

A Review article on the effect of Social-Emotional Competence on school children

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Abstract:

Social and emotional learning (SEL) is the process by which children and adults learn to understand and control emotions, maintain helpful relationships, and make dependable decisions. This is the first in a series of four connected reports about what is known about SEL programs for student's ages 3to8. The report sequence addresses four issues raised by the Regional Educational Laboratory (REL) Mid-Atlantic's Early Childhood Education Research Alliance: personality of effective SEL programs (part 1), performance strategies and state and district policy that support SEL programming (part 2), teacher and classroom strategy that give to social and emotional learning (part 3), and outcomes of social and emotional learning between different student populations and settings (part 4). These reports recognize solution workings of effective social and emotional learning programs and offers direction on choice to programs. Social and emotional learning (SEL) is the process by which children and adults learn to understand and control emotions, maintain helpful relationships, and make dependable decisions. This is the first in a series of four connected reports about what is known about SEL programs for student's ages 3to8. The report sequence addresses four issues raised by the Regional Educational Laboratory (REL) Mid-Atlantic's Early Childhood Education Research Alliance: personality of effective SEL programs (part 1), performance strategies and state and district policy that support SEL programming (part 2), teacher and classroom strategy that give to social and emotional learning (part 3), and outcomes of social and emotional learning between different student populations and settings (part 4). These reports recognize solution workings of effective social and emotional learning programs and offers direction on choice to programs. Social and emotional learning is the process by which children and adults learn to understand and control emotions, maintain helpful relationships, and make dependable decisions. This is the first in a series of four connected reports about what is known about Social and emotional learning programs for students. The report sequence addresses four issues raised by the Regional Educational Laboratory Mid-Atlantic's Early Childhood Education Research Alliance: personality of effective Social and emotional learning programs performance strategies and state and district policy that support Social and emotional learning programming teacher and classroom strategy that give to social and emotional learning and outcomes of social and emotional learning between different student populations and settings. These reports recognize solution workings of effective social and emotional learning programs and suggest direction on choice to programs. the State level studies are much needed at present. Human development and human deprivation studies in this nature will prove to be very useful in devising human development strategies, so that maximum utilization of resources with human capabilities to achieve the psycho-social competence

Social and emotional learning is the process by which children and adult learn to understand and control emotions, preserve helpful relationships, and make dependable preference. Personality of successful social and emotional learning programs performance strategies and state and district policy that support social and emotional learning programming teacher and classroom strategy that give to social and emotion to learning and outcomes of social and emotional learning among different student populations and settings. Social and emotional learning programs vary significantly in their hypothetical base, design, supports, and activities. Adopting classroom social and emotional learning programs and practices is the first step in creation student social and emotional competence a priority.

Using an evidence-based social and emotional learning program offers much compensation, including a organized theoretical framework, supportive materials and prepared activities, and direction for implementation, assessment, and evaluation An awareness of the effective components of social emotional learning and is important when selecting an learning social and emotional program for a school or society.

Keywords: Emotional competence, Social competence, Education, Learning.

Introduction:

The government of India has introduced various interest's measures from time to time for the half of people who are socially, intellectually, culturally and economically deprived. It is a fact that the government is sincere in implementing various corrective measures for all round development of this section of society. Efforts are being made to sensitize administration and institutions to the requirement of special efforts for disadvantaged sections of society to carry them at par with the rest of the people. The government is alive of the conditions of these castes which are obvious from the objectives of various Five-Year-Plans and many economic measures adopted for their improvement. The government and non-government agencies have initiated different schemes like free and compulsory education, free mid-day meal, free uniforms, free study materials, scholarships and transport to name a few. (SunitaB.et.al, 2017)

EmotionalCompetence:

There is no fine-accepted definition of emotion exists. The human emotion is a combination of subjective, physiological and behavioral responses. The terms feelings and affect are mutual and thus known as emotion. Moreover, the feeling itself is an emotional state which is very much general. The affect which is encompassed as feeling and sensitivity can be positive or negative affect Emotion represents a meaningful and necessary concept as per psychological point of view. Indeed, the word of emotion may give reasons for doubt as (Magda Aet.al1970).. The psychological perspective has two interconnected implications. First, it's on phenomena conspicuous used or felt by beings. Second, the explanations for these phenomena hypotheses require about intrapersonal causal methods.

