

**Relationship between Social Emotional Competence of Teachers,
Teacher-Student relationship, Classroom Climate and Social
Emotional Competence of Secondary School Students**



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DEDICATED TO

***MY DEAREST PARENTS AND SIBLINGS WHO ARE THE
SYMBOL OF PRIDE AND EVER LAST SOURCE OF
ENCOURAGEMENT FOR ME!!!***

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-Marian Wright Edelman

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Abstract

The current study aimed to examine the relationship between social emotional competence of teachers and the social emotional competence of students. The study also aimed to find the relationship of teacher-student relationship and classroom climate with social emotional competence of teachers and students. The present study consists of two phases: phase 1 was to check the visibility of the instruments for the current sample. The sample for tryout comprised of 5 students (girls = 3 and boys = 2). Phase II was main study and sample included 321 students (girls = 126, boys = 195). The data for the main study was collected from different schools of Rawalpindi and Islamabad using purposive and convenient sampling. The finding of the study indicated there was no relationship between social emotional competence of teachers and student. There was a positive relationship between teacher-student relationship and social emotional competence of students. Moreover, teachers with high level of education positively related to the social emotional competence of teachers. Results also showed that girls were more socially emotionally competent than boys. Male teachers were found to be more competent socially and emotionally than female teachers. It was also found that the most important factor affected the social emotional competence of the student was the teacher-student relationship and social emotional competence of teachers. The findings of the current study have implications for social emotional learning practices among secondary schools. These practices will lead to development of social emotional competencies in students as well as in teachers.

Chapter 1

Introduction

The learning process of individuals starts at birth. It begins from home, observing activities of elders. For further development, school plays an important role in individual life. In a school, children are not only provided with the opportunity to learn academics. But, it also serves to teach social skills, emotional regulation, and better quality relationship. Students somehow imitate and keenly observe each and every step of their teachers. They note their daily behaviors and respond according to the way. Positive and welcoming behavior of teachers lead student to initiate good relationship with teachers as well as with peers and in maintaining positive classroom climate.

Education and training play a very vital role in supporting the individual and society to enhance their social, economic, and cultural aspects (Hoy & Miskel, 2001). It also helps in enhancing the development of human resources for economic and personal growth. New educational system particularly the schools aim to deliver knowledge, skills and behavior essential for young people to become functional and successful in society. Basically, students learn to contribute to the development and advancement of society in institutions like schools (Rapti, 2013).

A positive school climate is considered vital in overall efficiency of the school. In other words, it is noted that there is a positive relationship between climate in the school and its effectiveness (Freiberg & Stein, 1999; Hoy & Miskel, 2001; Hoy & Sabo, 1998). School climate is considered as the heart and the soul of a school. It is important to note that the quality of a school helps each individual feel personal worth and dignity. This conventionally helps to build a sense of belonging (Freinberg & Stein, 1999). Perkins (2006) explained that the climate of school is the environment in which student learn by the interaction of human relationship, physical settings, and psychological atmosphere of school.

The quality of teachers influences the quality of school in a specific country (Feiman-nemsar, 2001). Classroom climate is often considered as social-ecological setting of the classroom that comprises of social and emotional dimensions. Norton (2008) discussed that the relationship between classroom climate and performance of

student was previously explored. Teachers as instructors help in creating better climate of classroom and can promote the pro-social behaviors among students (Frisby, Berger, Burchett, Herovic, & Strawser, 2014).

The quality of children relationship with their teachers in school is labelled as an important estimation in promoting social relations of children with peers (Howes, Matheson, & Hamilton, 1994). Children are assumed to use their interactions with teachers to organize their school activities. When children are involved in warm, friendly and secure interactions with their teachers, they can use their teachers as resources for other social relationships particularly their peer relationships (Howes, 1999; Pianta, 1998).

Over the past centuries, various researches indicate that educators, parents and the public understand the need for a better and general educational plan to not only focus on improving academic performance but also to increase social emotional competence of students, character, health and civic engagement (Metlife, 2002; Public Agenda, 1994, 1997, 2002; Rose & Gallup, 2000). Beside this, the plan aimed on helping students cooperate in socially skilled and in a respectful ways; practice positive; safe and healthy behaviors; participate ethically and responsibly to their peer group, family, school, and community; and acquire basic competencies, work habits and values as a basis for meaningful employment and engaged citizenship (Elias et al., 1997; Jackson & Davis, 2000; Osher, Dwyer, & Jackson, 2002; Learning First Alliance, 2001).

Teachers largely shape the formal learning context of students in a school. Socially and emotionally competent teachers maintain classroom by encouraging supportive and encouraging relationships with their students, make lessons that build on student strengths and abilities, establishing and implementing behavioral guidelines in such ways that endorse intrinsic motivation, guiding students by conflict situations, endorsing cooperation among students, and acting as a role model for respectful and suitable communication and manifests prosocial behavior (Eccles & Roeser, 1999).

The behaviour of teachers in a classroom is linked with normal social and emotional classroom climate and desired student outcomes. A normal classroom

climate is identified by low levels of conflict and disturbing behavior, fluent conversion from one type of activity to another, appropriately express emotions, respectful communication and problem solving, strong interest and focus on task, and supportiveness and responsiveness to individual differences and needs of students (La Paro & Pianta, 2003).

When teachers did not find enough resources to technically operate the social and emotional challenges under the particular context of their school and classroom, children show lower levels of efficient behavior toward their tasks and performance (Marzano, Marzano, & Pickering, 2003). Adding this, the classroom climate became distorted; producing in the teacher burnout feelings. The disintegrating climate is shown by increasing problematic student behaviors, and teachers become emotionally disturbed in trying to treat them. Under these conditions, teachers may generate reactive and excessively punishing responses that do not teach self-regulation and may participate in a self-sustaining cycle of classroom distortion (Osher et al., 2007).

The purpose of this research is to investigate the relationship between social emotional competence of teachers and students. The research also investigates the relationship of teacher-student relationship and classroom climate with the main variables. To illustrate this relationship, a theory is used (Jennings & Greenberg, 2009). This theory portrays the necessity of a socially emotional competent teacher. A social emotional competent teacher can regulate the healthy teacher student relationship. Competent teacher also helps in an effective classroom management that could lead toward a healthy classroom climate. A better classroom climate thus enhances the social emotional competencies of students.

Review of Literature

Previous researches also laid the foundation for the social emotionally competence behaviors. In the late twentieth century, the concepts of social and emotional competence are unified. The concept is identified with the relation of teacher as well as students in a school setting.

Social Emotional Competence

In Scotland, social, emotional and behavioral competence is characterized as possessing and ability to incorporate thoughts, feelings and behavior to accomplish

social tasks and results are important in moderating context and culture. The tasks and results in a school setting would include measuring the school curriculum effectively, to fulfil personal, social and emotional needs and maintaining transferable skills and attitudes of value beyond school (The Scottish Executive, 1998).

Social emotional competence was studied separately years ago. Researches tried to define social and emotional competence as follows:

Emotional competence. Elias (1997) relates emotional competence as the capability and a process to understand, manage and explicit the social and emotional aspects of one's life. This facilitates the successful management of life task including learning, maintaining relationships, solving problems and accommodates demands of growth and development (Leary, 2012).

Emotional competence regards to a capability of an individual to manipulate the intensity and expression of the emotions he or she feels (Gross, 2002; Gross & John, 2003; Lazarus, 2006). This means that develop the effective skills to recognize, make sense, and respond to emotions in oneself and others. It helps others in understanding and determines ability to successfully lead and express their emotions.

Emotional competence is studied not only in children as well as in adults. Better emotional competence ensures good relationships with others, specifically in teaching profession. Teachers are continuously required to not only maintain and manage their own emotional displays but also of their students (Gross, 2002).

Social competence. Social competence is very important in the development of every aspects of human, specifically for the early childhood. Although a consensus on defining social competence is still in progress, but there are two ways emerged to define social emotional competence. Firstly, social competence has been defined in terms of social skills. For example, Sarason (1981) discussed different aspects of social competence that include problem-solving behavior, perspective taking, and person perception. The second approach in defining social competence, more emphasis has directed toward the social outcomes that children achieve.

Social competence is also considered as the capability to be effective in the estimation of social goals. These social goals characterized by having friends, being

popular or liked by other children, and taking part in effective social interaction with peers (Anderson & Messick, 1974; Foster & Ritchey, 1979).

Social and emotional competence is now studied in combination in context to both teachers and students. Brief literature covering this concept explained below.

Social emotional competence of teachers. Social emotional competencies of teachers are seen as multifaceted and include self-awareness, recognition of their own emotions and how these emotions influence the classroom environment (Jennings & Greenberg, 2009). Teachers who are socially and emotionally competent have awareness of their emotional strengths and weaknesses. They regulate their emotions properly and understand their students' perspectives. This can lead to develop good relationship between teacher and pupil.

Social emotional competency of teachers is also stated as the point in which teachers self report their thoughts, feelings and actions. This includes five cores: self-awareness, social awareness, self-management, relational skills and responsible decision making (Yoder, 2014).

Social emotional competence of Students. Social emotional competence is a word used for the abilities linked with the skills students use as they experience and explicit emotions. These skills include the knowledge of one's own emotions, the ability to identify emotions, understanding of societal norms associated with display of emotion, and the ability to regulate the depth and duration of emotional states (Eisenberg & Spinrad, 2006).

In school setting, Emotional competence is typically associated with low levels of negative form of explicating emotions and the better levels of emotion regulation. Emotionally competent students are skillfully able to adjust their emotions for maximally utilize cognitive resources in response to learning (Eysenck, Derakshan, Santos, & Calvo, 2007; Eysenck, 2013).

Teacher-Student relationship

The affective quality of teacher-child relationships is defined as the level of conflict, closeness and dependency between the teachers and their students (Birch & Ladd, 1997). This construct focuses on the relationships between teachers and

individual students and can substantially vary in nature and quality for children in the same classroom.

Interaction in the classroom includes teachers, students and the teacher-student relationship. The types of interactions involves the teacher-centered approach, discussion approach, active learning, and group methods (Ilias & Nor, 2012). It is suggested that when teachers are involve in strong and positive relationships with students, they become more motivated to spend time and energy to improve student success. On the other hand, when teachers face conflict and a negative relationship with students, they avoid their efforts to promote a positive school environment for them (Hamre & Pianta, 2001; Pianta, Steinberg, & Rollins, 1995).

It is noted that teachers who remain in close relationship with their students reported that their students appear more self-directed, more supportive and engaged in learning. They also reported that their students avoid school comparatively less. The communication is a connection that provides a better atmosphere for a classroom environment. Effective relationship between the teacher and students helps in better understanding of students' sense of belonging (Birch & Ladd, 1997; Klem & Connell, 2004).

Classroom Climate

Climate of the classroom is defined as reflection of views of students about their academic progress (Reid & Radhakrishnan, 2003). It consists of perception of students about the accuracy of the class, relationship with the teacher and class peers and participation in the class. Each student in the class develops their own sense of classroom environment, also a community or sense of belongingness. Hence, climate of the classroom involves the general feeling shared by all the students in class (Fraser & Treagust, 1986).

Positive and well-programmed classroom climates are characterized by different aspects including, supportive teachers, the expression of positive affect displayed by children and teachers alike and caring teacher-child relationships (Jennings & Greenberg, 2009; La Paro & Pianta, 2005). The classroom is considered to be a positive, caring, safe, respectful, and helpful to learning. Teachers can manage this environment in a multiple of ways, including developing rules for appropriate

behavior, maintaining careful relationships with all students, and enhancing positive peer interactions (Furlong et al., 2003). In contrast, negative climates seems to be less engaging, less emotionally supportive, less sensitive, more chaotic (Jennings & Greenberg, 2009), and have more chances of student misbehavior (Kaufamn et al., 2005).

Climate of the classroom is linked closely with learning atmosphere and it seems as an important element of classroom behavior and learning. Mutual respect among students and understanding is also considered as the essential element of classroom climate that enhance learning environment (Miller & Pedro, 2006). Therefore to develop open mindedness in classroom climate, where students are ready to exchange new ideas and explore new learning content. Hence, effective learning and exploring new ideas is important to develop an effective classroom climate.

