REVIEW OF RELATED LITERATURE
CHAPTER II

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Introduction

According to P.M. Cook, "Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product of findings of a given piece of research should be an authentic verifiable and contribution to knowledge in the field studied."

Education has been recognized as the basis for the development of an individual as well as the society. Researches carried out in the field of education prove to be vital for the educational progress of a society as they provide solutions to the problems that arise in this field. In the systematic process of an educational research, review of the related literature is a significant stage as it allows the researcher to acquaint herself with current knowledge in the field or area in which she is going to conduct her research.

Moreover, a careful review of the research journals, dissertations and other sources of information on the problem to be investigated enable the researcher to define the limits of her field. It also helps in avoiding unfruitful and useless problem areas for research. While providing an insight into the research methodology, the review prevents any unintentional duplication of well-established findings. The researcher may also get inspired by the recommendations and suggestions listed in the previous studies in selecting the areas to which her endeavors may contribute to the knowledge in a meaningful way.

The subject of emotional competence being a fairly new topic for educational researches in India, the investigator of the present study has collected more researches
done abroad than those done in India on the topic. The findings of the studies are arranged under relevant headings chronologically and are reviewed as follows;

2.1 Social and Emotional Competencies in Children

Brar, S., (1992): in his study, Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity, considered social emotional competence (SEC) as a measure of an individual's total effectiveness in dealing with the environment. The study, which attempted to verify empirically whether SEC depends on the intelligence and social maturity of young children, revealed that a child’s level of intelligence and maturity contribute significantly to social and emotional competencies.

Lorimier, Sylvie de., et.al (1995): Social Coordination during Pretend Play: Comparisons with Non-pretend Play and Effects on Expressive Content examined the role of pretend play interactions in stimulating social and emotional competencies by comparing the quality of pretend and non-pretend social play and found that pretend play involved more complex, mutually responsive, and emotionally invested social interaction than non-pretend play.

Donna.W., et.al (1996): Social and Emotional Development in Early Childhood: The Identification of Competence and Disabilities presented an analysis of existing norm-referenced measures of social and emotional competencies and disability for young children from birth-to-5years to determine whether these indices satisfy technical and conceptual requirements. It concluded that informal clinical opinion should be used to supplement norm-referenced measures in this area.
Richardson, Rita C., (1996): The program, *Connecting with Others: Lessons for Teaching Social and Emotional Competence, Grades K-2 and Grades 3-5* was developed to teach pro-social skills to special-needs students within regular classroom settings, offered an alternative strategy to classroom management and discipline through instruction in self-regulation skills and conflict resolution. Instructional strategies used throughout the program included storytelling, relaxation techniques, modeling, behavioral rehearsal, creative visualization, and cooperative learning.

Rockhill, Carol M., et.al (1999): In the study, *Development of the Trait Meta-Mood Scale for Elementary School Children* divergent external validity was assessed by examining the relation between self perceived emotional competence and measures of perceived and objective social competence using TMMS scale. Results indicated that the measure had adequate internal reliability and that children's reports about their emotional competence were linked in important ways to their social competence and adjustment.

Saarni, Carolyn (1999): *The Guilford Series on Social and Emotional Development, The Development of Emotional Competence*; outlined the concept of emotional competence as that which entails resilience, self-efficacy, and acting in accord with one's sense of moral character. It argued that emotional competence was demonstrated by the self efficacy in emotion-eliciting encounters and identified eight key emotional skills that support its acquisition in interpersonal contexts and emphasizes the cultural and gender context of emotional experience, and the significance of moral disposition and personal integrity for mature emotional competence.
Pierce- P., et.al (2000): A Good Beginning: Sending America's Children to School with the Social and Emotional Competencies they need to succeed by Recognizing that what, how, and how much children learn in school depends in large parts on the social and emotional competencies they developed as preschoolers, this monograph examined the current state of research regarding the social and emotional risk and protective factors that predict early school problems or success. Existing policies were not fully implemented that new policies place additional burdens on already overburdened systems and more leaders were needed to champion the development of a seamless, comprehensive system of early childhood care.