Emotional competence is a generic term that has been useful to many types of emotion related skills. Competence is the term refers to mastering thirty three abilities to do task. It is the term used to describe a person's ability to freely express his or her own emotions. Competence is learned and determines a person's possible to interact constructively with other people. It arises from emotional intelligence, which is the ability to identify emotions. Emotional competence is an important set up of psychological abilities that relate to life achievement (Allportet.al, 1961). Emotional competence defines to achieve and maintain a feeling of adequacy, the individual has to obtain a few workable assumptions about the world, where need for competence emerges as most of the fundamental motives of life, because we survive through competence, grow through competence and actualize ourselves through competence. According to (White et.al, 1995), Emotional competence refers to person's ability in expressing or releasing their inner feelings.It implies an ease around others and determines our ability to effectively and fruitfully lead and express. .Emotional competence as the ability to express self-efficacy in emotion brings out social connection and interactions. Personal integrity is also very important in social relationships and emotional intelligence. Self-efficacy has been explained as individual beliefs and skills and confidence to reach the desired goal and also the way of emotional expressiveness to relations with others. In short, "Emotional competence" is a set of emotional, personal and social abilities, qualities and personality characteristics, which promote understanding of own emotional states, emotions and feelings of other people. Emotional competence help people to understand their emotions, their correct self estimation, and also control the emotions and their positive expression that is expressed by emotional literacy, emotional stability, adaptability, empathy and self-confidence which in the turn promote successful development of the personality, successful interaction with people around and successful performance of their movement.

SocialCompetence:

Social competence means "The within society competent individual is one who is able to make use of environmental and personal resources to achieve good developmental outcomes" to refried (Waters and Sroufe, et.al, 1983). "Social competence is an important ingredient of the modern civilizationand is the essential attribute of the individuals of a progressive onward moving society. "by(Sharma,et.al, 1992).About one-fifth of the population in epidemiological investigation was found to reveal anxiety, shyness, and loneliness"(Flora,et. al, 2000). "The social competence is the condition of acquiring the emotional, social and cognitive skills and

behaviors needed to succeed as a member of the society “(Bierman,et. al,2005). The success of a person in the society largely depends on the extent to which he/she has possessed the potency and the richness of social competence required for self actualization, his/her growth and development. The term social competence is used to define social effectiveness the capabilities to increase mutually satisfying relations and to avoid negative behavior or persecution from others remembering that competency can also be affected by the extent to which the raise good match in skills, interests and abilities of others in the environment.

“Social competence has been conceptualized as consisting of six categories of competence: acceptance of social importance’s, development of a sense of personal individuality, achievement of interpersonal abilities, learning how to regulate personal activities in accord with societal expectations, planning and decision-making, and progress of cultural competence” by revered (Kostelnik et. al, 2002). There is sufficient empirical evidence that connects social competence to physical 40 and mental health (Spitzberg,et.al 2003,Saarni) for emotional competence propagates the subsequent eight skills that also appear essential for appropriate social competence awareness of own emotional state and inspiration ,the capacity to understand the other person’s emotion from non-verbal cues ,the capacity to use emotional languages ,empathy, understanding the external and internal expressions may not be concurrent coping with distressing emotions ,understanding the relationship are intimately related to how one negotiates emotional communication, emotional self-efficacy, These skills are discussed as emotional competence,(Saarni et.al,1999). Rightly identified that “social and emotional competence cannot be separated it is important to observe that many of the topics are very important in social competence”. Thus “the capabilities to express one’s feelings as well as alert of the feelings of others are a cornerstone for social competence” (Clikeman,et. al,2007).

“Behaviors that are disapproved and dysfunctional of none context may be approved and functional in another. Through thinking and feelings, the socially competent individual is able to choose and control which behaviors to avoid and which to suppress in any given social situation to achieve any given goal set by them or determined by others” (Mishra,et. al,2008). Social competence owes of skills which are used in social attitude where as the social adjustment is the individual ability in facing the different situations and the ability to set and run them (Wood,et. al, 2007). Nature of social competence can be described as: Development of Competencies: “Social competencies are dynamic over the life span, and depend on the development of capabilities such as social skills, social awareness and self confidence” (Schoon,et. al, 2009). Biological Aspect: “There might be links between social competencies and other enduring personality traits as well as biological factors that shape social interactions” (Schoon,et. al, 2009).: “In the present time, concerns have been aroused about the evolution of social competencies as a result of the socio-historical changes and increasing globalization and modernization. There were discussions that there had been an increasing individualization and instrumentalization of social relations (Putnamet. al, 2000), while others had given importance to the emergence of new lifestyles and values with greater tolerance for cultural, ethnic, and more issue oriented forms on participation, gender diversity, more focus on self expression and search for meaning and goal of life (Inglehart et. al, 1997). Social competencies are necessarily relational, describing how people behave within the contexts of interpersonal and peer relations. (Schoon et. al, 2009)