Theoretical framework of Social Emotional Competence

The operationalization of the concept of social and emotional competence lacks consensus. It exists in various forms including emotional intelligence, emotional literacy and social emotional competence.

The basis of understanding of emotional and social competence has been discussed. It is generally accepted that philosophers and social scientists have long entangled with the query of emotional and social aspects of human behavior and their relative contributions to performance (Seal, Boyatzis, & Bailey, 2006). Various frameworks on the social emotional competence are presented in the literature.

Seal (2006) presented the conceptual framework for the social emotional competence. He explained that the social emotional competence (SEC) development is a combination of several theories on social intelligence (Gardner, 1983; Sternberg, 1985; Thorndike, 1920), emotional intelligence (Bar-On, 1997; Goleman, 1995; 1998; Salovey & Mayer, 1990) and development of competences (Boyatzis, 1982; Spencer & Spencer, 1993).

Social intelligence. Thorndike (1920) explained three different types of intelligence i.e. abstract intelligence, mechanical intelligence, and social intelligence. Although social intelligence produce intuitively, psychologists try to focus on the first aspect, abstract or scholastic intelligence, after early attempts to clarify, define and

measure social intelligence proved unsuccessful. Although several early studies attempted to reduce the psychometric and theoretical limitations to differentiate social from traditional intelligence, the results were varied (Ford & Tisak, 1983; Keating, 1978; Thorndike & Stein, 1973).

Gardner (1983) is often honored with reframing the debate and brings forth several new scientific inquiries into alternatives to traditional intelligence. He planned a new, detailed, multimodal of intelligence (multiple intelligence) along seven distinct constructs i.e. linguistic, logical, musical, kinesthetic, visual/spatial, interpersonal and intrapersonal. The interpersonal and intrapersonal intelligences are of particular interest to social emotional competency, constituting the potential theoretical predisposition of Thorndike's (1920) social intelligence, and providing the content domain for most contemporary definitions of social emotional competence.

Sternberg (1985) worked on the social intelligence tradition, forming a theory of successful intelligence. He explained the concept as, those who identify their strengths and weaknesses and who capitalize on their strengths and at the same time make amendments for or correcting their weaknesses (Hedlund & Sternberg, 2000). For Sternberg, there were three main types of abilities that originated from successful intelligence i.e. analytic, creative, and practical. It is practical intelligence that participated mostly to social emotional competency, providing researchers with new hope in being able to differentiate both operationally and conceptually, between traditional and emotional/social aspects of intelligence and their relative contributions towards success.

Emotional intelligence. The modern SEC construct acknowledged Bar-On (1985) with providing the association between social and emotional intelligence, Salovey and Mayer (1990) with bringing the term and general construct of Emotional Intelligence (EI), and Goleman (1995) with representing the SEC construct.

Bar-On (1985) is honored as the first author to coin the term emotional quotient (EQ), often used interchangeably with EI. He explained that overall emotional and social functioning could be measured using 15 competencies by five components i.e. intrapersonal, interpersonal, stress management, adaptability and general mood. The greater the number of effective EQ competencies, the more

positive the estimation for effective functioning in meeting environmental demands and pressures (Bar-On, 2000).

Salovey and Mayer (1990) are frequently referred as the originators of the modern EI construct. They defined EI as, the component of social intelligence involving the ability to direct one's own and others' feelings and emotions, to differentiate among them, and to use this information to advise one's thinking and actions. According to Mayer and Salovey (1997), emotional intelligence reproduce not only a single trait or ability but, rather, a complex of distinct emotional reasoning abilities i.e. perceiving, understanding, and regulating emotions.

Goleman (1995; 1998) introduced the concept, placing EI into the general culture and developing a series of commentary and debates regarding the nature and influence of EI on human capabilities. EI was now a current construct; apply in business, consulting, counseling, and education. His original construct associated the work of Boyatzis (1982) and Spencer and Spencer (1993) on competencies used in research of affective neuroscience and other streams of research in Psychology. Boyatzis and Goleman (2006) aimed on four broad clusters of behaviors within EI such as self-awareness, self-management, social awareness, and relationship management.

Competence. McClelland (1973) and Boyatzis (1982) explained an arising way of determining the basic capabilities of a person in developing effective performance. The characteristics, called competencies, had both an unconscious intent and manipulate behavior outcomes, depending on the situational demands. The competencies that differentiate excellence performance in management, leadership, and professional jobs included abilities in the personal, social, and cognitive area.

The three components of social emotional competencies development including social intelligence, emotional intelligence and competence, advance the foundation of social emotional competence. This framework used in various research regarding social emotional intelligence, social emotional competency and emotional literacy etc.

Prosocial Classroom Model by Jennings and Greenberg (2009)

The model is formulated and explained by Jennings and Greenberg known as pro-social classroom model (2009). According to this model social and emotional competence (SEC) of teachers and their well-being play very vital roles in their ability in forming a pro-social classroom climate associated with estimated student social, emotional, and academic outcomes. SEC determines the necessary skill base that facilitates teachers to establish strong relationships with their students, manage their classrooms effectively, and successfully utilize social and emotional learning (SEL).

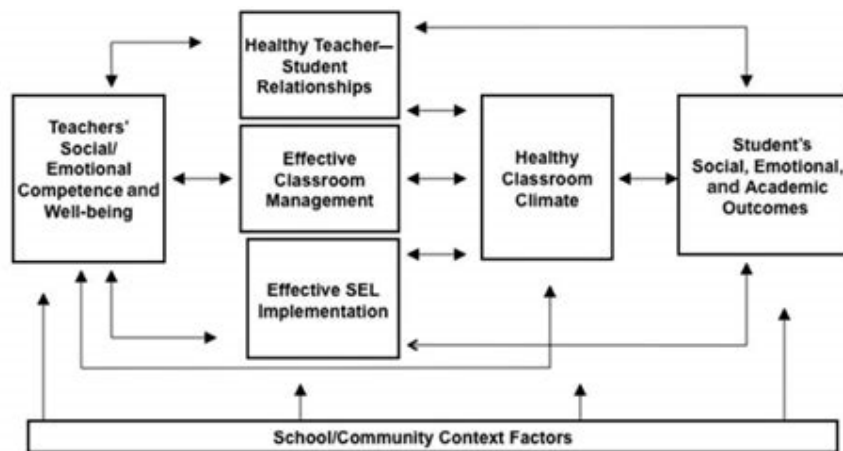


Figure 1. The Prosocial Classroom Model (Jennings & Greenberg, 2009).

The present research is entirely based on Jennings and Greenberg Pro-social classroom model (2009). Research aims in identifying the relationship between social emotional competence of teachers and social emotional competence of students.

Social Emotional Competence. Social and emotional competence (SEC) is a general term seen as an important result of social and emotional learning (SEL). The generally accepted definition of SEC, formulated by the Collaborative for Academic Social and Emotional Learning (CASEL), includes five major competencies i.e. self-awareness, social awareness, responsible decision making, self-management, and relationship management (Zins, Weissberg, Wang, & Walberg, 2004).

Teacher–student relationships. Effective relationship between teachers and students makes an important donation to a healthy school and classroom climate, students’ connection to school, academic and social-emotional outcomes (Gambone, Klem, & Connell, 2002; Osher et al., 2007). When a teacher identifies and understands emotions of students and the roles they play in the behavior of students, the teacher can more effectively respond to the students’ needs. Teacher also results in developing trust and respect in this manner.

Classroom management. Brophy (2006) highlighted that most of researches in the previous year focused on learning and behavior have supported a step toward increase in proactive and representative motivated approaches toward classroom management. These approaches facilitate cooperative and pro-social behavior by forming warm and effective learning communities, firm guidance, and limit setting. These approaches also aim on preventative strategies that enhance student autonomy rather than controlling negative behaviors through disciplinary measures (Brophy, 2006).

The effective implementation of these approaches needs a greater degree of social and emotional competence (SEC) than do more authoritarian aspects. Socially and emotionally competent teachers focus on understanding of classroom acts and conflict situations in students. They need to breed a caring, supportive community of learners collectively committed to maintaining a positive classroom climate. They proactively practice their emotional expressions and support to arouse enthusiasm and joy of learning (Goddard, Hoy, & Hoy, 2004). They motivate, guide and direct students while preventing the difficult power struggles.

Social and emotional program implementation. High level of social and emotional competence (SEC) of teachers are well prepared to adequately utilize social and emotional learning (SEL) by modeling skills and behavior in naturally occurring everyday situations i.e. in classroom while studying etc. (Greenberg et al., 2003; Zins et al., 2004).

Three aspects i.e. teacher–student relationships, classroom management, and SEL program implementation, help in the development of a healthy classroom climate that advances to acceptable social, emotional, and academic student results (Jennings

& Greenberg, 2009). Furthermore, a healthy classroom climate may strengthen the teacher's enjoyment of teaching and his or her sense of efficacy and assurance to the teaching profession, resulting in a positive feedback loop that may prevent burnout and reduce disintegration.

Theory on teacher-student relationship

Teachers have the most powerful tool in a school which can enhance the positive learning climate is a positive and good quality relationship with their students. Multidimensional relationships in a classroom and in a school hold value in developing a better learning environment (Day & Leitch, 2001; Hargreaves, 1998; O'Connor, 2008)

Self-determination Theory Of Motivation. Self-determination theory of motivation discusses three universal, innate psychological needs that can be taken into account for good quality relationship in a school (Deci & Ryan, 2000). The first one is autonomy which is linked with the ownership, individual responsibilities. It also focuses on the development of self-actualization. Second one is belongingness that is referred to the close relationships, interpersonal need of being in a relationship. It also includes the care and support provided. The third one is competence which is conceptualize as the feelings that individual is capable of bringing out the desired outcome and effectively cope up with challenges in the surroundings.

The theory has been useful in the field of education. It can be used in the study of motivation and wellbeing and achievement of basic needs for students. This theory contributed to the intrinsic motivation, academic motivation and achievement (Spilt et al., 2011).

Teachers can accomplish these needs by developing and promoting good relationships with their students. Students focus to practice an emotional involvement from their teachers. Students also search for the care, protection, and support of their teachers for them (Hargreaves, 2000).

Literature on Relationship between Study Variables

There are a lot of researchers exist in the literature that focuses on the present variable of study. Social emotional competencies of students and teachers, classroom climate and teachers-student relationship are studied separately along with other variables. Here are some of literatures focusing on the relationship between main variables of the present study.

Social emotional competence of students and teachers. Social, emotional, and academics are the major components of teaching and learning in schools (Zins, Weissberg, Wang, & Walberg, 2004). Students in school cannot learn alone by themselves. They can learn new things with the help of their teachers, along with their peers, and with the encouragement and support of their families. Emotions can help in the facilitation or hinder academic engagement of children, work ethic, commitment to their work, and ultimate school and future success. Emotional process of students and their behaviors affect how and what they learn from their surroundings. Schools, teachers, and families must effectively address the different aspects of the educational process to all students (Elias et al., 1997).

Teachers are taken as the advisor in the life of students. Therefore, teaching effective academic content is important. Social Skills is equally important to be taught because accomplishment of students in school is linked with their ability to be in contact with peers and adults and follow the rules of their climate. Students who are not good in social skills are more likely to get ignored by others and got punished as they are unable to follow the administration of school and rules (Lovitt, 2007).

In schools, active social development of students relays upon their way of learning and incorporating principal of social conduct. Social development also serves in transferring and applying social rules in directing their behavior in various environments and situations. Social competence in students is associated to their peers acceptance, teacher acceptance, and success in future life. Besides the family especially parents, schools and the teachers also exert huge influence in the lives of students as they develop socially and emotionally (Cartledge & Kiarie, 2001).

Good teachers are seen as person having empathy and understanding for students' problems. They are always ready to help their students, allowing them to

perform variety of activities in the classroom as well as maintaining order, having sense of humor and good knowledge of school subjects. Researchers emphasized (United Nation International Children's Emergency Fund, 2001) that it is desirable for teachers to be a good and involving speakers, having good sense of humor, know exactly how and when to make jokes and treating all students equally without any racial or class differences.