Hohr, Hansjorg, (2000): in his study Dynamic Aspects of Fairy Tales: Social and Emotional Competencies through Fairy Tales explored how fairy tales address socio-emotional challenges children face during their socialization. Applying a structural theory of fairy tales to three literary versions of the Cinderella story, the study suggested that the combination of simplicity of form and complexity of content makes the fairy tale a powerful tool for perception and reflection on emotions.

Jagers, Robert J., (2001): in his study Cultural Integrity and Social and Emotional Competence Promotion: Work Notes on Moral Competence delineated evolving efforts to promote African American children's social and emotional competencies, examining their moral competence. While proposing a cultural psychology framework to highlight the theme of communalism and morality of care, it identified various moral events, offering knowledge of moral emotions and moral self-efficacy as key constructs and explored implications of these factors and racial oppression for moral behaviors within schools and communities.

and Behavior Problems revealed that children with more externalizing problems are more likely to describe aggressive themes, and less likely to mention adult aid or taking responsibility for transgressions in their moral narratives. More positive attachments were associated with fewer externalizing problems.

Miller, Alison L., et.al (2002): in his study Children's Social and Emotional Competence in Head Start Classrooms: Observational Methods used naturalistic observations to provide descriptive information about low-income children's emotional and social competencies in school settings. The specific goals of the study were to assess children's emotional and social behavior in the classroom and to examine associations among observed behavior, social-cognitive skills, and teacher-rated child functioning. Findings revealed that children's observed emotion displays are related to observed social engagement such as conflict or pro-social behavior, and emotion displays and social engagement were related to social-cognitive skills such as emotional knowledge and verbal abilities. Teachers' reports of child-functioning were also related to observed behavior.

Pathway to Social Competence, Denham, Susanne A.; et.al (2003): In their study, Preschool Emotional Competence: had used latent variable modeling as tool to assess preschoolers' patterns of emotional expressiveness, emotion regulation and emotion knowledge and found that emotional competence assessed at 3 to 4 years of age contributed to both concurrent and kindergarten social competence. The study indicated that early in the preschool period, contributions of emotional competence have long-term implications on social competence.

Solving Child Training Program for young children with conduct problems. The program emphasizes training children in skills such as emotional literacy, empathy or perspective taking, friendship and communication skills, anger management, interpersonal problem solving and school rules. Cross-setting generalization is stressed involving both parents and teachers.

Blair, Clancy, (2003): in his study Self-Regulation and School Readiness refers to self-regulation of behavior as controlled, cognitive monitoring of the actions and steps required to obtain a goal, or to bring about a desired response from the environment. Age-related changes in self regulation as well as individual differences at a given age or developmental stage played a fundamental role in shaping children's experiences and the responses children elicit from caregivers and others.

Raver, C. Cybele., (2003): Young Children's Emotional Development and School Readiness, felt that the importance of children's social and emotional development was being overshadowed by the current emphasis on children's academic preparedness. The study on early schooling suggested that the relationships that children build with peers and teachers are based on children's ability to regulate emotions in pro-social versus antisocial ways and that those relationships then serve as a source of provisions that either help or hurt children's chances of doing well academically. It was evident, from the study, that children's emotional adjustment plays an important part in predicting their likelihood of school success.

2.2 Emotional Competence and Behavior Development

Denham, Susanne A., (1998): in her study, Emotional Development in Young Children: The Guilford Series on Social and Emotional Development discusses contributions of emotional expressiveness, understanding and coping to social competence on the social accomplishments supported by young children's
growing emotional competence. It also identifies the disruptions in the development of emotional competence and interventions to ameliorate them.

Saarni, Carolyn, (1999): in his study A Skill-Based Model of Emotional Competence: A Developmental Perspective defines emotional competence as the demonstration of self-efficacy in emotion eliciting social transactions. This paper presents a model of emotional competence that explores the factors and skills contributing to the development of a mature emotional response that supports an individual's social goals. The paper first describes the primary contributors to emotional competence, including the self or ego identity, moral sense, and developmental history. Then it details eight skills that constitute emotional competence: (1) awareness of one's emotional state; (2) ability to discern others' emotions; (3) ability to describe emotions; (4) capacity to empathize with other's emotional experiences; (5) ability to realize the difference between inner emotional states and outward expression; (6) capacity for adaptive coping with aversive emotions; (7) awareness of the role of emotions in the structure of relationships; and (8) the capacity for emotional self-efficacy. The theories of emotional competence and emotional intelligence are also distinguished and it is concluded that one of the consequences of emotional competence, the effective skill in managing one's emotions is considered to be crucial in negotiating interpersonal exchanges.

