

Chapter XXXII

**SOCIAL, EMOTIONAL AND PEDAGOGICAL COMPETENCE
OF A TEACHER AS A PREREQUISITE FOR THE PRO-SOCIAL
BEHAVIOR OF A STUDENT**

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Abstract: Social, emotional and pedagogical competencies are an important segment in the pedagogical work of teachers and are crucial for the formation and cultivation of pro-social behaviour of pupils. The imperative of modern education is not only reflected in the possession of professional knowledge of teachers, but also in managing emotional and social relations in the classroom. The aim of this research relates to the importance of teachers' social, emotional and pedagogical competencies for the pro-social behaviour of students. The sample and population were teachers of ten elementary schools on the territory of the City of Niš who were of different gender and length of work experience. The paper used a descriptive survey research method, scaling technique, and Likert type scale designed for research purposes. The results of the research show that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in relation to gender, whereas such differences are not determined in relation to the length of the teacher's working experience. The obtained results led us to the conclusion that higher levels of social, emotional, and pedagogical competencies of teachers are needed to develop and nurture the prosocial behaviour of students. According to the above, several pedagogical implications have been imposed: reform changes in the educational system as a whole, continuous professional support of educational authorities for teaching staff in the field of stimulating their interest in adopting and applying strategies and skills directed towards education of pro-socially oriented individuals, and the implementation of teachers' programs which will include socio-emotional aspects of work in schools.

Keywords: *competence, teacher, pro-social behaviour, student.*

Introduction

The contemporary social context is characterized by an explosion of knowledge, technical and technological innovations, competitiveness in the

labour market accompanied by numerous challenges, increasing demands, and fast and constant changes in all spheres of the society. This trend is directly reflected in the school itself, which, besides the family, plays a primary role in the development of children's personality. Unlike the traditional school, which based its work on the discourse of mere transfer of knowledge and reproduction of the learned, the modern school is required to be open, flexible and able to follow numerous scientific technological, social and other changes, while teachers are required to possess, besides professional knowledge and skills, the entire range of other competencies, among which pedagogical and socio-emotional competences are particularly emphasized. The theoretical framework of work is based on clarifying the basic concepts of the research, the importance of possessing social, emotional and pedagogical competencies of teachers for the formation and encouragement of positive social behaviour of pupils, and presenting programs for their learning. In the empirical part of the paper, we wanted to determine if there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in relation to gender and length of work experience with the new SEPKN-PPU instrument designed for research purposes. We expected that the results would confirm the general hypothesis that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in terms of gender and length of work experience. The results obtained can prompt numerous suggestions and proposals in the field of professional strengthening of teachers. Bearing in mind that there is little work and research dealing with socio-emotional aspects of work in schools, the theoretical and empirical approach of this paper gives a valuable contribution to the improvement of existing pedagogical knowledge in this field and the basis of the new research in the following period.

Theoretical framework of the research

In recent years, thanks to European Union standards, the concept of competence has experienced particular expansion in scientific circles and it provokes contradictory opinions among theoreticians in terms of its definition. Studying the relevant literature, this term has a fairly long history, as evidenced by the fact that it was first used in Plato's work 380 years BC. It is also mentioned in Latin as the term *competens* which is understood as "being able and being allowed in accordance with the law" and as the term *competia*, which represents the ability, possibility, permission. In our colloquial speech and academic circles the term was brought from western European countries from the word *competence* and implies "ability, affluence, authority, the need of a man to master the environment". Competence is actually a combination of knowledge, skills, attitudes, values, and habits that enable an individual to act actively and

efficiently in a particular specific situation, i.e. profession (Jurčić 2014). Observing this concept from the perspective of modern schools and contemporary teachers as creators and implementers of the contemporary educational process, we can distinguish several categories of professional competencies. In relation to the problem of the research, the model of twenty-eight competencies for the 21st century is significant. Prof. Suzić has classified these into four areas: cognitive competencies, emotional competencies, social competencies, and work-action competences (Suzić 2005: 70).

