B.,

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2023). This scale expansion has prompted the transformation of colleges and universities from an elitist education model to a popular and universal one, and the traditional hierarchical management model is difficult to adapt to the diversified student needs and complex organizational environment, and the change of the governance system of colleges and universities has become a common issue for the development of higher education around the world. The evolution of governance theory has provided theoretical support for the change of higher education, and in the 1990s, the concept of "governance" was extended from the field of public management to higher education, and the theory of "governance network" put forward by Rhodes et al. emphasized the participation of multiple subjects, decentralization and collaborative governance, which triggered the development of governance in higher education. The theory of "governance network" proposed by Rhodes et al. emphasized the participation of multiple subjects, decentralization and collaborative governance, which triggered a profound change in the governance structure of colleges and universities (Friedman et al., 2020). American colleges and universities have taken the lead in implementing the pluralistic governance model under the leadership of the board of trustees, while European universities have passed legislation to clarify the participation rights of students, teachers and other stakeholders under the impetus of the Bologna Process (Mozaffarian et al., 2025; Márcia & Isabel, 2022). Although these practices have improved the decision-making efficiency and resource integration ability of colleges and universities, they have also revealed the tendency of "emphasizing management but not parenting", and students are often in a passive position in the governance system (Benson, 2024). At the same time, social-emotional competence research continues to heat up in the international education community. Since its establishment in 1994, the Children's Alliance for Social-Emotional Learning (CASEL) in the United States has systematically constructed a framework of social-emotional competence covering

five dimensions such as self-cognition, social cognition, etc., and has confirmed its significant promotion of academic achievement and career development through Meta-analysis (E. K. et al., 2024). OECD launched the "Education 2030" project in 2018, and the social-emotional competence framework has been incorporated into the "Education 2030" project. " project launched in 2018, listed social-emotional competence as one of the core literacies, emphasizing its key role in addressing the challenges of globalization (OECD, 2018). However, most existing studies focus on the basic education stage or individual psychological development, and the association between higher education organizational environments and the development of students' sociolect-emotional competence has been insufficiently explored. This research fragmentation has led to a generalized contradiction in global higher education governance practices. On the one hand, the institutional design and resource allocation of governance systems have failed to fully consider the needs of students' emotional development. On the other hand, students' sociolect-emotional competence is not supported by a systematic organizational environment. For example, a survey of student participation in governance at the Technical University of Berlin in Germany showed that although 78% of students had the intention to participate, only 32% believed that the existing mechanisms could effectively express their demands (Technical University of Berlin, 2020). A tracking study by the American Council on Education (ACE) showed that colleges and universities that did not have an emotional support system had a student dropout rate that was 15% higher than similar institutions. These data reveal a significant interactive imbalance between the governance system of colleges and universities and the development of students' sociolect-emotional competence, and there is an urgent need to deeply explore the intrinsic correlation mechanism between the two at the theoretical and practical levels (Gomez et al., 2025).

The study of higher education governance

system began in the 1990s, Berdahl et al. took the lead in proposing that the governance of higher education institutions should build a pluralistic co-governance structure covering administration, academia and student groups, which laid the cornerstone for the subsequent studies (Daphne, 1999). With the wave of magnetization sweeping through the field of higher education, Slaughter and Leslie et al. profoundly revealed the impact of entrepreneurial operation on university governance, pointing out that the strong penetration of market logic has led to the serious marginalization of student voice (Leslie et al., 2012). In recent years, the focus of research has gradually shifted to the enhancement of governance effectiveness, and Maassen and Vught et al. found that the depth and breadth of student participation in governance had a direct and critical impact on the scientific decision-making and implementation efficiency through an in-depth comparative study of universities in many European countries (Hermien et al., 2019). Research on social-emotional competence has been led by the pioneering CASEL (Children's Alliance for Social-Emotional Learning) in the U.S. (Levin & Segev, 2023). Through a meta-analysis of 213 intervention studies, Durlak et al. strongly confirmed that systematic cultivation leads to higher academic achievement and significant increases in pro-social behaviors (A. J. et al., 2022). The Program for International Student Assessment (PISA) included social-emotional competence in the assessment framework for the first time in 2022, focusing on adolescents' emotional management and social adjustment (Xuepei et al., 2022). In the higher education context, Anderman et al. found that university learning climate was strongly correlated with students' sense of belonging (M. E. & Dean, 2022). 2024, a large-scale study of adolescents in 20 countries around the world showed that family parenting styles and school support systems interacted with students' sociolect-emotional competence development, and that a positive family climate amplified the effects of school interventions (Dan, 2025). In higher education, Jones and Brown et

al. used a longitudinal research design to track the four-year developmental trajectories of students in several U.S. colleges and universities, and found that participation in club activities effectively enhanced students' social-emotional competence such as communication and collaboration, and was closely related to post-graduation workplace adaptability (Jones et al., 2025). However, overall, existing studies are mostly based on psychological perspectives, and empirical analyses of how organizational environments shape students' social-emotional competence are still scarce.