2.3 Emotional Competence in Adolescents

Richardson, Rita C., et.al (1997): Social and Emotional Competence: Motivating Cultural Responsive Education discusses culturally responsive education and the need for educators to focus on building social and emotional competence in children and adolescents. Connecting with others and responsive
education are the basis for the program designed to assist students in developing interpersonal, intrapersonal, and emotional intelligences.

Anne Marie.V., et.al (2003): studied The Relationship between Emotional Competence and Social Competence in Early Adolescence, applying the Adolescent Multifactor Emotional Intelligence Scale (AMEIS) as a tool in order to assess emotional skills and knowledge. Peer nominations were used to assess emotional regulation, pro-social behavior, and overt aggression. Friendship quality was measured using the Friendship Qualities Scale. Control over one's emotions emerged as a key variable in maintaining positive social interactions. Findings of the study indicated that early adolescents who were better able to control their emotional displays were reported to have greater friendship quality, behaved in pro-social ways, and were less aggressive in relation to their peers than those who were less adept at this. Emotion regulation was not related to friendship quality or to pro-active pro-social behavior, although those who did better at recognizing others' emotions were more likely to have their peers' report that they were warm and friendly and less likely to be aggressive.

Maureen.B., et.al (2003): Promoting Emotional Competence in Children and Adolescents: Implications for School Psychologists articulated the central role school psychologists could play in enhancing the emotional competence of students. It provided an overview of the theoretical basis of emotional competence, as well as an exploration of the relevance of emotional competence for positive youth development. It also presented emerging applications for the assessment of emotional competence and offered school-based methods of enhancing emotional competence.

Joshi, R., et.al (2009): for their study, Emotional Maturity in relation to Optimism-Pessimism among Adolescents, randomly collected a sample comprising
of 100 boys and 100 girls with the mean age of 17.2 and 15.8 respectively. These adolescents whose parents were alive were from nuclear families with the family income of Rs.15,000 per month. Research tools used were Optimistic and Pessimistic Attitude Scale by Dr. Prasar (1996) and Emotional Maturity Scale (EMS) by Dr. Singh and Dr. Bhargava, (1990). There were five dimensions viz. emotional unstability, emotional regression, social maladjustment, personality disintegration and lack of independence in the EMS. Findings of the study indicated significant gender difference in emotional maturity. Boys displayed higher emotional maturity than girls and emotional maturity of optimistic respondents were found to be more than that of respondents with pessimistic attitude.

2.4 Emotional Competence and Peer Relationship

Tova.M., et.al (2000): studied, Phonological Awareness, Peer Nominations, and Social Competence among Preschool Children at risk for Developing Learning Disabilities examined the relationship between phonological awareness skills and social-emotional competence among 98 Israeli preschool children, 39 at risk for developing learning disabilities. Children at risk had lower phonological awareness measures, viewed themselves as more lonely, felt less confident, and were less accepted by peers.

Smith, Maureen, (2001): In Social and Emotional Competencies: Contributions to Young African-American Children's Peer Acceptance explored the relation between measures of emotional competence, behavioral regulation, and general social competence and African American preschoolers' peer acceptance and popularity. It was found that gender, emotional knowledge, emotion regulation and
themes of violence in response to hypothetical situations of interpersonal conflict were strongly related to peer acceptance.

Garner, Pamela W., et.al (2001): in their study Emotional Competence, Emotion Socialization, and Young Children's Peer-Related Social Competence, studied the investigated linkage between aspects of emotional competence and preschoolers' social skills with peers as well as parental emotion socialization practices as predictors of social skill. It was revealed that emotional competence variables were meaningfully related to the peer variables and that for non-constructive anger reactions, maternal reports of anger explained unique variance.