Pedagogical competencies in the contemporary concept of education represent an inherent characteristic of teaching and working. It is an integrated set of personal characteristics, knowledge, skills, and attitudes necessary for the effective delivery of teaching in different teaching contexts. Together with professional knowledge and skills, pedagogical competences can be seen through several dimensions: personal, communicational, analytical, i.e. reflexive, social, emotional, intercultural, developmental and through problem solving skills (Jurčić 2014). Only a pedagogically competent teacher can be a successful organizer, leader, guide, mediator, social integrator and a reflective practitioner who can respond to the challenges posed by a modern school and, based on the results achieved, further develop their competencies (Brust, Velki 2015). In the light of the complexity of interpersonal relationships, a teacher with pedagogical competencies can work not only with students, colleagues and other partners in education (with technology, knowledge) but also with society at local, regional, national, European, and global levels (Ibid).

Looking at social and emotional competencies, first of all, as two separate constructs, we can say that emotional competence is “the ability or willingness of the person to understand one’s own emotions as well as the emotions of others, to control their emotions and to upgrade or perfect them in social and life situations” (Suzić 2005: 77), while social competence includes various emotional, social and cognitive abilities and behaviours that are necessary for successful social interaction (Brust, Nemet 2005). This is according to Goleman (2010) the ability of good management of bad moods and the ability to control instincts. Socio-emotional competence is a broad construction that is viewed as the outcome of social and emotional learning (SEL) (Jennings 2011; Dorman 2005) and contributes to teachers’ ability to respond to stressful situations. The Association for Academic, Social and Emotional Learning sets the five required competencies for teachers as a necessity: self-awareness, self-regulation of emotions, social awareness, interpersonal skills, and responsible decision-making (Collie 2017).

The social and emotional competencies of teachers as a necessity in forming and encouraging the pro-social behaviour of students

The possession of social and emotional competencies of teachers firstly involves possession of social and emotional awareness. This means that teachers are able to recognize and understand the emotions of others, they know how to generate and use emotions such as joy, enthusiasm, to motivate to learn both themselves and others, they recognize their emotional strengths and weaknesses, and are able to manage their behaviour even in challenging situations. Hosotani and Matsumura-Imai (2011), in their Japanese study of high-quality teachers, found that the successful use of emotional competence and the recognition of this skill as a specific one is related to the high effectiveness of teachers (Forcina 2012). A longitudinal study conducted by Philipp and Schüpbach (2010) on a sample of over 100 teachers revealed the role of emotional work in teaching and showed that teachers who were able to recognize and manage their emotions in challenging situations reported a significantly lower level of emotional exhaustion (Ibid.).

Teachers who possess socio-emotional competencies are able to build strong relationships and support through mutual understanding and cooperation, but at the same time accept and respect cultural differences in relation to parents and students (Jennings, Greenberg 2009). Finally, social and emotional competencies enable the expression of pro-social values and making responsible decisions affecting pupils first and then teachers themselves. Teachers foster deep respect for their colleagues, students and students' families, and care about how their decisions affect the well-being of others (Schonert-Reichl 2017).

The aforementioned competencies of teachers are a precondition for an optimal classroom climate, since they give it the tone by developing support and encouraging their relationships with students, "by designing lessons that strengthen the strengths and abilities of students, establishing and applying behavioral guidelines in ways that promote internal motivation, counseling students in conflict situations, encouraging their cooperation and acting as a model for proper communication with mutual respect and an example of pro-social behavior" (Jennings, Greenberg 2009: 495). The application of social and emotional teachers' competencies can be represented by an intermediary model of the pro-social class that establishes social teachers' competence (SEC) and well-being as an organizational framework. The model of the pro-social class, in addition to good quality relationships on the student-teacher relation, classroom management and climate, also implements the model of effective social and emotional learning (SEL), which is defined as "the process of acquiring the ability to recognize and manage emotions, develop attention and care for others, responsible decisions, establishing positive relationships and effectively

addressing challenging situations“ (Ibid. 2009: 504). The basic characteristics of the pro-social class model are:

1. teacher's understanding the emotions of each student and cognitive assessments that may be associated with these emotions;
2. teachers with higher SEC will show greater efficiency in class management because they possess a higher level of social and emotional awareness, are more proactive, skillfully use their emotional expressions, and at the same time understand the dynamics of the situation in a conflict class;
3. teachers with higher SEC are valid models of the desired social and emotional behaviour, which results in the students' social, emotional and academic results“ (ibid. 2009, 493).