Currently, research combining college governance with students' sociolect-emotional competence is still in the exploratory stage. Trowler et al. pointed out in their dissection of strategic planning in UK colleges and universities that governance decisions ignoring students' emotional needs are prone to campus conflict, but did not explore the mechanism of bi-directional influences in-depth (Trowler, 2013). By tracking the case of the reform of Berlin's Humboldt University, Kehm et al. found a significant correlation between the extent to which students' participation in governance was institutionalized and the level of mental health, however, the study sample was limited to a single institution (M. B., 2023). In 2020, a survey study of selected Australian universities found that the speed of response to students' opinions in university governance was significantly associated with student satisfaction, which in turn affected the development of students' socio-emotional competencies such as self-efficacy (Barnes, 2020). Dupont and Lefebvre et al. analyzed the impact of student participation in governance on the development of sociolect-emotional competencies in multiple universities by constructing a structural equation modeling and after analyzing data from multiple universities, they suggested that the fairness of resource allocation in the governance system significantly affects students' perception of social support, which indirectly acts on the improvement of sociolect-emotional competence (Frédéric et al., 2022). However, on the whole, the international

academic community has not yet constructed a systematic theoretical framework, and the research on the interaction path, influencing factors and optimization strategies of the governance system and sociolect-emotional competence still needs to be expanded in depth (Jones, 2025).

Current research has revealed the correlation between college governance system and the development of students' social-emotional competence, but there is still a significant research gap. In the field of college governance, from the theory of multiple governance to the study of governance effectiveness, although the academic community has confirmed the impact of student participation on the scientific nature of decision-making, the relevant research still focuses on the optimization of the structure, and fails to integrate the goal of nurturing people with the governance mechanism in depth. As for the research on social-emotional competence, the CASEL framework and PISA have promoted the construction of the competence, and the latest results have confirmed its predictive effect on career development, but there is a serious lack of empirical analyses of how the organizational environment systematically shapes the competence in the context of higher education. Interaction studies are in their infancy, only revealing the association between governance participation and affective development through case or correlation analyses, but not yet constructing a theoretical model of bidirectional influence (Cristache, Serban, & Vuta, 2015). There is a lack of systematic explanation of how governance systems affect affective competence and how affective competence is reactive to governance optimization, and a lack of cross-cultural comparisons and long-term tracking data to support the research.

In summary, this paper focuses on the interaction between the change of university governance system and the development of students' sociolect-emotional competence, scientifically researches the reports on the operation of three high-level universities, and systematically explores the two-way influence mechanism between the two

through literature analysis, case studies and empirical investigations, and focuses on the imperfect participation mechanism of students and fragmentation of the emotional support system, which constrain the benign interaction between the two in the governance of universities. In view of the current problems in university governance, such as the imperfection of student participation mechanism and the fragmentation of emotional support system, which constrain the positive interaction between the two, it is proposed to build a synergy model of "Governance-Development", which promotes the dynamic balance between the two in terms of institutional innovation, resource integration and cultural cultivation, and provides theoretical references and practical paths for the modernization of university governance and improvement of the quality of talent cultivation in new era.

2. Core concepts and rationale

2.1 Core concepts

This paper is concerned with three core concepts: college governance systems, student social-emotional competence, and interactive relationships.

First of all, the core theme of this paper is the university governance system, which is defined in this paper as an organizational system that takes the school council as the core and consists of a pluralistic governance structure composed of administrative power, academic power, and democratic power, and achieves the educational goals of the university by means of institutional arrangements, resource allocation, and culture creation, etc. The connotation of this paper includes the main body of governance, the governance mechanism, governance mechanisms and governance culture (Ueasin, 2020).

Secondly, the core content of this paper is students' social-emotional competence. Referring to the CASEL framework and taking into account the characteristics of college students, this paper defines students' social-emotional competence as the comprehensive ability of college students to recognize and manage their own emotions, to

understand the emotions of others, to establish healthy interpersonal relationships, to make responsible decisions, and to effectively respond to social challenges in a higher education environment. It consists of five dimensions: self-awareness, emotion management, social awareness, interpersonal communication and decision-making.