2.5 Parents' Role in Nurturing Emotional Competence

Denham, Susanne A., et.al (1991): Socialization of Emotion: Pathway to Preschoolers' affect Regulation and Emotion Knowledge concluded that less angry mothers had children who were more balanced. Children who demonstrated greater comprehension of emotional situations were older, with less angry mothers. Children who experienced more happiness and tenderness at the time of the first measure found it easier to verbalize their emotions a year later. Children who were less neutral towards mothers and had less apprehensive mothers coped better with negative peer reactions.

and readiness in the pre-school setting were predicted by maternal interaction aggregates.

Denham, Susanne A., et.al (1993): Findings of the study, Preschoolers' Understanding of Parents' Emotions: Implications for Emotional Competence concluded that children’s beliefs about their parents’ expressive patterns, and about their own reactions and interventions in response were related to their emotional competence.

Goodman, Sherry H., et.al (1993): Social and Emotional Competence in Children of Depressed Mothers indicated that multiple risk factors, such as the father’s mental state and parents’ marital status show more variation towards children’s social and emotional competence.

Denham, Susanne A., et.al (1994): Emotional Communication between Mothers and Preschoolers: Relations with emotional Competence. analyzed the effects of emotional communication between mothers and their preschool children. They were associated with variations in the children's emotional competence and concluded that the regularities particularly, in children who witnessed higher level of maternal sadness or anger, or not responded pro-socially to their mothers, were less pro-social in the preschool classroom.

Hawley, Theresa., (1998): Based on the view that emotional competence is an important contributor to an individual's success, the report, Ready To Succeed: The Lasting Effects of Early Relationships: An Ounce of Prevention Fund and Zero to Three Paper emphasized on the critical importance of early relationships with important adults, especially parents, on an individual's level of emotional competence. The report maintained that early interactions between parent and infant affect the child's psychological and neurological development, influencing the young
child's learning readiness and also the adolescent's ability to succeed in other areas of life. Evidence is presented from the Mother-Child Study that children not receiving sensitive, responsive care in the first few years of life were at significantly higher risk for a variety of poor developmental outcomes. The report concluded with a description of promising approaches to meeting the emotional needs of young children.

Squires, Jane K., (2000): Identifying Social/Emotional and Behavioral Problems in Infants and Toddlers presented definitions of terms and issues involved in early identification of social/emotional competence in young children. Screening tools for identifying social/emotional difficulties in the birth to 3-year-old population were reviewed and recommendations were made for effective early identification and intervention systems.

Dunsmore, Julie .C., et.al (2001): in the study, Mothers' Beliefs about Feelings and Children's Emotional Understanding, applied the findings of the alteration of Hyson and Lee’s Caregiver’s Beliefs about Feelings Questionnaire with parents as the research instrument to assess the emotional understanding of children. Mothers' developmental beliefs scores were positively related to mothers' negative emotional expressiveness and mothers' emotion language scores were positively related to children's knowledge of emotion terms.

Rubin, Kenneth .H., et.al (2001): Emotion Regulation, Parenting and Display of Social Reticence in Preschoolers examined social reticence and its association with the quality of parenting behaviors and found that children's shy, socially reticent behavior was predicted by the extent to which mothers were over-solicitous during free-play. The study suggested that early childhood educators offer
reticent-shy children opportunities to explore their personal and social milieu and to warmly encourage exploratory activities.

**Pendleton, Marie., (2001):** *Becoming a Child's Advocate for Toys-Instead of TV, Video Games, or Computers!* discussed the problems with computer use by young children, including activation of neural pathways that hinder learning and a drop in emotional competence. It stressed the need for more open-ended play time, concrete materials such as board games and building toys and interaction with caring adults than the time spent in computer use.

**Schmidt, Michelle .E., et.al (2002):** *Kindergarten Social-Emotional Competence: Developmental Predictors and Psychosocial Implications* examined relationships among child-mother attachment when children were age 3; family stress when children were 3, 4, and 5; and social-emotional outcomes in kindergarten and found that less secure kindergartners were more aggressive and less socially competent than secure peers, and kindergartners who had experienced more family stress in preschool years were more aggressive and less socially competent than peers experiencing less stress. Boys were more aggressive and anxious than girls.