World Health Organization (WHO) succinctly underscores the enjoyment of the highest standard of healthiness as a fundamental right of every human being. According to Article 25 of the Universal Declarations of Human Rights, Everyone has the right to a standard living sufficient for health of himself, including food, clothing, housing, medical care, and necessary services. Studies expose that persons’ poorer health status, including higher morbidity, lower life expectancy, and higher rates of infant people are linked to their race, society, and caste. Studies also expose that any kind of discrimination rooted in social, including caste or racial origin affects people’s health in at least three distinct ways to health condition, access to healthcare, and in quality of health servicesactionsbut, there is no widely accepted consensus about how to measure or assess social competence. Health is defined as a state of complete physical, mental, and social cheerfulness and not simply the absence of disease or illness. It is a basic and energetic force in our daily lives, influenced by our situation, beliefs, and culture, and social, economic, and physical environment. Health is a unity and harmony within the mind, body, and spirit, which is exclusive to each person. The level of wellness or health is, in part, determined by the skill to deal with and defend against stress. Health is on a scale with movements between a state of best well- being and

illness. It is determined by physiological, psychological, socio-cultural, religious, and developmental stage variables.

Social and emotional learning programs:

The helpful Social and emotional learning programs into school practices and creating a sustainable system connecting teachers, administrators, families, and the community, With such supports in place, social and emotional learning becomes business as usual, embedded into the society of the school and community. Inference of the review findings confirmation based social and emotional learning programs vary considerably in their hypothetical foundations, designs, supports, and activities. However, a recent course in social and emotional learning research has start on to illuminate the center components that work across programs. Research shows that effective social and emotional learning programs reinforce and support learning through classroom activities. Social and emotional learning program activities build on one another, are implemented regularly and consistently, keep students occupied, and give students dedicated time to practice social and emotional ability. Moreover, teacher training and technical support are important components of effective social and emotional learning programs. While selecting an social and emotional learning program is a challenging task for many state and local education organization, an abundance of highly helpful, practice-oriented possessions are available to make the process achievable and sustainable.

Conclusion:

To the succeed in a social world, students must learn social and emotional ability, such as controlling their need, recognize and understanding emotions, motivating themselves, and developing positive attitudes toward school and society Therefore, early childhood programs aim to help students build up socially and emotionally in addition to development academic school willingness. This process, referred to as social and emotional learning, centers on the development of five interrelated sets of cognitive, emotional, and behavioral competencies. These five competencies include self-alertness, self-management, social understanding, connection ability, and responsible management Moreover, students are showing to social and educational information that they must understand, examine, and respond to in acceptable ways. They need to build up self-regulation and executive performance in addition to social and emotional ability. Executive functioning and self-regulation are the mental processes that make possible students to plan, focus awareness, remember instructions, and manage various everyday jobs successfully.

Psycho-social is a multidimensional thought; Development and advance are multi subdivision approaches. The human progress and human deprivation studies have opened new perspectives on measuring and evaluate psycho-social development with the assist of multidimensional concept. Human growth and human deprivation studies mostly concentrated on global and National level. Even within the country, there is wide disparity in the development. So, the State level studies are much needed at present. Human development and human deprivation studies in this nature will prove to be very useful in devising human development strategies, so that maximum utilization of resources with human ability to achieve the psycho-social competence. More research is required for analyzing human deprivation which is one of the related concepts of human development. The present study, in this circumstance will serve to expand useful knowledge about human deprivation which analysis the psycho-social competence. This study will focus the attention and inspect the profile of psycho-social concepts, health, and education in the context of human deprivation. An overview of the theoretical basis of emotional competence is provided, as well as an exploration of the relevance of emotional competence for positive youth development. Emerging applications for the assessment of emotional competence are presented. In addition, school-based methods of enhancing emotional competence are offered. The article concludes with suggestions for future research on the development of child and adolescent emotional competence in the context of schoolrelated behavior.

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