Pro-social behaviour, i.e. positive social behaviour, is a complex and multidimensional phenomenon. In the broadest sense, pro-social behaviour involves “a wide range of behaviour that contribute to the well-being of others, such as providing assistance in performing certain activities, giving and sharing material goods, assisting in a job, providing physical assistance and protection, various forms of psychosocial support (encouragement, providing comfort, showing understanding and compassion)” (Joksimović, Gašić-Pavišić 2007: 174), while Vispe claims that they are pro-social ones that have positive social consequences such as: altruism, affinity, co-operation, help and donation” (Ševkušić 1994: 149). Pro-social behaviour is important for achieving an individual's competence in various spheres of life: academic, social, family, professional. It relates to related terms such as altruism, empathy, and Prometheus activism.

Learning programs for teachers' socio-emotional competences

Numerous programs provide curricula and programs that facilitate SEL in a classroom environment. Programs are based on learning emotional literacy, self-control, social competence, and positive peer relationships. One of these is the “Community of the caring school” (Jennings, Greenberg 2009: 504) which includes role-play activities for taking emotional and social perspectives in order to promote empathy and social cohesion. It is designed to improve pro-social development by providing opportunities for students to collaborate and help others, to learn from the experiences and needs of others, promote empathy, reflect on their behaviour and the behaviour of others, and learn how to participate in joint decision-making. The program is based on the assumption that students have a basic need for belonging and contributing to the community, which, as a solidarity group, becomes related to the school community, and they act in accordance with the values of the school and its rules. The results have shown that the application of this program leads to increased warmth and support of teachers, emphasizing pro-social values, encouraging cooperation,

thinking and expressing students' ideas, improving student academic engagement, positive interpersonal behaviour, and enhancing communal feelings that are associated with altruistic values and care for others.

Teachers can develop and improve their competencies by using a knowledge base that can enhance the social and emotional awareness of teachers, such as "Emotional Intelligence Training", designed to enhance teachers' emotional skills and emotional awareness and their application in the school environment, "Mindfulness – Basic Interventions", "Training for the social and emotional development of pupils", and "Strengthening the commitment to teaching" (Ibid. 2009: 510–513).

Methodological approach to the problem

The socio-emotional and pedagogical competences of teachers are a prerequisite for the development of all aspects of the child's personality and for the achievement of the set goals and tasks of upbringing and education. The subject of this research is the reflection and self-reflection of teachers on social and emotional competencies as predictors of the pro-social behaviour of students. The aim of the paper is focused on the importance of teachers' social and emotional competencies for the pro-social behaviour of students and is in line with the research tasks aimed at determining statistically significant differences in the possession of teachers' social, emotional and pedagogical competences in relation to gender and in relation to the length of work experience. In accordance with the tasks set, a general hypothesis was formulated: It is assumed that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in terms of gender and length of work experience. In accordance with the tasks, the following specific hypotheses were set: It is assumed that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competences in relation to gender. It is assumed that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in relation to the length of work experience. For the purpose of this research used a descriptive, survey research method, a scaling technique that we wanted to determine the level of agreement/disagreement of teachers with respect to the proposed assertions that relate to the influence of teachers' social and emotional competencies on the pro-social behaviour of students. As a research instrument the Likert Type scale for Teachers (SEPKN-PPU) was used, consisting of 25 items, which was designed for research purposes. The sample and population consisted of 366 teachers of different educational profiles in ten elementary schools on the territory of the City of Niš.