**Sarah .J., et.al (2002):** In their study, *Parents' Reactions to Elementary School Children's Negative Emotions: Relations to Social and Emotional Functioning at School,* related parents’ reactions to first–through fourth–graders’ social and emotional competence at school and the moderating role of children’s dispositional emotionality. It was found that problem focused parental reactions were positively related to socio-emotional competence of related to that of girls.

**Novick, Rebecca., (2002):** *Learning to Read the Heart: Nurturing Emotional Literacy* presented they ways that adults can support children's emotional
competence development in preschool and elementary school through helping them express thoughts, feelings, and opinions verbally and in writing. Suggestions include a game to help children learn to infer feelings and a "comfort corner" for children having social/emotional difficulties.

2.6 Teachers’ Role in the Emotional Development of Young Children

Webb, James T., (1994): Nurturing Social Emotional Development of Gifted Children studied the types of social-emotional problems common among gifted children and suggested preventive actions schools can take. A table listed problems associated with characteristic strengths of gifted children. Specific problems briefly addressed include uneven development, peer relations, excessive self-criticism, perfectionism, avoidance of risk taking multi-potentiality, the presence of disabilities, difficulties adjusting to the school culture and norms, relating to expectations of others, depression, and problems in peer and family relations.

Stratton, W., et.al (1999): How to Promote Children's Social and Emotional Competence designed practical scripts, games, activities, pictures circle time role plays and plans that teachers could use with children aged 4-8 years to promote their social and emotional competence. Activities were based on the empirically validated Dinosaur Social Skills, Problem-solving and Anger Management Curriculum. It suggested ways that teachers could collaborate with parents in addressing their students' educational and emotional needs.

Tatar, Moshe; Horenczyk, Gabriel., (2000): In Parental Expectations of their Adolescents' Teachers indicated that parents expected help and assistance from
their adolescents' teachers. Teaching competence and fairness on the part of the teacher were also expected of them. On comparison, mothers were found to hold higher expectations of fairness, help and assistance than fathers.

**Kienbaum, Jutta., (2001):** In the study, *The Socialization of Compassionate Behavior by Child Care Teachers* it was found that child characteristics and socialization practices played an important role in children's interpersonal functioning, and the ability of the teacher to interact in a warm, affectionate way was of central importance for the development of emotional competence in children.

**Hyson, Marilou., (2002): Emotional Development and School Readiness:** Professional Development suggested ways by which early childhood teachers could support young children's emotional competence by creating a secure emotional environment, helping children understand emotions, modeling genuine appropriate emotions, supporting children's emotion regulation, recognizing and honoring children's expressive styles, and uniting learning with positive emotions. It also suggested means early childhood professionals could advocate for children's emotional needs.

### 2.7 Social Emotional Competence Curriculum

**Allen, Sandra. F., et.al (1992): Teaching Children Emotional Competence Skills in the Classroom** addressed the relative impact of a coping skills curriculum on locus of control in 4th-grade high risk students. Fourth grade students (N=96) from three high risk schools were chosen to participate in the study. The Enhancing Emotional Competence Curriculum was used which had as a foundation exercise "The Turtle Story" in which a wise old turtle teaches younger turtles to recognize and accept their feelings, pause and gain their composure, think about their options for
action, and act on their best choice. Five classrooms were assigned to participate in the three intervention modes: no curriculum; curriculum for 12 weeks; and curriculum for 24 weeks. The Nowicki-Strickland Locus of Control Scale was used for evaluation. Results indicated that the most significant impact occurred in the group receiving the 24-session intervention. There were virtually no changes in locus of control in the 12-session intervention, but there were significant differences between the 24-session and both the 12-session intervention group and the no intervention group. The 24-session group was the only group that also demonstrated significant progress from pre-test to post-test.

Reed, Jocelyn .G., et.al (1998): Conceptual Framework for Choosing Social Skills Programs presented a data-based, conceptual framework to assist researchers and practitioners in choosing programs that promote social and emotional competence in elementary school children. The approaches of Adelman's comprehensive full service model; Ladd and Mize's social cognitive learning model; Elias and Clabby's model of social decision-making and problem solving skills for social skill training were evaluated and fit into the framework.