Researchers noted a relationship between mental health and social and emotional development. Mental health is considered important to social and emotional development in children; schools are stepping toward the enhancement of social and emotional development that provides support to the promotion of mental health (Michaels & Hagen, 2014; National Center of Mental Health, 2008). Various studies have been conducted over the past 10 years that highlighted the need to improve student academic performance as well as to increase their social emotional competence (Ashdown & Bernard, 2011).

Socially competent and socially emotionally well-developed children have a greater chance of enjoying success in education, achieving future employment, and developing secure and maintaining stable social relationships (Jones et al., 2015). Those children are less likely to be active in suicidal ideation, unethical activities, substance use and abuse, and mental health problems (Public Health England, 2014). It has also been identified that low social and emotional competencies are greater hurdles for children to be better adjusted in schooling and result in many behavioral problems including disruptive behaviors, aggressive acts, oppositional, and non-compliant behaviors (Domitrovich et al., 2007).

To survive in a developing country, social competency needs a lot of attention. Emotions are involved in every step to lead a life, so identification and expressiveness of emotions are very necessary. Sample is comprised of 200 students of two age groups (13-15 & 16-18) from Islamabad Pakistan. It was noted that emotional intelligence among adolescents is positively linked with social competency (Amar, Saif, Hafeez, & Saleem, 2019). It was also found that there is no significant difference exists between male and female students on emotional intelligence and social competency.

The important component of emotional competence in children is the knowledge of emotions. Students who understand emotions are more helping and responsive to their teachers, friends and liked mostly by their teachers, friends and class fellows (Denham et al., 2003). Understanding of emotion consists of identify the face expressions, explain the emotions produce in different situations react responsively to emotional displays by their friends. Preschoolers also seen to be involve in knowledge of emotions and react in an appropriate manners to others and stabilizing their relationships with others. In previous researches, it was found that the relationship exists between expressiveness of emotional and its knowhow and also the prosocial behavior and status of peers (Denham et al., 1990). In preschool period, regulation of emotion in important as the complexity of emotions of children going to be complex and increasing demands of social, educational world. The emotional regulation is necessary because of the increasing understanding and control of emotions (Denham, 1998; Lewis, Sullivan, & Vasen, 1987).

Teaching profession is going to be very demanding in regard to social and emotional aspects than in the last decades. Students when entered in school, they are usually not prepared of anything and might be at risks of various problems i.e. mental health and behavioral problems (United State Department of Health and Human Services, 1999). Teachers are considered to give support to their students emotionally and create a friendly and comfortable environment of the classroom. Teachers also set example for their students in problems, teachers their students to combat conflicting situations by thoughtful and sensitive acts, successfully manage the problematic children and the growing demands of students.

Research conducted in Michigan State University (2007), result indicates that social skills in young students frequently figured out their academic and social performances among various situations. In young ages, important social skills include the growing abilities of students to manipulate their feelings and behaviors in recognizing cues from others and in the surrounding. It also focuses in developing and maintaining positive relationship with their friends and adults.

Ryans (1970) identified main types of personality of teachers to be warm-hearted, understanding and friendly rather than cold and reserved, self-centered and restrictive; and be responsible, professional and systematic rather than unreliable and

inconsistent in behavior; and to perform encouraging behavior, creative and excited in contrast to routine behavior.

Teachers are considered responsible for developing and regulating positive classroom climates. Responsibility of teachers also includes considering the health, safety, academic, and social-emotional needs of their students. The tasks of teachers are very challenging as there are also various factors that provoke the negative emotions. By experiencing the provoking factors i.e. frustration, disappointment, anger, there is a chance to express and inhibit negative emotions in order to maintain comfortable climate for students (Hargreaves, 2000).

Students who have the ability to hold on their behaviors seem more socially adaptive and have less behavior problems. Little research has been focusing on the integration of the evaluation of inhibitory control in preschoolers along with other factors that can predict social and emotional competence (Rhoades, Greenberg, & Domitrovich, 2009). Few of the important factors predicting social and emotional competence include students' sex, academic skills, emotional knowledge and attention skills etc. (Rhoades et al., 2009).

A conceptual linkage was identified between students' emotions and the situation that accompanies them (Stein, Trabbasso, & Liwag, 1986). It was observed that it is a demanding task for children because different situations produce the same emotion while same situations can depict variety of affects among different people or even in the same person at different times. Researcher proposed that student understands their emotions on the basis of the outcome because of a goal, desires or any relationship. Therefore, most of the students view happiness as an outcome of achieving desired goal and fear as an outcome of assuming failure in achieving a particular goal. Sadness and anger are viewed as a result of loss of particular goal or a goal is not achieved. Sadness is taken as unattainable whereas anger seems as goal is obtainable when some hurdles to be removed (Stein, 1987).

Saarni (1987) highlighted the study that children assumed about their parents as less accepting toward emotional expressions that hurts others and are more tolerating of expression that do not hurt other. In another research, children reported that they would hide their emotions to avoid guilty, to seek concentration, to make

others feel pity, and to seek help. Children assumed that there was no issue in expressing true emotions when their feelings were very deep, when they were sick, or when they were in trustable relationships (Saarni, 1979).

Students who are competent socially are assumed to be able to identify emotions in others especially teachers in a school, also in themselves accurately and rapidly as compared to less socially competent students. This involves identifying the facial or cues related to body movement of teachers and others as well and displaying emotions correspond to the situations and environment. Those children are seemed as more efficient in maintaining their emotional and social experiences especially that can lead toward maladaptive responses and disruptive social behaviors (Hubbard & Coie, 2014).

Expression of emotions by teachers is highly acknowledged by their students in a classroom. Showing of emotions by teachers can positively induce the understanding about subject among students or influence their learning. A study showed that during preschool years, students explicit an understanding attitude while displaying their emotions in presence of adult or teacher (Rosiek et al., 2003).

It is believed that teachers who are positive and empathic in their attitude and displays use affective teaching practices. These practices lead them to pay attention to needs of their students. Training of teachers is provided that serve as an important strategy to create effective classroom culture. In some study it is reported that teachers also assume empathy as an important component of teaching. But they do not show application of these strategies in their classroom (Barr, 2010; Warren, 2015).

One study provided positive evidence that the early childhood programs become efficient when focusing on social skills training. Students who have positive social skills and positive self-concept can solve new tasks and they can easily share ideas with their peers. To gain knowledge and to clear new ideas started early in preschoolers. Beside this, preschoolers are also engaged in social development stage in which they learn to play with others. When students involved in interaction with others, they became more aware from their surroundings and can easily understand and help others. Preschoolers are at the stage where they begin to learn social

surroundings and from this knowledge they can organize and develop their own self-concept (Berk, 2006).

Social skills in children preferably preschoolers remained the topic of interest so far. Various studies and researches are carried out to gain understanding of social development in early childhood. Training programs including emotional intelligence training, mindfulness-based intervention (Jennings & Greenberg, 2009) was also discussed and improvements were seen. These improvements can lead to problem solving approach and better socialization skills. Parents are also involved in studies to assess the social competencies of preschoolers. By informal talk with parents, it is found out that preschoolers transmit their social skills from school to their homes and with their family (Myran & Tonelson, 2009).

The significance of social emotional outcomes should not be underestimated. Social emotional competent people are more successful than less competent people. Social emotional aspects include positive relationship with others especially teachers in school, positive self-concepts derived by these relationships, emotional knowledge and regulation, social skills, that predict school and future success (Carlton, 2000; Shields et al., 2001).

A study was conducted on special education teachers comprised of 150 male and female teachers. It was observed that emotional intelligence is significantly and negatively linked with burnout and emotional exhaustion. Personal accomplishment has a positive association with emotional intelligence (Nabeel, 2014). Gender shows a significant difference in the study. It was found that male special education teachers have more personal accomplishment. Results also revealed that more experience teachers experience more burnout feelings as compared to less experienced teachers in a special education (Gul, 2013; Shahzad, 2014).

A research identified a significant relationship between expressing the negative emotions to students and emotional fatigue of teachers. Teachers who feel high level of burnout face a lot of difficulty in controlling negative emotions in front of their students. On the contrary, teachers who have better emotional and social competence can regulate their emotions in the educational setting (Doudin & Ruedi, 2011).

Social emotional competence of teachers and classroom climate. From the studies, it was identified that social and emotional wellbeing of teachers is considered important for proper servicing in the classroom. Proper functioning of classroom includes managing effectively their classroom environment, support students in learning, and providing students the learning environment. Importance was given to social emotional abilities of teachers that play vital role in classroom and school climate (Kunter et al., 2013; Shen et al., 2015).

Each student in a classroom develops his/her own sense about the surroundings of the classroom and classroom culture. Classroom climate is developed by shared feelings not only by students but also by the teachers. Students make judgments about climate of a classroom and about all the things going on. In a classroom, students are exposed to different learning environments and give them chances to make impressions on others (Fraser & Treagust, 1986).

Instructors in a classroom involves in many strategies and teaching practices to develop good interaction and trying to make a good rapport. They also help students to motivate their students, increase participations, develop openness and clarify them. Teachers or instructors also use the sense of humor in delivering lectures and hence, make their students feel comfortable. This in turn positively associated with learning outcomes and helps in gaining students' attention (Wanzer et al., 2010).

Students perceive connection in a classroom as supportive and benevolent and enhancing student to student interaction and compatibility. In classroom environment, not only student-student connection plays an important but meanwhile student-teacher report also produces significant value. This connection includes praising, smiling, encouraging, supporting, sharing new ideas, exposing personal experiences that effect positively on education as well as success (Frisby & Martin, 2010; Frisby et al., 2012).

A study conducted on classroom, students and teachers demonstrated that the main element of a classroom is not the students but the teacher. The teacher who is competent socially and emotionally expected greater for their students as well as for his/her self. Socially emotionally competent teacher identifies the need of their students during classroom and emphasize the meaningfulness of remaining in

connection with them. By doing this, teacher can influence his/her students and make them feel comfortable and optimistic about the climate of a classroom (Whitaker, 2004).

Beside the various researches on teachers' emotion, emphasis was given on classroom management skills of students. Every teacher has different teaching style and they vary in their goals of instruction. But they all showed consensus on the importance of keeping order and maintaining effective classroom climate. It is the responsibility of teacher to maintain a socially emotionally positive environment in the classroom and considered as important component of learning (Evertson & Weade, 1989).

Individual differences exist between teachers while being in one classroom. Some teachers take their students' emotion in acknowledgement and also use their own emotions in learning. In contrast to this, some teachers pay no sufficient attention to the emotions of their students. Instead they work in neutralizing the environment of the classroom. Regulation of emotions among teachers is itself a vital issue. Differences exist in the detection as well as expressing of emotions during the teaching hours (Sutton, 2007). Few teachers feel difficulty in regulating the affects during the classroom hours and this influences their students.

A research conducted on teachers to explain the importance of perceived role in classroom (Good & Brophy, 1986). It was found out that some teachers perceived their role in classroom as leader and authoritative figure. These teachers pay little head toward understanding of their students need and emotions. While, some of the teachers perceived their role as facilitator and they seemed more helping and emphatic in the classroom. This shows that differences exist on perceiving role in class by the teachers.

Students in educational setting learn to enhance and keep their emotions that are helpful and to eradicate or regulate those that are not helpful. These are the essential skills of the students that they learn from the support and guidance of their teachers and adults. By using such approach, they experience wellbeing and satisfying relationship with others. Training programs are also utilized for the preschooler to help them cope in their school environment. Social and emotional effectiveness of

students, in school, increase by emotional and behavioral regulation (Denham, 1998; Eisenberg et al., 1995).

In previous literature, researches have supported the significant relationship between effective instructions by teachers in classroom and reduce the discipline problems among students as well as increase in academic performance (Roeser et al., 2000). It was also noted that amusement of teacher in a classroom influences the students to remain excited and interested toward their studies. Positive atmosphere of the classroom enhance the working ability of teachers increasing the performances of students (Frenzel et al., 2009).