Thirdly, the interaction refers to the dynamic association between the governance system of universities and students' social-emotional competence, which is a two-way influence and mutual construction. On the one hand, the structural characteristics, institutional environment and cultural atmosphere of the governance system directly or indirectly affect the development path and level of students' sociolect-emotional competence; on the other hand, the enhancement of students' socio-emotional competence is counteracted by the optimization and change of the governance system through the expression of their needs and their participation in the governance, forming a virtuous circle.

2.2 Theoretical models

By integrating organizational change theory, sociolect-emotional learning theory and ecosystem theory, this paper systematically constructs a two-way interactive theoretical model between the change of university governance system and the development of students' sociolect-emotional competence. The model takes "system-structure-culture" three-dimensional governance change as the independent variable and "self-knowledge-social awareness-interpersonal relationship management-responsible decision-making" four-dimensional sociolect-emotional competence as the dependent variable (Seo & Qi, 2013), revealing that there exists a "governance change→competence development→governance optimization" between the two. governance change→capability development→governance optimization", as shown in Figure 1.

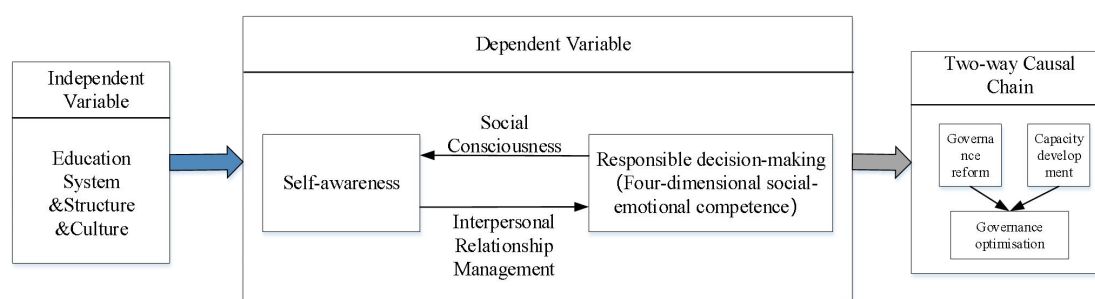


Figure 1: Theoretical Model of Two-Way Interaction between Changes in Higher Education Governance System and Students' Sociology-Emotional Competence Development

Based on the above model, this paper proposes three core hypotheses; first, participatory governance practices positively predict students' sociolect-emotional competence development by empowering them to make decisions. Second, transparency of the governance system as a moderating variable indirectly affects the quality of competence development by enhancing the teacher-student trust relationship. Finally, students' competence enhancement forms a feedback

mechanism of governance effectiveness through subjectivity awakening and organizational citizenship behaviors. The model proposed in this paper places special emphasis on the dynamic balance mechanism, pointing out that governance change needs to maintain tension between institutional rigidity and practical flexibility, technological empowerment and humanistic care, and value leadership and competence cultivation, in order to achieve the organic unity of higher education governance

modernization and students' comprehensive development. In addition, the theories involved in the model include shared governance theory, social-ecological system theory, social-emotional learning theory, and collaborative development theory.

3. Mechanisms of Students' Sociology-Emotional Competence Counteracting the System of Governance in Higher Education

As shown in Figure 2, students' sociolect-emotional competence is counterproductive to the university governance system through three paths: expression of needs, participation in governance, and cultural feedback. At the level of demand expression, students' explicit emotional demands, feedback based on emotional experience,

and forward-looking developmental needs provide impetus for governance change. In the dimension of participation in governance, students' substantial participation in decision-making, implementation, and supervision promotes the transformation of the governance structure from nationalization to democratization (Frédéric et al., 2022). In the cultural feedback dimension, the demonstration effect of student subcultures, the collision and integration of values, and the radiating influence of behavioral patterns contribute to the continuous innovation of the governance culture. These three mechanisms cooperate with each other to jointly promote the optimization and improvement of the university governance system, forming a virtuous cycle of synergy between student development and university governance.