Barbara.K., et.al (2004): Applying Emotional Intelligence: Exploring the Promoting Alternative Thinking Strategies Curriculum involved an exploratory qualitative study of the Promoting Alternative Thinking Strategies (PATHS) curriculum. This is an approach aimed at promoting emotional competence in children and young people. The PATHS curriculum was chosen because of its clear conceptualization of emotion, its emphasis upon cognitive and developmental aspects and its research history. The outcomes suggested that PATHS was rated very positively by class teachers, pupils and other staff involved in the project. Positive
emotional, social and behavioral changes at a class and individual level were indicated through the study.

2.8 Emotional Competence and Academic Competence

Hawkins, David J., (1997): Academic Performance and School Success: Sources and Consequences revealed that the promotion of academic success was linked to children's social and emotional wellness, reduction in risky behaviors, and promotion of social and emotional competence. The theory provided an example of a framework that could be used to select and implement in school and classroom practices to promote the development of academic, social and emotional competencies in children. Finally, examples of practices that were shown in intervention studies to be effective in promoting academic, social and emotional competencies were presented in the context of the theory.

Linares. L., et.al (2005): The Preliminary Study of Developing Cognitive-Social-Emotional Competencies to enhance Academic Learning examined intervention effects of a universal prevention program offered by classroom teachers to public elementary school students. The Unique Minds School Program (M.B. Stern, 1999) is a teacher-led program designed to promote cognitive-social-emotional (CSE) skills, including student self-efficacy, problem solving, social-emotional competencies, and a positive classroom climate, with the dual goal of preventing youth behavioral problems and promoting academic learning. Students in the intervention showed gains in student self-efficacy, problem solving, social-emotional competencies, and in math grades. Incremental gains within CSE domains were found after 1 and 2 years of intervention.
Bernard, Michael E., (2006): in his article, It's Time We Teach Social-Emotional Competence as well as We Teach Academic Competence, discussed the non-academic, social-emotional factors that contribute to students’ academic achievement, including the cognitive-behavioral characteristics of underachieving students and those with learning disabilities. Academic confidence, work persistence, work organization, getting along emotional resilience associated with habits of the mind could be taught to young people, producing increased effort with schoolwork and better achievement.

Salami, S.O. et.al (2009): examined the predictive effects of emotional intelligence and academic self-efficacy on academic performance of students in their research titled Emotional intelligence and academic self-efficacy as predictors of academic performance among senior secondary school students in Oyo State, Nigeria. Survey research design of an ex-post facto type was used with 258 boys and 226 girls from co-education schools in Oyo state. Emotional Intelligence Inventory, English Language Achievement Test (ELAT) and Mathematical Achievement Test (MAT) were applied as research instruments to collect data. The study indicates that emotional intelligence and academic self-efficacy were the potent predictors of academic performance of students.

2.9 Emotional Competence in Teacher Educators

Leslie. M., et.al (2002): In Pro-Social Literacy: Are Educators Being Prepared to Teach Social and Emotional Competence, discuss the challenges educators students at a higher level of literacy to meet the competitive global society. The study suggests that in addition to focusing on students’ cognitive development, teachers also must be prepared to address children's continuing physical, emotional,
social, and spiritual growth. In the new millennium, polls of parents, teachers, and community leaders and members across diverse cultural and political boundaries indicate that teachers should be equipped to meet the value-related expectations of the public as well as teaching content to students. Emotional intelligence is a type of social intelligence that involves the ability to monitor, discriminate among, and use information about the emotions of self and others. For the purposes of a study, emotional and social competence was defined as a wide range of approaches used by educators to foster socially desirable values and character traits in young people, so that social and emotional competence could be interpreted according to the respondents' own definitions and opinions about the sphere of social and emotional skills and various intelligences.

Leslie M., et.al (2001): Colleges of Education: Are Educators being prepared to teach Social and Emotional Competence in the Classroom? recommended the integration of social and emotional competency (SEC) skills teaching into the regular curriculum that could motivate students and promote their self-confidence and abilities to function effectively in society. While examining whether future teachers were trained in colleges of education to become competent and responsible citizens, an 8-item survey was used to analyze the perceptions of practices related to SEC curriculum by teachers' counselors. The results indicated that SEC was not addressed in mission statements and admission policies, nor were there many explicit courses offered to teach SEC skills. Respondents perceived a crowded curriculum and state requirements as the two main hindrances to SEC inclusion. Although private institutions indicated that the curriculum was too crowded for SEC, they also indicated that they perceived their graduates as ready to address SEC issues
in their own classrooms. Most respondents were interested in pursuing an increased emphasis on SEC education.