The National Center for Health Statistics reported that from 2001 till 2011, 5% of children having age 4 to 17 years had suffered from great emotional and behavioral difficulties (Synder & Dillow, 2013). There are great risk factors that hinder the successes of school and need to be focused. This study emphasized the demand of mental health facility in nearly every school. It is illustrated that children in school need social, intellectual and emotional skills for being successful in school (Durlak et al., 2011; Thompson, 2012).

Kong (2011) found that social emotional competence of children can be achieved by giving instructions effectively by teachers, involving students in classroom activities, participation by parents and involvement of community in developing program in classrooms. Teachers help students to recognize their emotions and enable them to build confidence in them and evaluate their thinking patterns. This leads in achieving success in schools and in future and help them to become good citizens (Elias, 2006).

Elias (2006) explained the importance of contribution of teachers in the development of students. Teachers not only help in developing social, academic skills but also contribute in the development of emotional intelligence in students. Emotionally intelligent children can become successful in life and improve his/her academic performances. In addition to teachers, parents or educators in the childhood exhibit a vital role in the improvement of regulation of emotions in children (Elias, 2006).

Human beings experience a lot of emotions in various situations at different time. Likewise, teachers also suffer from a lot of emotions when in classroom. By observing performance of students and behavior, sometimes teacher experiences frustration and it was reported as negative emotions. Following the routine in school, teachers got distracted sometimes from their duties. They become occupied by personal issues and teaching demands outside the classroom. This is a very critical and difficult thing to pay attention to these emotions because negative emotions hinder the teaching quality in the classroom (Hargreaves, 2000; Sutton, 2007).

Better social and emotional development laid a basis for the regulation in classroom, in school and nearly in every situation. Sense of belongingness increase and empathy develop to understand other people that remain in contact. Sense of belonging and empathy is positively related to positive emotional displays, academic success, self-worth and self-confidence (Duckworth & Seligman, 2005; Goodenow, 1993; Ray & Smith, 2010).

In literature, researchers gave attention to study the effects of environment of classroom and context. Educational researches are multilevel and most of the study ignored this multilevel perspective. For the assessment of classroom climate, it is necessary to equally get responses not only by few students but also from the whole class and teachers. Everyone holds his/her eye of perceiving things and by taking this into account, results should be analyzed (Marsh et al., 2012).

It was concluded that the style of managing the classroom is also crucial factor in teaching effectively in the classroom and meanwhile considering achievement of students. From the findings of research, it was identified that classroom management improved by using interactive strategies. Teachers who apply interactive mode of practice in classroom, shows empathy, respect students, and take into account the needs of students, manage classroom activities effectively. Interactive classroom climate is the responsibility of both teachers and students equally. By involving students, classroom becomes safe and enhance learning environment (Djigic, 2011).

A study emphasized the concept of availability of a teacher that foster the children to feel more confident and motivated to face challenges. If a child feels secure, valued, cared by the one in a particular environment, he/she is more likely to

exhibit positive emotions, involvement in classroom activities and prosocial behaviors. Likewise, classrooms that value autonomy, well organization and empathy, experienced as more supportive, enhance feeling of control and competence in child (Furrer & Skinner, 2003).

Role of ethnic differences were also explored in development of social emotional domain. It was found that students of preschool were effected both by relationship with their teachers and also by management of the classroom. It was noted that there was much of the African-Americans in special education suffering from emotional and behavioral problems. This is because of lack of good quality relationship and good classroom management skills (Graves & Howes, 2011).

Social Emotional Competence of Teachers and Teacher-Student relationship

Relationship between teachers and students is considered to be very influential for the children and adolescents to develop mentally healthy. In a day, children spend 5 to 7 hours in a school, with teachers, and with peers. Children have good relations with some of the teachers and they like them the most. A good quality and a positive relationship are critical to develop between teacher and a student. There are a lot of students and a teacher has to deal with all of them without any discrimination. So, there is a need to enhance the relationship for social and emotional development of children and for success in a school (Mercinah & Nirmala, 2012).

Positive teacher-student relationship is shown reported by teachers as having low conflicts and feeling of empathy, love, care, support and dependency. Teachers showed support that help children to adjust in school and also help in contributing to the development of social skills of the students (Hamre & Pianta, 2001). Teachers also engaged in enhancing the resilience among the students to perform efficiently. A professional teacher considered his/her duty to polish the students' ability and bringing out the potential of students.

The relationship between a teacher and a student is like a bridge that helps to gain knowledge, experience and enhance the efficiency to bring out the best from students just by his/her inspiration. In schools, teachers taught the set planned syllabus but beside this, teachers should focus on discussing about the society. A few of teachers restrict them to the assigned task that was given to achieve during the

session. There is a need to provide students a wider picture of the world and make them a responsible citizen. Teachers can inspire their student a lot and it is necessary to develop competency in students (Mercinah, 2010).

In a school, both teachers and students are responsible for a healthy relationship. Both should be equally aware of the responsibilities when they are in school and classroom. School is a place to learn, to get knowledge, to seek positivity. It is not a one way process but both teachers and students do in combination. So, a good quality relationship plays vital role (Klem & Connel, 2004).

Both teachers and students influence each other in a classroom. Perception of students about the role of teacher matters a lot. Students most likely to stay motivated and showed involvement when they are perceived welcomed and receive great attention in the classroom by the teachers. Hence, the role of teacher in a classroom is related to the perception of student about the relationship and classroom environment. This perception will eventually lead toward the achievement of student. Students, who consider that their teachers are supportive, shows care, can achieve better and successful in academics (Gehlbach et al., 2012).

Individual characters also trigger the relationship between teachers and students. Students suffered from negative experience in past, face difficulty in building a good relationship with teachers and peers. Negative experience include variety of scenarios i.e. bad interaction with prior teacher of adult, got punished by teacher in past etc. Socio-economic status also produces differences among the students. Children belong to low socially-economic family face poor relationship with teachers as well as with parents. Poor relationship with family such as parents also hinders the relationship maintenance in school (Jerome & Pianta, 2008). Beside this, behavioral problems of students also contribute to the conflicting relations. Teachers feel difficulty in forming healthy and healthy relationships with students who show misbehaviors and exhibit bad emotions.

Quality of relationships depends upon the nature of interaction between them. Teachers display negative interactions with students who are not competent socially and emotionally and rejected by the peers. This interaction not influences the

relationship between them but also effects the way other students view a child. Negative interaction impacts the other classroom relationships (Pianta, 2008).

Research also highlights the significance of providing feedbacks to other. Students who receive criticism and negative feedbacks tend to feel negative about themselves and alternatively, show bad performances and less likely to improve. The process of giving positive feedbacks and encouraging efforts can lead toward the better growth of students (Skipper & Douglas, 2015). If students are ensure that efforts in work could provide them success, they put their best and make efforts in completing their goals. These students also focus on regulating positive and yielding beneficial relationships with their teachers.

Teacher stress is related to the bad interaction with students. Stress is also caused by poor management of the problematic behaviors that disrupt the classroom environment and the burnout. It was demonstrated that teachers experience personal and work related stress when they are less confident of their abilities and feel less competent in managing his/her classroom (Grining et al., 2010).

To increase wellbeing of teachers and to minimize the stress and burnout among teachers, social and emotional competencies are focused. For becoming socially and emotionally competent, teachers need to connect with their own emotions and manage their feeling before showing reaction in front of students. Traditionally, researches had focused on teacher-student relationship to be important element bringing social and academic achievement of children. A teacher who is socially and emotionally competent can foster the good quality relationship with students (Han & Weiss, 2005; Tom, 2012).

Literature based on Demographics

Gender of students. The gender of a child moderates the aspect of social and emotional competence. Pattern of expressiveness vary along with the gender and restrained the contribution of indicators of emotion regulation. It was noted that boys exhibited some level of negative emotions and in contrast to this, girls showed positive emotions. Girls showed more emotional regulation and displays nice behavior toward others. Therefore, girls are more socially emotionally competent (Denham et al., 1998).

Klingman and Zeidner (1993) also highlighted variations among the attitudes of boys and girls in acknowledging the negative emotions of their teachers. Specifically, boys respond to negative emotions of their teachers like anger, with negative external emotions i.e. anger and by attacking acts include shut the door powerfully. Boys also disturb the classroom environment, whereas girls express more internalized emotions like sadness, silent pauses. Teacher's response less negatively to the internal emotions showed particularly by girls, than to anger, expressed mostly by boys (Keenan & Shaw, 1997). These differences explained the relationship differences among students i.e. boys and girls, with their teachers. Boys appeared to have more negative relationship with teachers.

Grade level. As children move from lower to higher grades in school, the ability to respond to other emotions gradually progresses. Children in lower grades have lesser ability to identify and aware of the facial expressions. They lie beyond the ability to understand emotion-eliciting situations and complex emotions. Whereas children in higher grades fully understand the affects that include pretty good information of complex emotions, the knowledge those two persons can feel different emotions regarding the same event, and emotional display rule knowledge. Clarity of difficult emotions needs confirmation for an audience i.e. teacher, students etc and also involve being conscious of the cultural and societal norms for expressing the emotions (Saarni, 1999).

Teachers' gender. On the basis of gender of teachers, various studies were reported. One study reported that female teachers experienced more burnout and hence, exhibit negative emotions in front of their students. Whereas, male teachers exhibit less negative emotions in front of their students, hence, they experienced less burnout among the school. There were very contradicting findings also (Santiago et al., 2008; Johannsen, 2011).

Teachers' years of experience. Researches were conducted to gain better understanding of social emotional competencies of preschooler teachers. In a classroom, social instructional practices were also studied. Despite all of the effort, social emotional competence remains a matter of affair and challenge to be discussed in relation with the students. Pearson product correlations indicated that a positive strong relationship existed between instructional practices and social emotional

competence of teachers. It was also found that years of experience are also linked with higher level of reported instructional practices and better social emotional competence (Finch, 2016).

Research on the impact of years of teaching experience and racial differences on student ratings are not found in agreement. Different results are obtained across investigations. In a study including 210 prekindergarten teachers, for example, researchers found that teachers with more years of experience highlight their students as having more problem behaviors and having less social emotional competency than experienced teachers (Mashburn et al., 2006). It was also concluded that teachers having more years of experience are linked with higher emotional regulation and great competency.

Teachers' level of education. Proulx (2017) in his study reported that teachers with high level of education show more emotional and social competency than their colleagues having low level of education. Teachers having more level of education understand the needs of their children and regulate their affects in the classroom.

Rationale of the study

The intention of the present is to find the relationship between social emotional competence of teachers and social emotional competence of secondary school students. There is no consensus on definition of social and emotional competence. It involves two main domain i.e. interpersonal and intrapersonal to relate the emotional and social aspects (Zhou & Ee, 2012), and it is also described as the representative of emotional intelligence, social intelligence, competence (Seal, 2012), and Yoder (2014) explain the construct on the basis of 5 elements including self-awareness, social awareness, decision making, self-management, and relationship maintenance. The literature review about the social emotional competence of the students and teachers, but most of the focus was given on the teachers problem i.e. burnout, stress etc and personality aspect i.e. self-efficacy (Grining et al., 2010; Tom, 2012).

Goroshit and Hen (2016), found that emotional and teaching self-efficacy beliefs predicted empathy among teachers. Beside this, teaching self-efficacy beliefs

mediate the relationship between emotional self-efficacy and empathy in teachers. It was suggested that there is a need to examine social emotional competence of teachers, and contribution toward teacher-student relationships (Goroshit & Hen, 2016). Present research addresses the suggestion of the previous research along with other variables and uses the social emotional competence of teachers as a comprehensive value and tests its relationship with the social emotional competence of students.

It was reported in a study that a positive relationship between classroom climate and learning goals. It was also found out that effective classroom climate enhanced the relationship between teachers and students to obtain a good learning outcome. Interaction of students with teachers helps students in future success (Ryan & Patrick, 2001).