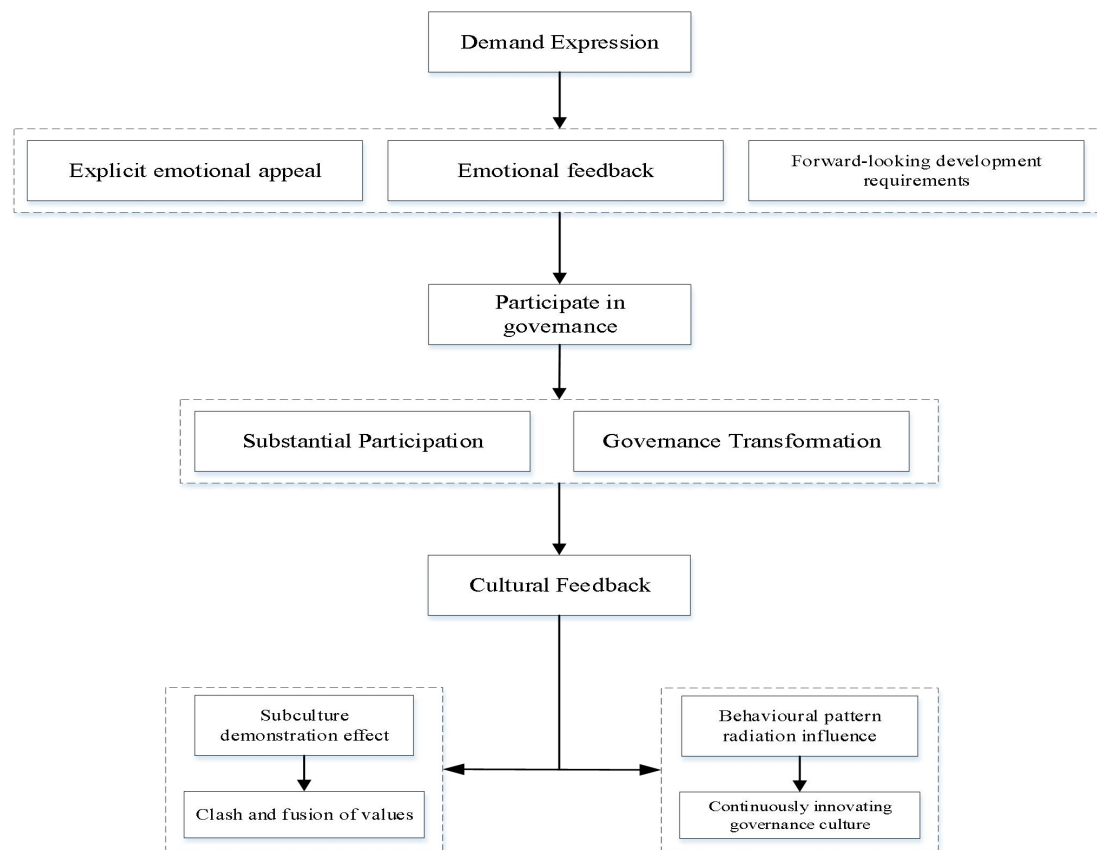


Figure 2: Structure of the mechanism of students' sociolect-emotional competence in reaction to the system of university governance

4. Mechanisms of the Influence of Higher Education Governance Systems on Students' Sociolect-Emotional Competence

As shown in Figure 3, the governance system of colleges and universities has a systematic impact on students' sociolect-emotional competence through the three dimensions of institutional regulation, resource allocation and cultural infiltration. The degree of student participation in the governance structure of colleges and universities has a direct impact on the development of their sociolect-emotional competence. Taking University A as an example, the university has established a "three-tier participation" governance system (Romain et al., 2022; Bery et al., 2023). Firstly, a student council is set up at the

university level to participate in the deliberation of the university's development plan. Second, a student academic committee is set up at the faculty level to participate in curriculum development and teaching evaluation (Smith et al., 2025). Finally, a democratic management system is implemented at the class level, where students independently formulate class rules and activity plans. This institutionalized participatory design provides students with opportunities for role-playing and responsibility, and the study showed that students who participated in governance were significantly more likely than non-participating students to demonstrate statistically significant differences in interpersonal competence and decision-making and action skills.