2.10 Teaching Aptitude and Teaching Competence


Katz, Lilian G., (1994): In the study, *Child Development Knowledge and Teacher Preparation: Confronting Assumptions*, examined the widely held assumption that acquiring knowledge of child development is an essential part of teacher preparation and teaching competence, especially among teachers of young children. After discussing the influence of culture, parenting style, and teaching style on developmental expectations and outcomes, the paper asserted that conceptions of what is normal at any stage of development vary widely within and between cultures.

Dickson, Patricia S., (1996): In the article, *Preparing for Undergraduate Teaching: Competence, Collaboration, and Commitment*, focused on the qualifications of an ideal candidate for an undergraduate teaching position, such as competence including linguistic, cultural and pedagogical skills; collaboration, or the ability to cooperate effectively with students, colleagues and people from the local community; and commitment.

importance of personal teaching competence to instructional efficacy judgments and external locus of control to classroom management efficacy. Although task analysis was not found to be a significant predictor of either global or context specific efficacy and exploratory results suggested potential value of task analysis in future assessments of teacher efficacy.

Riggs, Iris M., et.al (2002): in their study, Professional Development of Mentors within a Beginning Teacher Induction Program: How Does the Garden (Mentors) Grow? examined the impact of a beginning teacher induction program on involved mentors' teaching competence. Additionally, it investigated the relationship of mentor's self-efficacy to program impact. Results indicated that all mentors reported positive change with regard to self-perceptions of change within their own practice. Mentors perceived that the most change occurred in the areas of classroom management and discipline and professionalism. They also perceived that they had made gains in their ability to organize routines, establish discipline, organize the physical environment, promote social development and group responsibility, and establish a climate of fairness and respect. There was a significant but small positive correlation between mentor self-efficacy and self-reported impact on teaching practice.

Goldhaber, Dan., et.al (2003): The Digest titled, Indicators of Teacher Quality investigated on indicators of teacher quality. While research on the value of a teacher's advanced degree was mixed, all studies suggested that teachers with degrees in subjects different from the subjects they teach had little impact on students. There was no strong consensus about the value of pedagogical preparation for teachers, but findings suggested that teachers with advanced degrees in specific subjects could have an impact on student learning in those subjects in certain settings.
There was not a strong enough research base from which to draw definitive conclusions about the value of state regulation of the teacher labor market. Findings varied widely regarding the relationship between years of teaching experience and student outcomes. Some studies indicated that teachers who attended more selective undergraduate colleges were more effective in the classroom. The literature on teachers' academic proficiency indicated that measures of teacher academic proficiency represented one of the best predictors of teacher quality.

*Srivastava, Nalini., et.al (2009):* in their study, *Relationship of Teaching Competency with Teaching Aptitude and Professional Commitment*, selected 300 primary school teachers as the sample. Tools applied were General Teaching Competency Scale (GTCS) by B.K.Passi and M.S.Lalitha, Teaching Aptitude Test by Prakash and Srivastava and Teacher’s Role Commitment Scale by Meena Buddhisagar Rathod and Madhulika Verma. Findings of the study concluded that teaching competency and professional commitment were not significantly related to each other.

### 2.11 Teaching Competence and Teacher Education

*Moore Blaine H., et.al (1988):* The project, *A Performance Evaluation of College Students' Teaching Strategies to enhance the Literacy of Children* attempted to assist college teachers determine and enhance the teaching competence of their students in methods and practicum courses. Traditionally, competence was determined through the use of objective or essay tests. Cognitive knowledge of students may be determined in this manner but the students’ ability to apply that knowledge was not adequately measured. The main purpose of this study was to assist the faculty in developing performance tests to measure and enhance their students' ability to teach reading and language arts.
Onukaogu, Chukwuemeka Eze, (1991): Findings of The Role of Teaching Competence in Effective Reading Comprehension within the Use of English Programme in a Nigerian University suggested that teaching competence was an important factor in the inculcation of communication competence and was a product of an adequate teacher education program.