It was discussed that teachers are considered an important part in development of healthy childhood development. For this, it is important for teachers to be competent, responsive, and emotionally stable to cope up with the challenging and conflicting situations in the school and classroom. Teachers who are mature socially as well emotionally and have good knowledge of their emotions, they may be able to show them appropriately. For gaining skills in this aspect of life, teachers would establish good interaction with their students. A good quality learning climate is made by a competent teacher and aims to unite social emotional skills and positive behaviors (Lam & Wong, 2017).

Jennings and Greenberg (2009) discussed a model that emphasized the importance of social emotional competence of teachers, teacher-student relationship, classroom climate, and social emotional competence of students. Previous research has highlighted the importance of classroom relationships between teachers and students (Jennings & Greenberg, 2009; Merritt, Wanless, Rimm-Kaufman, & Cameron, 2012).

Besides this, research tends to focus on social emotional competence of teachers that are based on arguments on perception and communication (Hangreaves, 2002; Wubbels & Brekelmans, 2005). So, there is a need to find out the evidence that teachers actively manipulate the emotional aspects of students in a classroom to

maintain discipline, for effective teaching, to regulate student emotion, and to retain their own emotional balance (Hosotani & Imai-Matsumura, 2011).

The research was conducted to explore mechanism that can affect relationship between social emotional competence of adolescents (having age range from 14 to 19 years) and interparental conflicts (Zulfiqar, 2018). It was found that parental bonding and emotional security partially mediate the relationship. Gender difference was exploring indicating that girls have better self-awareness, relationship management, and responsible decision making. The study initiated the need to explore gender difference among secondary school students.

The study is being conducted to understand how teachers in a school influence the social emotional competence of their students. It may provide useful information to the mental wellbeing of students. The study explains the relationship between variables of the study. Beside the study of these variables, role of relationship between teacher and students and also the climate of the classroom is also being studied. It also explains the gender differences of both teachers and students on different variables of study. Classroom differences and demographic variables of teachers are also taken into account in the present study. Role of variables will also be analyzed for identifying their contribution in the social emotional competence of students.

In Pakistan, girls and boys undergo dissimilar perception toward climate of classroom, relationship with teachers due to diverse level of social emotional competency development. So, the current study also intended to explore the role of demographic variables, like, gender, age of teachers and students, classes, teachers' level of education, teachers' year of experience.

The following chapter would focus on the method that will be employed to study the social emotional competence of teachers and students, also including teacher-student relationship and classroom climate.

Chapter 2

Method

Research Design

The current study on social emotional competence of teachers, social emotional competence of students, teacher-student relationship and classroom climate is a questionnaire based survey design.

Objectives

The objectives of the present study were to:

1. Study the relationship between social emotional competence of teachers and social emotional competence of secondary school students.
2. Study the role of variables i.e. students' age, teacher-student relationship and classroom climate on social emotional competence of students.
3. Study the gender and class differences of students for their Social emotional competence.
4. Study the role of teachers' demographics i.e. teachers' years of experience, teachers' level of education and Teachers' age on social emotional competence of teachers.
5. Explore the predictive role of social emotional competence of teachers, teacher-student relationship, and classroom climate in determining social emotional competence of students.

Hypotheses

The following hypotheses were generated for the research:

1. There would be a significantly positive relationship between social emotional competence of teachers and social emotional competence of students.
2. There would be significantly positive relationship between teacher-student relationship and social emotional competence of secondary school students.
3. There would be a significantly positive relationship between teacher-student relationship and classroom climate.

4. There would be a significantly positive relationship between students' age and social emotional competence of students.
5. There would be a significantly negative relationship between teachers' years of experience and social emotional competence of teachers.
6. There would be significantly positive relationship between teachers' level of education and social emotional competence of teachers.
7. Girls would be more socially emotionally competent as compared to boys.
8. There would be a significant difference between high grade students and low grade students on social emotional competence of students.
9. Teachers with greater level of education would be significantly more socially emotionally competent than teachers with lesser level of education.
10. Social emotional competence of teachers, teacher-student relationship and classroom climate would significantly predict social emotional competence of secondary school students.

Operational Definition

Social emotional competence of teachers. Social emotional competency of teachers refer to the level at which teachers express their thoughts, affects, and acts. It is based on five different aspects of social emotional competences i.e. self-awareness, social awareness, self-management, relational skills and responsible decision making (Yoder, 2014). In present study, social emotional competence of teachers can be operationally defined by using Social Emotional Competence Teaching Rating scale (Tom, 2012). High score represents strong social emotional competence tendency in teachers and low score depicts less social emotional competence tendencies.

Social emotional competence of students. The term Emotional Competence used to explain abilities that are linked with skills of students related to their experience and emotional displays. In particular, students' skills include identification of their emotions, labeling them, understanding the norms and situation to display emotions, and also to regulate and maintain the potencies and durations of their emotional states (Eisenberg & Spinrad, 2000). In the present study, social emotional competency of students can be operationally defined by using Social Emotional Competence Questionnaire (Zhou & Ee, 2012). High score represents high socially

emotional competencies in student and low score depicts less socially emotional competencies in students.

Teacher-student relationship. Generally, Teachers-Student relationship is defined as the interaction between teachers and their students based on interpersonal attachment (Wubbel et al., 2016). In this study, teacher-student relationship can be measured by using Student Questionnaire on Teachers Interaction (Wubbels & Levy, 1993). High score indicates good quality interaction between teachers and students, while, low score indicates bad quality students-teachers interaction.

Classroom climate. The global organization level, emotions, shared belief, customs, instructional support experienced by the students in a particular class is considered as Classroom Climate. It is a multidimensional construct stated generally (Hamre & Pianta, 2007). Classroom Climate in the present study is measured by using the Classroom Climate Survey. High score indicates the effective classroom climate and low score indicates less effective classroom climate.

Instruments

Social Emotional Competence Teacher rating scale. Social Emotional Competence Teacher Rating scale has been originally developed by Tom (2012). This scale is a 52-items self-reported measure that measures social emotional competence of teachers. There are five dimensions of this scale i.e. self-awareness, social-awareness, self-management, relationship skills and responsible decision making (Tom, 2012). Respondents used 5-point scale, on which “0” represents *Strongly Disagree*, “1” represents *Disagree*, “2” represents *Somewhat Disagree*, “3” represents *Somewhat Agree*, “4” represents *Agree* and “5” represents *Strongly Agree*. The score ranged between 0 – 260. Negative items were 4, 12, 22, 36, and 49. The internal consistency reliability of this scale ranges from .69 to .88 and correlation coefficient ranges from .44 to .65. High score on each subscale would indicate strong Social Emotional Competence tendency in Teachers and Low score would depict weak Social Emotional Competence tendencies.

Social Emotional Competence Questionnaire. Social Emotional Competence Questionnaire developed by Zhou and Ee (2012). This scale consists of 25 items that measures social emotional competence of students and comprised of five

dimensions. The Alpha coefficient of scale ranged from .79 to .84. It was scored on a 5 point scale and scores ranged from 0 to 125. There were no negative items in the scale. High scores would indicate highly socially emotional competencies in student and low score would indicate less socially emotional competencies in students.

Student Questionnaire on Teachers Interaction. Student Questionnaire on Teachers Interaction has been developed by Theo Wubbels and colleagues (1993). The scale consists of 48 items that measure the relationship between teachers and students in a class. The items were scored on 4-point scale where “0” shows *Never*, “1” shows *Seldom*, “2” shows *Sometimes*, “3” shows *Often*, and “4” shows *Always*. *Maximum* scores are 192 and minimum score is 0. Negative items were 3, 4, 7, 8, 11, 16, 19, 23, 28, 30, 34, 35, 36, 40, 43, 44, 47, and 48. Reliability of the scale was reported above .80. High scores would indicate good quality relationship between teachers and students, while, low score would indicate bad quality teacher-student relationship.

Classroom Climate Survey. It measures the effective classroom climate that supports the students. The survey comprised of 14 items and based on 3-point scale. “0” indicates *Strongly Disagree*, “1” indicates *Disagree*, “2” indicates *Agree*, and “3” indicates *Strongly Agree*. The scores ranged from 0 – 42. High score would indicate the effective classroom climate and low score would indicate less effective classroom climate.

Research Design

The recent study is a correlation and exploratory research. It aimed to study the relationship between social emotional competence of teachers, teacher-student relationship, classroom climate, and social emotional competence of secondary school students. It consisted of two phases. The first phase was of tryout phase and to check the language difficulty and visibility of the items of the instruments used in the study. The second phase of the research was the main study that assessed the details of psychometric properties of the instruments. It also included the verification of hypothesis through further analysis.

Phase I

Phase I was of main study and consisted of following parts.

Objectives. The phase I was to pretest the scales used in the present study to check whether the participants could understand the items used in the scale. The phase was taken to find out the visibility of the scales i.e. social emotional competence questionnaire, student questionnaire on teacher Interaction scale. It was done by taking into consideration the sample of secondary school students of classes from Sixth to Eight grades.

Procedure

Step 1: Consent of authors. By taking care of the research ethics for using the instruments of Social emotional competency questionnaire, Social emotional competence teacher rating scale, classroom climate, and Student questionnaire on teacher interaction scale, it was necessary to gain the consent from the authors of the instruments. To accomplish this purpose, the authors were approached through email and were requested to give permission of using scale in the present research besides being available in open (see appendix A). Authors gave permission very gratefully and wished best of luck.

Step 2: Opinion of expert. It was necessary to ask from experts about the language difficulty and comprehension of items in the scale. For this purpose, three experts were chosen, belonged to Mphil and PhD. Individual opinions were taken from all these researched at their suitable place after informing them about the purpose of the research. Informed consent was also signed and verbal and non-verbal instructions were given to give opinion on items of the scale. According to experts, the scales i.e. social emotional competency questionnaire, social emotional competency teacher rating scale, classroom climate did not need any comprehension and changing. The scale i.e. Student questionnaire on teacher interaction scale need to be simplify. Item number 1, 3, 24, contains few difficult words for which the simple words were replaced with the simple words.

Step 3: Opinion of sample. Taking views from sample and to inquire about the items was another step used. Sample was asked whether they could understand the items in the instrument used in the present research. For accomplishing this step, five secondary school students were taken. Two of them were boys (one from 6th class and other one from 8th class) and three of them were girls (two of them from 7th class and

one from 6th class). They were taken from F.G schools of Rawalpindi and Islamabad. Students were explained about the purpose of research individually and consent was also taken. Both written and spoken instructions were given to students for providing their viewpoints on difficulty level of the items of each instrument. For this, the students were made sure that the data and the information gain from them will remain confidential and will be utilized for the present study reasons only. The participant read all the items of instruments, however item numbers 7, 15, 41 was ranked as difficult to comprehend by the participants, because of complex words and sentence structure used in it.

Step 4: Approach committee. By collecting necessary opinion from sample and experts, a committee approach was called to give review on the feedback obtained and to provide direction further. Therefore, three members of committee, after focusing, on information provided from the experts and the sample, decided on the parallel decision. They suggested that all the feedbacks given by the student need to be in consideration. The difficult words were changed with simple synonyms and complex statements were rephrased in simple sentences.

Step 5: Results. The committee suggested that instrument i.e. Student questionnaire on teacher interaction scale are now easily understandable and can be used in the research.

Phase II

Phase II consisted of main study. The following were the details.

Objectives. The objectives were to test the proposed hypotheses and objectives and to study the relationship between social emotional competence of teachers, teacher-student relationship, classroom climate, and the social emotional competence of the students among secondary students. It also aimed to find the gender, class, teachers' years of experience and level of education in the study variables. It also focused to find out the predictive role of variables for social emotional competence of the students.

Sample. The sample comprised of 17 teachers and 321 students. Characteristics of sample include 17 teachers i.e. male = 7, and female = 10, and also 321 students i.e. boys = 195, and girls = 126 of secondary level education i.e. from

6th, 7th and 8th class. The sample was selected from different schools from Rawalpindi and Islamabad. Demographic variables of teachers include age, gender, level of education, and years of experiences and of students include age, sex, and class.

Demographic sheet. To obtain data, various demographic characteristics are observed and formulated a comprehensive demographic sheet. Demographic sheet provides comprehensive information of teachers as well as students required about age, sex, class, years of experience, level of education etc.

