We present evidence about month-of-birth effects and the underlying mechanisms using longitudinal data of students in grades four through nine. Previous research has found that children born later in the academic year have lower test scores on average than children born earlier in the year. We find that this month-of-birth effect on cognitive skills diminishes gradually over time, but that on non-cognitive skills remain constant. To shed light on the underlying mechanisms, we examine children's time use and interpersonal relationships. We show
that younger students study and read more hours and are more likely to attend a preparatory school, which can help them catch up with their older peers in cognitive skills. However, they are also less likely to participate in sports and more likely to report poor-quality relationships with their classmates and teachers, which may harm developing non-cognitive skills. This finding might account for month-of-birth effects on labor market outcomes observed in some countries.