Chastko, Audrey M., (1993): Field Experiences in Secondary Teacher Education: Qualitative Differences and Curriculum Change was conducted. Differences in the discussions suggested that the novices experienced significant variations in the substance and quality of field-based activities intended to help them develop teaching competence.

Goldman, Louis, (1993): The research paper, On the Erosion of Education and the Eroding Foundations of Teacher Education (or Why We Should Not Take Student Evaluation of Faculty Seriously?) recommended eliminating student evaluation of faculty and implementing a system of external review of faculty teaching competence and scholarly productivity (administered by professional organizations).

2.12 Evaluation of Teacher Competence

Stephanie A., et.al (1989): Teacher Competency Testing: Panacea or Pandora's Box discussed issues surrounding the definition of teaching competence and the resulting constructs to be assessed, examined technical issues involved in teacher competency test validation and the relevance of different types of validity evidence. It also provided an overview of issues related to equity and fairness of the testing process and the accompanying legal and ethical considerations.
Jones John, (1989): Students' Ratings of Teacher Personality and Teaching Competence suggested a procedure of using student feedback to evaluate teaching in order to minimize the effect of teacher personality on students' ratings.

Holdaway Edward A., et.al (1990): While studying the working relationships with teachers, teaching competence, and staff morale, in their Perceptions of Overall Job Satisfaction and Facet Satisfaction of Principals obtained lower correlations between satisfaction and impotence which disputed the claim that importance was inherent in measures of satisfaction and need not be separately assessed.

Caskey Sheila., et.al (1998): While analyzing Institutional and Graduate School Consumerism: The Missing Link of Commitment to Teaching, stated that although both teaching competence and scholarly expertise were commonly recognized as necessary for faculty competence, discrepancies existed in the amount of emphasis placed on research versus teaching effectiveness in the promotion process. The study also suggested that the chief academic officers' leadership role should include such initiatives as modifying employment selection to include evidence of instructional effectiveness, requiring probationary faculty to demonstrate instructional effectiveness, establishment of Centers for Teaching and Learning to promote faculty instructional development. Establishing regular reviews of professional development plans so that both content expertise and teaching competence of all faculties could be measured on a regular basis.
2.13 Teacher and Classroom Climate

Agarwal, R., et al (2009): A study of the Socio-Emotional Climate of the Classroom in respect of Teaching Experience, Total Income, Age, Teaching Subject and Sex of Secondary School Teachers used ex-post facto research method and sampling was done in two stages viz. selection of institutions and selection of teachers; considering secondary school teachers from Lucknow as sample. Ober's Reciprocal Category System was used to assess the teachers' socio-emotional status and teachers' personal data sheet was used to obtain other details. It was found that teachers teaching science subjects were positively and significantly correlated with socio-emotional classroom climate whereas, other aspects were found to have no correlation with the same.

2.14 Conclusion

A meticulous review of the researches reveals the significance of nurturing emotional competence in children right from their infancy. It is observed that many researches have been done to study the influence of parents especially mothers as well as teachers on the emotional competence of the children, from preschool to adolescents. From the researches reviewed, it is obvious that emotional competence has a positive impact on social, academic and moral competence of young children.

Emotional competence is also found to influence behavior development and peer-relationship of the student and the teaching competency of the teacher. Since an efficient and emotionally competent teacher plays a crucial role in the development of a child, teachers are expected to be competent in teaching as well as in regulating their emotions. Hence, teachers, even during their pre-service training should be trained in developing their teaching as well as emotional competencies. Since women teachers
can play the role of second mothers effectively, they are preferred to their male counterparts in teaching pre-primary and primary level. It is observed by the investigator that, in Tamil Nadu, more than 50% of students who take up teacher training course at elementary level are women as they feel comfortable in handling young children from the age of 5-10. However, researches conducted on the impact of emotional competence on teaching competence of women teacher trainees are found to be limited.

Having been inspired by these aspects revealed in the reviews, the investigator has selected emotional competence and teaching competence as the primary variables and women teacher trainees at elementary level as the sample population for her research.