Table 16

Demographics of Sample of Teachers (N=17)

Variables	<i>f</i>	%
Gender		
Male	7	41.12
Female	10	58.82
Age	21-43	
Level of Education		
Bachelors degree	8	47.06
BS/ Masters degree	8	47.06
MS/ Mphil	1	5.88
Years of Experience		
0 – 5	10	58.82
6 – 10	5	29.41
Above 10	2	11.76

Table 2

Demographics of Sample of students (N=321)

Variables	<i>f</i>	%
Gender		
Male	195	60.75
Female	126	39.25
Age	9-18	
Class		
6 th	82	25.55
7 th	131	40.81
8 th	108	33.64

Procedure

The study was administered on sample of 17 teachers and 321 students from secondary schools. The data was collected from different schools of Rawalpindi and Islamabad. Names of school are not mentioned to protect identity of the sample. After that a consent form was given to participants. They were told about their right to volunteer information for the research and their right to withdraw from the research

whenever they wanted. The instructions were given to the participants about how to fill the questionnaire and told them if they have any problem they can ask without hesitation. If the participants asked about something related to the questions they were provided by the appropriate answers. They were made sure that information provided by them will remain confidential and will be only use for the research purposes. At the end of the data collection all participants were thanked for their cooperation. After taking all data, it was entered in SPSS for further analysis and results.

Chapter 3

Results

The current study aimed to investigate the relationship between social emotional competence of teachers, teacher-student relationship, classroom climate and social emotional competence of secondary school students. Investigation of variables alongside the variety of demographic information, for example, age, gender, class, teachers' age, teachers' level of education and teachers' years of experience were additionally aimed. First of all, Chronbach α -coefficient of scales was computed. Descriptive statistics were calculated including mean, standard deviation, skewness and kurtosis etc. Pearson product moment and spearman rank order correlations were computed to investigate the relationship among variables. Regression analysis was run to find out the predicting role of variables i.e. social emotional competence of teacher, teacher student relationship, classroom climate etc. on social emotional competence of students. Moreover, t -test and one-way analysis of variance (ANOVA) was performed to study the group differences on study variables.

Descriptive Statistics and Reliabilities of Scales

To determine normality of data, skewness and kurtosis were computed. Mean and Standard Deviation was also computed for each scale.

Table 3

Reliability and Descriptive of Social Emotional Competence of Teachers, Social Emotional Competence of Students, Teacher-Student Relationship, and Classroom Climate (Students = 321; Teachers = 17)

	<i>n</i>	<i>k</i>	α	<i>M</i>	<i>SD</i>	Range		Skew	Kurt
						Actual	Potential		
Teachers.SEC	17	52	.94	191.29	32.21	0-260	126-251	-.37	-.13
Students.SEC	321	25	.77	79.68	15.54	0-125	42-116	.07	-.54
T.S Relationship	321	48	.78	106.65	21.04	0-192	28-189	-.09	1.44
Classroom.Climate	321	14	.88	29.56	8.14	0-42	0-42	-.81	.644

Note. SEC = Social emotional competence, T-S Relationship = Teacher-Student Relationship.

Table 3 gives mean, standard deviation, alpha coefficient, kurtosis and skewness of the variables of study which includes social emotional competence of teachers, social emotional competence of students, teacher-student relationship and classroom climate. The reliability analysis indicates that the alpha score of the teacher's social emotional competence questionnaire is .94 that is good. The alpha

coefficient of the student's social emotional competence questionnaire is .77 that is quite good. For the scales, students questionnaire on teacher-student relationship and for classroom climate survey are .78 and .88 indicates good reliabilities. It also shows the mean and standard deviation of the scales.

On the other hand, skewness indicates the symmetry and kurtosis indicates whether the data are heavy-tailed or light-tailed (lack of outliers) relative to a normal distribution. it is observed that all the scales have its skewness and kurtosis from ± 1 . According to George and Mallery (2016), the values for skewness and kurtosis between +2 to -2 are acceptable for normal univariate distribution.

Correlation between Variables

Correlation was done to investigate the relationship between variables of study and also in order to find the direction of relationship between variables.

Table 4

Correlation Matrix among Social Emotional Competence of Students, Students' Gender, Students' Class, Teacher-Student Relationship and Classroom Climate (N=321)

Variables	1	2	3	4	5	6
1 Social Emotional Competence	-	.13*	-.06	.01**	.15**	-.01
2 Gender		-	-.25**	-.04	.14*	.13*
3 Age			-	.55**	-.07	-.10
4 Class				-	.02	.01
5 Teacher-student Relationship					-	.10
6 Classroom Climate						-

* $p < .05$, ** $p < .01$

Table 4 shows the Pearson product correlation for the study variables. Results indicate that teacher student relationship and social emotional competence of students are positively related ($r = .15$, $p < .01$). Hence it shows that teacher- student relationship increases, hence, social emotional competence in secondary school students also increases. Social emotional competence of students is related significantly and positively to gender ($r = .13$, $p < .05$) and class of students ($r = .01$, $p < .01$).

Social emotional competence of students is negatively and non-significantly related to classroom climate ($r = -.01, p > .05$). Correlation results indicated that teacher-student relationship and classroom climate are non-significantly but positively related to each other ($r = .10, p > .05$). In results, students' age is non-significantly and negatively related to social emotional competence of students ($r = -.06, p > .05$).

Spearman Rank Order correlation was computed to investigate the relationship and also in order to find the direction of relationship among teachers' variable of study along with other variables including classroom climate, teacher student relationship, social emotional competence of students.

Table 5

Spearman Correlation Matrix among Social Emotional Competence of Teachers, Teachers' Gender, Teachers' Age, Teachers' Years of Experience and Teachers' Level of Education, Teacher-Student Relationship, and Classroom Climate (teachers=17, Students=321)

	1	2	3	4	5	6	7	8
1. Teachers SEC	-	-.46**	.24**	-.12*	.15**	-.16**	-.02	-.01
2. Teachers Gender		-	-.13*	-.15**	-.05	-.10	-.06	.07
3. Teachers Age			-	.50**	.76**	-.09	-.01	-.06
4. Teachers Years of Experience				-	.21**	-.09	-.14*	-.20**
5. Teachers Level of Education					-	.01	.09	.01
6. Students SEC						-	.18**	.04
7. Teacher student Relationship							-	.12*
8. Classroom Climate								-

* $p < .05$, ** $p < .01$

Table 5 displays the correlation matrix for the Teachers' variable of study. Results revealed that there is significant negative relationship between social emotional competence of teachers and students ($r = -.16, p < .01$). Teachers' social emotional competence is also non-significantly and negatively related to both teacher-student relationship ($r = -.02, p > .05$) and classroom climate ($r = -.01, p > .05$). Teachers' level of education shows significantly positive correlation with social

emotional competence of teachers ($r = .15, p < .01$) but teachers' years of experience is significantly negatively related to teachers' social emotional competence ($r = -.12, p < .05$).

From the correlated result, it is revealed that age of teachers is significantly positively related with social emotional competence of teachers ($r = .24, p < .01$). This means that with increasing age, teachers become more socially emotionally competent.

Gender Difference on Study Variables

Independent sample t -test was performed to compute the differences along gender for variables of study.

Table 6

Mean Difference on the Basis of Gender for Social Emotional Competence of Students, Teacher-Student Relationship and Classroom Climate (N=321)

	Boys		Girls		t	p	95% CI		Cohen's d
	$(n = 195)$		$(n = 126)$				LL	UL	
	M	SD	M	SD					
Students SEC	78.13	15.83	82.07	14.82	-2.23	.03	-7.41	-.47	.26
T-S Relationship	104.30	21.09	110.29	20.49	-2.52	.01	-10.68	-1.30	.29
Classroom.Climate	28.69	8.00	30.90	8.21	-2.40	.02	-4.04	-.40	.27

Table 6 shows the mean differences between male and female students on study variables. The analysis produces significant differences for all variables of study i.e. for social emotional competence of students, teacher-student relationship, and classroom climate survey. It also produces significant mean differences for social emotional competence of students, teacher-student relationship and classroom climate survey. This shows that female students appear more socially emotionally competent ($M = 82.07$). Female students perceived good relationship with their teachers ($M = 110.29$) and perceived better classroom climate ($M = 30.90$) than male students.

The effect size for social emotional competence of students, teacher-student relationship and for classroom climate survey find out is less i.e. .27 on average (Cohen, 1977).

Table 7

Mean Difference on the basis of Gender for Social Emotional Competence of Teachers (N=17).

	Male		Female		<i>t</i>	<i>p</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>(n = 7)</i>		<i>(n = 10)</i>				<i>LL</i>	<i>UL</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Social emotional competence	211.87	22.86	178.16	30.42	11.30	.00	27.84	39.58	1.25

Table 7 shows the mean differences between male and female teachers on their social emotional competence. The analysis produces significant difference in regard to gender. There is significant mean difference exist between Teachers on Social Emotional competence. Male teachers appeared more socially emotionally competent ($M = 211.87$) than female teachers ($M = 178.16$). The effect size was calculated by Cohen's *d*.

The effect size for social emotional competence of teachers shows that both male and female teachers' group means shows difference of standard deviation by 1.25. This shows that the effect size is very large i.e. 1.25.

Class Difference on Study Variables

One way Analysis of Variance was performed to compute the class differences i.e. 6th, 7th, 8th class along study of variables i.e. social emotional competence of students, teacher-student relationship and classroom climate.

Table 8 shows the result of one way analysis of variance among different class groups for social emotional competence of students, teacher-student relationship and classroom climate survey. Result showed that there exists a significant relationship among classes on teacher-student relationship ($p < .05$). Other variables did not show significant results.

Post-hoc test is used for Table 8 to identify which class group is different from others. From the result, it is found out that there is a significant mean difference occur between 6th and 7th class (MD = 12.06, $p < .05$). There is also significant difference occurred between 7th and 8th class (MD = 11.55, $p < .05$).

Table 8

One way Analysis of Variance in Class by Social Emotional Competence of Students, Teacher-Student Relationship, and Classroom Climate (N=321)

	6 th class (n = 82)		7 th class (n = 131)		8 th class (n = 108)		F	p	Group	MD (i-j)	95% CI		η^2
	M	SD	M	SD	M	SD					LL	UL	
Social emotional competence	80.22	16.96	78.85	14.51	80.27	15.72	.31	.73					.00
Teacher student relationship	111.74	17.48	99.69	20.82	111.24	21.56	13.07	.00	1 > 2 2 > 3	12.06* -11.55*	5.33 -17.76	18.78 -5.35	.08
Classroom Climate	30.35	9.35	28.40	7.83	30.35	7.41	2.24	.11					.01

Table 9

One way Analysis of Variance in Level of Education of Teachers by Social Emotional Competence of Teachers (N=17)

	Bachelors (n = 08)		Masters/BS (n = 08)		Mphil/MS (n = 01)		F	p	Group	MD (i-j)	95% CI		η^2
	M	SD	M	SD	M	SD					LL	UL	
Social emotional competence	186.31	40.92	193.03	21.09	225.00	.00	9.58	.00	3 > 2 3 > 1	38.69* 31.97*	17.30 10.67	60.08 53.27	.06

Teachers' Level of Education Difference on Study Variables

Analysis of Variance was performed to compute the teachers' level of education on study of variables i.e. Social Emotional Competence of teachers.

Table 9 shows the result of one way analysis of variance among groups having different level of education of teachers for social emotional competence of teachers. Result indicated that there exists a significant relationship among teachers' level of education on social emotional competence of teachers ($p < .05$).

Post-hoc test is used to identify which group is different from others. From the result, it is found out that there is a significant mean difference occur between teachers having Mphil/MS degree and Msc/BS degree. Results also found significant difference between teachers having Mphil/MS degree and Bachelors.

Teachers' Years of Experience Differences on Study Variables

ANOVA was performed to compute the teachers' years of experience on study of variables i.e. Social Emotional Competence of Teachers.