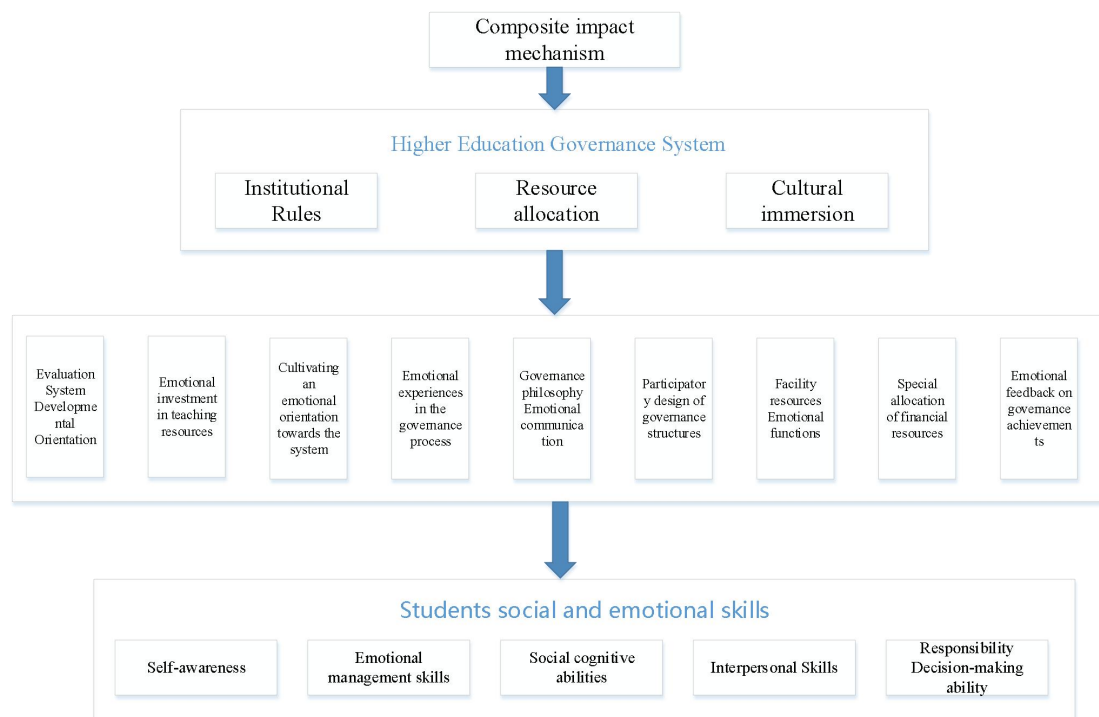


Figure 3: Structure of The Mechanism of the Influence of The University Governance System on Students' Sociolect-Emotional Competence

The traditional score-based evaluation system ignores students' emotional development needs, while the developmental evaluation system incorporates social-emotional competence into the evaluation system. University C added the index of "students' contribution to emotional guidance" in the assessment of teachers, and set up emotional dimensions such as "social service" and "teamwork"

in the evaluation of students. The follow-up study found that the implementation of the developmental evaluation system resulted in a significant increase in students' self-cognitive and social cognitive abilities, and the paired samples test showed a significant difference (Patricia et al., 2018). Combined with the above, the text organizes the research data, as shown in Figure 4.

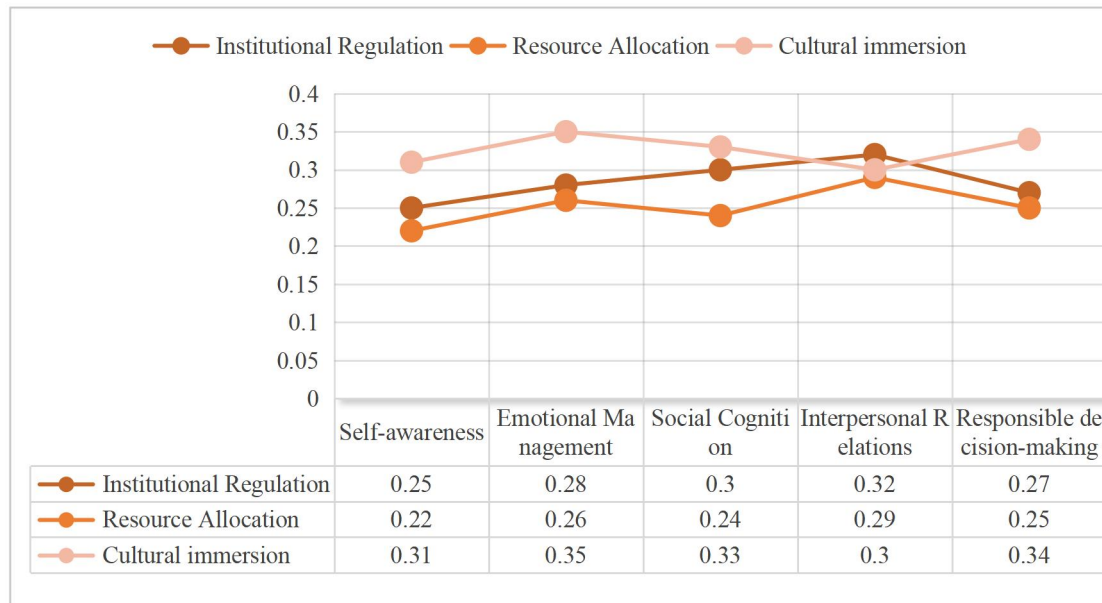


Figure 4: Comparative Analysis of Students' Sociolect-emotional Competence Elements