Table 10 shows the result of one way analysis of variance among groups having different years of experience of teachers for social emotional competence of teachers. Result showed that there exists a significant relationship among teachers' years of experience on social emotional competence of teachers ($p < .05$).

Post-hoc test is used to identify which group is different from others. From the result, it is found out that there is a significant mean difference occur between teachers having above 10 years of experiences and 6-10 years of experience (MD = 15.32, $p < .05$). Results revealed significant difference between teachers having above 10 years of experiences and 0-5 years of experience (MD = 16.81, $p < .05$).

Table 10

One Way Analysis of Variance in Teachers' Years of Experience by Social Emotional Competence of Teachers (N=17)

	0-5 years		6-10 years		Above 10 years		<i>F</i>	<i>p</i>	η^2	Group	MD (i-j)	95% CI	
	M	SD	M	SD	M	SD						LL	UL
Social emotional competence	193.53	35.65	192.03	14.08	176.71	40.17	4.17	.00	.03	3 > 2	-15.32*	-30.35	-.29
										3 > 1	-16.81*	-30.58	-3.05

Predictors of Social Emotional Competence of Students

To explore the predictors among social emotional competence among secondary school students, multiple linear regression analysis was used. Theoretical framework was provided (Jennings & Greenberg, 2009), on the basis of which predictors were explored. In this, social emotional competence of student was taken as dependent variable. Three predictors were added as independent variable i.e. teacher-student relationship, classroom climate, social emotional competence of teachers.

Analysis was run to explore the predictors' variables for social emotional competence of students.

Table 11

Multiple Linear Regression Analysis Predicting Students' Social Emotional Competence from Teacher-student Relationship, Classroom Climate and Teachers' Social Emotional Competence (Teachers=17, Students=321)

Predictors	<i>B</i>	<i>p</i>	<i>R</i> ²	ΔR^2	<i>F(df)</i>
Outcome: Students SEC					
(Constant)	-	-	.04	.03	4.59**(320)
Teacher Student relationship	.16	.00			
Classroom Climate	-.03	.60			
Teachers SEC	-.14	.01			

Table 11 indicated significant prediction by using multiple linear regression analysis. Results indicated that prediction accounting for total 3% of variance in social emotional competence of students by social emotional competence of teachers, teacher-student relationship, classroom climate, and social emotional competence of teachers.

Chapter 4

Discussion

Recent study was aimed to determine the relationship between social emotional competence of teachers and the social emotional competence of the secondary school students. Moreover, classroom variables i.e. Teacher-student Relationship and Classroom Climate were also investigated. The role of demographics variables both of students and teachers were also examined in this research.

In a study Azam and Hanif (2011), explored social emotional competence of adolescents along with parental attachment and inter-parental conflicts. 325 adolescents ranging from 13 to 19 years of age were included in the study. It was found that greater perception of conflicts by adolescents reduced social emotional competence and weakened attachment with adults. With gender and age, there was non-significant difference noted on social emotional competence of adolescents. Hence, the study highlighted the factors reducing social emotional competence and also explored the role of age and gender.

Past researches highlighted the problem of teacher emotional problems and stress. Therefore, there is a need to promote wellbeing and social emotional competence to sort out the stresses of teaching. In result, teachers focus to provide supportive and loving relationship with their students, maintain classroom environment for effective learning, and adequately apply social-emotional learning practices. Developing and maintaining effective learning successfully is important in which students feel happy and reinforce soothing teaching to prevent problems (Jennings, 2011).

Present research was conducted to study the influence of teachers on students. In school, teachers have profound effect on their students and students learn a lot from their teachers. Socially and emotionally competent teachers seem to promote the learning and academic success of the students. To influence the students positively, relationship and communication are an important factor. Strong teacher-student relationship helps in maintaining effective classroom climate that enhance the efficiency of students. This results in social and emotional competency of students.

The current research was completed in two phases; phase-I was the execution of try out on sample of 5 students from two different schools. The try out was conducted to check the ease in understanding the items of the scale used. First of all, authors consent was taken for fulfilling the ethical consideration. Then expert opinion was obtained on the items of the scale used in the study. They suggested comprehension of few items and simple, easy synonym of difficult words. Sample of try out was also tested to take into consideration their opinion. At the end, committee approach was called and final feedback was obtained.

Phase-II is the main study conducted on the sample of 321 students and 17 teachers, from the different schools of Rawalpindi and Islamabad. To maximize the confidence in the findings, an inclusion criterion was planned. Firstly, frequencies of demographic characteristics of samples were tabulated both for teachers (see table 1) and for students (see table 2) for better understanding of the sample.

In descriptive statistics (see table 3), mean, standard deviation, range of the scores, skewness and kurtosis and potential scores of scales were computed and tabulated. Ranges of the score computed in the table gave the estimate of correctness of items filled by the sample. Cronbach's reliability for each scale was computed by using the SPSS software. The reliabilities of all the scales used were appeared between the ranges of .77 to .94 that was good. The values of skewness and kurtosis also revealed the normality of the data of all of the scale.

The scales used in the present study were social emotional competence teacher rating scale, social emotional competence questionnaire, student questionnaire on teacher interaction, and classroom climate survey. Reliabilities and validities of the scale were supported in the previous literature. The alpha reliability that was computed on American version of scale ranged from .63 to .83 (Wubbels et., 1993). The reliability value of SECTRS computed ranged from .69 to .88 (Tom, 2012). The reliabilities calculated on scale in the present study were according to the reliabilities discussed in the previous literature.

To achieve the objectives of the study which was to find out the relationship between study variables (social emotional competence of students, students' age, teacher-student relationship, classroom climate, social emotional competence of

teachers), bivariate correlation were computed (see Table 4). Correlation between the study variables is regarded of much importance as it also provides basis for the predictions. In the light of previous researches, it was proposed in hypothesis 1 that social emotional competence of the teachers and the social emotional competence of the students would be significantly and positively related. The results of the correlation analysis did not provide support to this hypothesis. It was found out that there was significantly negative relationship occurred between social emotional competence of teachers and social emotional competence of teachers. Previous researches highlighted the importance of socially emotionally competent teacher in developing the social emotional competency in students in a classroom by implementing social emotional learning practices (Jennings & Greenberg, 2009). Language barrier, cultural perspectives, social economic status, understanding of phrases, and less differentiation of relationship might affect the correlational results of the study.

Teachers were not only the important part of social emotional development of children but their own personality influenced the students. The emotional regulation of teachers, self-efficacy and self-determination of teachers perceived them more efficient in the eyes of their students (Lam & Wong, 2017). The personality dimensions of teachers were not paid attention in the present study.

Hypothesis 2 of this study stated that there would be significantly positive relationship between teacher-student relationship and social emotional competencies of students. The results were according to the hypothesis that was proposed based on previous literature. This showed that good relationship between teacher and student enhances the social emotional competencies of students. As the correlation matrix did not provide acceptable value, this might be because of feeling of stress and burnout experienced by the teachers at the classroom hours. Emotional fatigue and self-helplessness were moderately and positively related with one another that affect the relationship between teachers and students. Teachers tended to show more negative emotions when under stressed and surrounded by outside class pressure. This would negatively influence the social emotional development of students as role of teachers were considered important in the development of emotional competency among students (Fiorilli et al., 2016).

Hypothesis 3 proposed that there would be positive relationship between teacher-student relationship and classroom climate. Result of the present study did not show the significant relationship but still the non-significant relationship was in positive direction. The relationship was not correlated as it supposed to be. Literature highlighted the importance of maintaining positive classroom climate that lead to good quality relationship between teachers and students. It was noted that there were disruptive students in class who showed non-serious behaviors. These students sometimes hindered the wellbeing of a teacher and teacher in return showed negative emotions that negotiate the classroom climate (Hargreaves, 2000; Sutton, 2007).

Teaching work is entirely based on the relationship of teachers with their colleagues, families beside their students. Most research has focused the link between teacher support network and burnout. Expression of emotions by teachers was also due to different sources of support. High job demands resulted in the exhaustion of teachers and while non-supportive environment outside the work climate resulted in depersonalization. These factors if not regulated, negatively affect the wellbeing of students and classroom climate maintenance (Fiorilli et al., 2016).

In hypothesis 4, significant positive relationship between age of student and social emotional competence of student was proposed. The correlation value appeared was not in acceptable range and positively directed and also gave non-significant results. This showed that the age of students did not affect the social emotional competence of student. Research was conducted on kindergarten and it was reported that there is no significant age relevance on social emotional competence of students between ages 3 and 4. Hence, no difference exists between older and younger students (Denham et al., 2003).

Demographic variables of the teachers were also correlated with social emotional competence of teachers. Hypothesis 5 assumed that there would be significant negative relationship between years of teaching experience and their social emotional competence. The results of the study were according to literature based hypothesis. In one study, it was explained that teachers with more years of experience perceived their class more negatively (Mashburn et al., 2006). Hence, they experienced more feelings of stress, burnout, and exhaustion during study hours and were less competent.

Hypothesis 6 stated that there will be positive relationship between teachers' level of education and social emotional competence of teachers. The findings of the study were according to the hypothesis proposed (see Table 5). This means that high level of education increase the social emotional competency in teachers. Finch (2016) explained that high level of education of teachers significantly resulted in higher level of reporting instructional practices that result in high social emotional competencies in teachers.

The present study also highlights the gender wise differences noted in students as well as in teachers (see Table 6). Mean difference was also found out on the basis of gender among students as well among teachers. According to Hypothesis 7, girls would be more socially emotionally competent as compared to boys. Analysis result reported that girls appeared more socially competent than boys. Previous literature also supported the fact that girls showed nicer and emotionally regulated behavior than boys (Denham et al., 1998). The result was also supported by study conducted on Pakistani adolescents having age range between 14 to 19 years. It was found that girls have better understanding of self, managing relationship with others, and also they are considered to be responsible decision makers (Zulfiqar, 2018).

Gender differences among teachers were also analyzed that showed resemblance with the literature that male teachers were more socially and emotionally competent than female teachers. Male teachers did not react to negative emotions rapidly and tried to hold control over their responses (Garner, 2010).

Class differences were also reported by the present research with the use of analysis of variance on variables of study (see Table 8). Hypothesis 8 claimed that high grade students would be better socially emotionally competent than low grade students. Present study findings did not show significant difference related to social emotional competence of student. But it was analyzed that significant class or grade differences exist on teacher-student relationship.

Previous literature highlights the notion that high grade level linked with better social emotional competence among students. As students moved from low to high grade, they could understand complex emotions that are explicated and also get to know about the norms of the society (Saarni, 1999).

Analysis of variance was also applied to find out the differences related to demographics of teachers i.e. level of education (see table 9), years of experience (see Table 10). It was proposed in Hypothesis 9 that teachers having high level of education would be more socially and emotionally competent than low level of education. Analysis of variance declared the supplementary findings that went along with the previous literature. Researchers have also highlighted the high level of education in the better social emotional competency of teachers in their studies. It was reported earlier that teachers with high level of education could do well in classroom and felt the need of training practices in school. To fulfill the demands and needs of students, teachers should be having high competence level both socially and emotionally (Proulx, 2017).

Another hypothesis was made by studying the previous literature that years of experiences also influence the social and emotional competencies of teachers. The present study has been reported the findings along with the literature. Teachers with more years of experience understood the emotional problems of the students and also regulated their emotions even in most critical situations. They seemed to be more competent in classroom and in front of students that enhanced the development of children (Finch, 2016).

Present study has highlighted the impact of social emotional competence of teachers on social emotional competence of students, along with the role of teacher-student relationship, and classroom climate among secondary schools. It has been noted that social emotional development of a child was considered very important. Regression analysis was done to find out the predictive variables in the social emotional competence of students. Hypothesis 10 was aimed at that the social emotional competence of teachers, teacher-student relationship and classroom climate would predict the competency of students. Linear multiple regression analysis has cleared this notion (see Table 11). It was found that social emotional competence of teachers, teacher-student relationship, and classroom climate predicted 4% of variance in social emotional competence of secondary school students. As it was very low prediction because of ignorance of other moderating variables.

It was highlighted in the literature that effective instructions by teachers, engagement of students in the classroom and school, participation of parents in the

activities of students in school, and also the involvement of community could lead toward the improvement of social and emotional wellbeing of children (Durlak et al., 2011). In the present study, few of factors were not taken into consideration that did influence the accurate findings.

Social-economic status also related to understanding of emotions was studied. It was found that children belonged to high social economic status performed better than students of lower social economic status. The emotional and social adjustment is better in emotional regulation and better expression of emotions (Rubin & Maioni, 1975; Goldman et al., 1980). The effect of social economic status was not explored in present study.

Conclusion

The present study had goal of studying the relationship between social emotional competencies of teachers and social emotional competencies of students. For this purpose, correlation analysis was run and the results revealed that there was negative relationship between social emotional competence of teacher and social emotional competence of student. It was also analyzed that significant positive relationship between teacher-student relationship and social emotional competence of students. More level of education of teachers was also significantly and positively related with social emotional competence of teachers.

Gender differences, class difference, teacher's year of experience, and teacher's level of education among study of variables are also explored through this study. It had been found that girls were more significantly competent socially and emotionally than boys and High grade students are good in relationship with their teachers than low grade students. Demographics of the teachers were also explored and it had been found that teachers with more level of education are more competent both socially and emotionally.

Variables were explored to predict the social emotional competence of students under the theoretical understanding of research. Teacher-student relationship, classroom climate, social emotional of teachers showed a little contribution in predicting the social emotional competence of students.

Implications of the Present Research

The importance of the study is enlisted below:

1. This study is helpful for the future researchers by regarding the suggestions and limitations of the study.
2. This study is beneficial in the social emotional development of teachers to promote well-being and betterment of teachers.
3. The study is useful in implementing learning practices in classroom and in school both for teachers and students.
4. The study is beneficial for understanding the variation related gender, class, years of experience, level of education among teachers and students.
5. It also contributed to the need of promoting teacher-student relationship and maintaining classroom climate in schools.

Limitations

It is not humanly possible to conduct research without flaws and loops. The gaps of a study maintain the need for exploring further the phenomenon by regarding the limitations of the past researches.

1. This research is inclined to be carried out in a very short period of time that limits on further aspects such as limited literature review.
2. The sample is not large enough to be generalizable.
3. The sample technique is purposive sampling that leads to less generalizability of findings.
4. Another limitation of the study was the way questionnaires were administered. Teachers and students filled questionnaire during their school and class hours. They were also involved in preparation of exams.

Suggestions

1. Future researches shall review literature in depth to make the research more meaningful and interesting.
2. Sample size can be increased to make the study generalizable.
3. To administer the questionnaires in a school sample, it should be translated considering the cultural understanding of language.

4. In future, more literature based demographics of the students and teachers should be explored.
5. There is a need to do best analysis technique that better identified the relationship of variables used in the study.
6. In the present study, correlational analysis was done. There is also a need to do longitudinal research for in-depth study.

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Permission for using scale

Qurat ul ain Awan <quratulainawan9@gmail.com>)

to T.wubbels

Hi sir !!! Hope So you will be going well. My name is Qurat ul Ain and I am an Msc research student at National Institute of Psychology Quaid.i.Azam university Islamabad Pakistan.

For my research topic entitled "Impact of Social Emotional Competence of teachers on Social Emotional Competence of secondary school students : Teacher Student relationship used as moderator", I need your permission to use your developed scale. I want to use "Student Questionnaire on Teachers Interaction" consisting of 48 items... Please give me permission to use this scale for my research and also allow me to do comprehension of some items of the scale for the ease in understanding of students. I will be very thank full to you.



Wubbels, T. (Theo)

to me

Dear Qurat,

Thank you for your interest in our work. I'm happy to grant you permission to use and adapt the 48 item version of the QTI.

I hope your research will be successful.

Groet

Theo

Theo Wubbels | Professor Emeritus, Faculty of Social and Behavioural Sciences | Utrecht University | PO Box 80.140, 3508 TC Utrecht, The Netherlands | phone +31

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Aan: Theo Wubbels <T.Wubbels@uu.nl>

Permission for using scale

Inb
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Qurat ul ain Awan <quratulainawan9@gmail.com>)

to ee.jessie

Hi sir !!! Hope so you will be going well. I am Qurat ul Ain, Msc research student at National Institute of Psychology Quaid.i.Azam university Islamabad Pakistan.

For my research topic entitled "Impact of Social Emotional Competence of teachers on Social Emotional Competence of secondary school students", I need your permission to use your developed scale. I want to use "Social Emotional Competence Questionnaire (SECQ)". Please give me permission to use this scale for my research and also allow me to do comprehension of some items of the scale for the ease in understanding of students. I will be very thank full to you.



Jessie We

You are welcome to use the scale. All the Best A/P Ee Sent from my iPhone

Aan: Jessie We <ee.jessie@yahoo.com>

Annexure B

Informed Consent

This research is being carried out to explore Social and Emotional Skills in the classroom. You are requested to fill in these questions reporting your experiences.

The information provided will be kept confidential and will only be used for research purpose. You have full right to quit at any stage.

Thank You!!

Signature _____

Qurat Ul Ain

(quratulainawan9@gmail.com)

QAU Islamabad

Demographics of Students**Age :** _____**Gender :** Male _____ Female _____**Class :** 6th _____ 7th _____ 8th _____**Demographics of Teachers****Age :** _____**Gender :** Male _____ Female _____**Level of Education:** Bachelors _____ Masters/BS _____ Mphil/MS _____**Years of Experience:** 0-5 _____ 6-10 _____ Above 10 _____

Annexure D

This questionnaire measures the Social Emotional Competence of students having 25 items. For each item, circle the options corresponding to your response.

	Strongly disagree	Disagree	Somewhat Disagree	Agree	Somewhat Agree	Strongly Agree
I know what I am thinking and doing.						
I understand why I do what I do.						
I understand my moods and feelings.						
I know when I am moody.						
I can read people's faces when they are angry.						
I recognize how people feel by looking at their facial expressions.						
It is easy for me to understand why people feel the way they do.						
If someone is sad, angry or happy, I believe I know what they are thinking						
I understand why people react the way they do.						
If a friend is upset, I have a pretty good idea why.						
I can stay calm in stressful situations.						
I stay calm and overcome anxiety in new or changing situations.						
I stay calm when things go wrong.						
I can control the way I feel when something bad happens						
When I am upset with someone, I will wait till I have calmed down before discussing the issue.						
I will always apologize when I hurt my friend unintentionally.						
I always try and comfort my friends when they are sad.						
I try not to blame my friend when we quarrel.						
I am tolerant of my friend's mistake.						
I stand up for myself without putting others down.						
When making decisions, I take into account the result of my actions.						
I ensure that there are more positive outcomes when making a choice.						
I weigh the strengths of the situation before deciding on my action.						
I consider the criteria chosen before making a recommendation.						
I consider the strengths and weaknesses of the strategy before deciding to use it.						

Annexure E

This questionnaire measures the Student – Teacher Interaction having 48 items. For each item, circle the options corresponding to your response.

	Neutral	Seldom	Sometimes	Often	Always
This teacher talks heartily about her/his subject.					
This teacher trusts us.					
This teacher seems unclear.					
This teacher gets angry unexpectedly.					
This teacher explains things clearly.					
If we don't agree about this teacher, we can talk about it.					
This teacher is unsure.					
This teacher gets angry quickly.					
This teacher holds our attentions.					
This teacher is willing to explain things again.					
This teacher acts as if she/he does not know what to do.					
This teacher is too quick to correct us when we break a rule.					
This teacher knows everything that goes on in the classroom.					
If we have something to say, this teacher will listen.					
This teacher let us to take our decisions in class.					
This teacher is impatient.					
This teacher is a good leader.					
This teacher realizes when we don't understand.					
This teacher is not sure what to do when we fool around.					
It is easy to pick a fight with this teacher.					
This teacher acts confidently.					
This teacher is patient.					
It's easy to make a fool out of this teacher.					
This teacher is bitter.					
This teacher helps us with our work.					
We can decide some things in this teacher's class.					
This teacher thinks that we cheat.					
This teacher is strict.					
This teacher is friendly.					
We can influence this teacher.					

This teacher thinks that we don't know anything.					
We have to be silent in this teacher's class.					
This teacher is someone we can depend upon.					
This teacher lets us fool around in class.					
This teacher puts us down.					
This teacher's tests are hard.					
This teacher has a sense of humor.					
This teacher lets us get away with a lot in class.					
This teacher's standards are very high.					
This teacher thinks that we can't do things well.					
This teacher can take a joke.					
This teacher gives us a lot of time in class.					
This teacher seems dissatisfied.					
This teacher is severe when marking papers.					
This teacher's class is pleasant.					
This teacher is lenient.					
This teacher does not trust us.					
We are afraid of this teacher.					

Annexure F

Please answer the following questions as honestly as you can. Please do not put your name on the survey or write anything that would indicate who you are.

	Strongly Agree	Agree	Disagree	Strongly Disagree
My teacher makes me feel as if he/she really cares about me.				
My teacher really tries to understand how students feel about things.				
Students in this class treat the teacher with respect.				
Our class stays busy and does not waste time.				
My teacher has several good ways of explaining each topic we cover.				
My teacher explains difficult things clearly.				
In this class, we learn a lot almost every day.				
In this class, we learn to correct our mistakes and learn from them.				
My teacher makes lessons interesting.				
I like the ways in which we learn in this class.				
Students speak up and share ideas about class work.				
My teacher respects my ideas and suggestions.				
My teacher checks that we understand when she/he is teaching us.				
The comments I get on my work in this class help me understand how to improve.				

Annexure G

This questionnaire measures the Social Emotional Competence of Teacher having 52 items. For each item, circle the options corresponding to your response.

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I nearly always use my positive emotions such as joy and enthusiasm to help me motivate my students.						
I know exactly what type(s) of school situations make me upset.						
I know exactly what type(s) of school situations make me upset.						
I frequently get upset in the classroom and do not understand why.						
It is easy for me to tell people how I feel.						
I am nearly always conscious of my inner most thoughts.						
I am able to articulate my core beliefs, ideals, and personal philosophies and how these						
I often wish I were a better teacher.						
I would want a teacher like me						
I appreciate individual and group differences (e.g., cultural, linguistic, socioeconomic, etc.).						
I know how my emotional expressions affect my interactions with students.						
It is difficult for me to understand opinions that differ from mine.						
I pay attention to the emotions of staff members at my school.						
I make an effort to ensure that my instruction is culturally sensitive.						
It is easy for me to understand perspectives that are different from mine.						
I feel comfortable talking to parents.						
In conflict situations with staff members, I can effectively negotiate solutions.						
I am aware of how all of my students are feeling.						
I frequently acknowledge accomplishments of students.						
I take responsibility for my decisions						
I make good decisions.						
I often make decisions without considering its effect on others.						
Staff members at school view me as someone who is dependable.						
I think before I act.						
I nearly always consider ethical and legal factors before coming to a decision						
I problem-solve with students when there is a problem or argument.						
I consider my students' well-being when making decisions.						
My students' safety is an important factor in the decisions I make.						

Staff members seek my advice when resolving a problem.						
I nearly always stay calm when a student upsets me.						
I am able to manage my emotions and feelings in healthy ways.						
I effectively set limits with students firmly, yet respectfully.						
I am comfortable with having students figure things out for themselves.						
I remain calm when addressing student misbehavior.						
I can disagree with school staff without fighting or arguing.						
I frequently get upset when students provoke me.						
When life is hard, I don't let things get to me.						
I take criticism without getting angry						
I use my free time in a good way.						
I always set professional goals at the beginning of the school year.						
I take proactive steps to discourage misbehavior.						
I create a sense of community in my classroom.						
I have a close relationship with my students.						
I work well with students of diverse backgrounds.						
I build positive relationships with my students' families.						
Staff members at my school respect me.						
I am good at understanding how my students' feel.						
I am good at listening to students.						
It is very difficult to for me to build relationships with students.						
Students come to me with problems.						
I frequently give compliments to people at my school.						
I feel okay asking for help when I need it.						