From the bar chart data, it can be seen that the influence of the university governance system on students' social-emotional competence presents the characteristics of "cultural infiltration dominance, institutional regulation and resource allocation synergy": cultural infiltration has a significantly higher impact on the dimensions of emotional management ability (0.35), social cognitive ability (0.33) than institutional regulation (0.28) and resource allocation (0.25), suggesting that the value orientation of campus culture plays a more prominent role in deeply shaping students' emotional cognition, while the dominance of institutional regulation on interpersonal skills (0.32) confirms the facilitating effect of participatory governance design on students' social skills. Among the countervailing mechanisms, students' responsible decision-making ability has the strongest countervailing effect on governance culture innovation (0.29), and the influence of social cognitive ability on system optimization (0.25) is significantly higher than that of the other competency dimensions, revealing that students' ethical judgments and fairness perceptions are the core driving forces for the progress of the governance culture and the adjustment of the system, respectively. It is worth noting that the intensity of the influence of the governance system on the development of competence (0.35) exceeds the counteraction of

competence on governance (0.18) as a whole. This difference not only highlights the dominant characteristics of the existing governance system, but also maps the reality of contradictions, such as the poor channels for students' main body to participate in the system, and the lagging of the counteraction mechanism, which provides quantitative bases for the design of subsequent optimization paths.

5. Conclusion and Outlook

This paper systematically explores the interaction between changes in the governance system of colleges and universities and the development of students' socio-emotional competence through an in-depth study of the office reports of three high-level universities, and draws important conclusions on the basis of theoretical constructs and empirical analyses. The study confirms that there exists a significant two-way interaction mechanism between the governance system of universities and students' sociolect-emotional competence. On the one hand, the governance system has a systematic impact on students' sociolect-emotional competence through three paths: institutional regulation, resource allocation and cultural infiltration. Institutional factors such as participatory governance structure design, emotion-oriented cultivation system, and

developmental evaluation system provide structured paths for the development of students' sociolect-emotional competence. Resource factors such as the emotional input of faculty resources, the emotional function of facility resources, and the specialized allocation of financial resources constitute the material foundation for the development of competence. Cultural factors such as the emotional transmission of governance concepts, the emotional experience of the governance process, and the emotional feedback of governance outcomes, on the other hand, subtly shape students' emotional values. On the other hand, the enhancement of students' social-emotional competence also reacts to the college governance system through the three ways of demand expression, participation in governance and cultural feedback. Students' explicit emotional demands, substantive participation in governance, and endogenous cultural feedback promote the optimization of the governance system, structural reconstruction and cultural innovation, forming a dynamic cycle. However, the interaction between the current college governance system and students' social-emotional competence still faces many practical challenges. At the institutional level, the channels for students to participate in governance are seriously formalized, making it difficult for them to effectively express their emotional development needs. In terms of resource allocation, the investment in students' sociolect-emotional competence development is insufficient and structurally imbalanced, with an obvious tendency to emphasize academics over emotions. In terms of cultural interaction, there is an emotional understanding gap between governors and students, and the depth of integration of the two cultures is insufficient. At the same time, due to the lack of a scientific evaluation mechanism for interaction effects, it is difficult to accurately adjust the interaction relationship. These problems have led to the failure of synergistic effect of interaction, which has restricted the improvement of the effectiveness of university governance and the comprehensive development of students.

Acknowledgement

This research was funded by: 2025 Guangdong Philosophy and Social Science Planning Project "Research on the Synergistic Evolutionary Mechanisms of the Governance System of Colleges and Universities and the Development of Students' Socio-emotional Competence: Based on Multimodal Learning Analysis (GD25CJY29)".

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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How to Cite: Lu, J. (2025). Study on the Interaction between Changes in the Governance System of Universities and the Development of Students' Sociology-Emotional Competence. *Journal of Global Humanities and Social Sciences*, 6(6), 224-234
<https://doi.org/10.61360/BoniGHSS2520188400601>