Table 1: Structure of the sample in relation to gender

Gender	Number of respondents	Percentage
Male	78	21,3%
Female	288	78,8%

This table shows the structure of the sample by gender. As expected, in the population of elementary school teachers on the territory of the City of Niš, there are significantly more women (78.7%) than men (21.3%), so the sample is not uniform in terms of gender.

Table 2: Structure of the sample in relation to work experience

Years of work experience Number of respondents	Frequency	Percentage
from 1 to 10 years	122	33,3%
from 11 to 20 years	137	37,4%
from 21 to 30 years	80	21,6%
from 31 to 40 years	27	7,3%

When dividing the respondents by years of work experience into groups, we see that the highest number of respondents is with 11–20 years of work experience in education (37.7%), while the smallest number is of those with 31–40 years of work experience (7.2%).

Research results

In the conducted research, guided by a statistical analysis of the Chi-squared test (by which each thread is crossed with variable – gender of teachers) in order to test the first hypothesis and determine whether there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competences in relation to gender, we obtained the results presented in Table 3.

Table 3: Displaying the cross-section of teachers' attitudes about social, emotional and pedagogical competences in relation to gender variable

Items			percentage					p
			1	2	3	4	5	
1. While studying I attended courses aimed at getting to know the characteristics of emotional and social development of students	gender	male	3,8%	7,7%	19,2%	34,6%	34,6%	,512
		female	3,1%	6,3%	12,5%	35,4%	42,7%	
2. I regularly attend seminars that allow me to better understand the emotional and social needs of my students and that develop my social and emotional skills in my professional work	gender	male	7,7%	7,7%	30,8%	19,2%	34,6%	,038
		female	3,1%	7,3%	19,8%	32,3%	37,5%	
3. I am familiar with what is meant by pro-social behaviour	gender	male	3,8%	15,4%	19,2%	30,8%	30,8%	,034
		female	2,1%	5,2%	21,9%	34,4%	36,5%	
4. The most important thing for me is that in class I teach students the contents they need to learn and for which they will be evaluated	gender	male	7,7%	3,8%	19,2%	30,8%	38,5%	,115
		female	2,1%	4,2%	26,0%	27,1%	40,6%	
5. Through my work and acting in the teaching process, I try to teach students how to control their emotions	gender	male	3,8%	3,8%	23,1%	19,2%	50,0%	,000
		female	,0%	1,0%	7,3%	29,2%	62,5%	
6. In class, I encourage social skills (friendship among students, helping and sharing, sacrificing for others)	gender	male	3,8%	7,7%	11,5%	26,9%	50,0%	,000
		female	,0%	,0%	7,3%	16,7%	76,0%	
7. I think that I am a role model for my students in pro-social behaviour	gender	male	3,8%	3,8%	19,2%	30,8%	42,3%	,001
		female	1,0%	,0%	10,4%	34,4%	54,2%	
8. In class I foster tolerance among students regardless of their psycho-physical abilities, racial and ethnic affiliation	gender	male	3,8%	3,8%	3,9%	30,8%	57,7%	,000
		female	,0%	,0%	3,1%	10,4%	86,5%	
9. I try to develop solidarity with students who have less success in learning and who are of lower material status	gender	male	3,8%	3,8%	15,4%	15,4%	61,5%	,000
		female	,0%	,0%	4,2%	13,5%	82,3%	

10. I think it is important to teach students to clearly verbalize their needs and understand the needs of others	gender	male	3,8%	3,8%	7,7%	11,5%	73,1%	,000
		female	,0%	,0%	3,1%	14,6%	82,3%	
11. Students who are facing problems at school (peer rejection, family problems) have appropriate support from us as teachers	gender	male	3,8%	3,8%	26,9%	15,4%	50,0%	,000
		female	,0%	1,0%	9,4%	24,0%	65,6%	
12. Showing willingness to cooperate, acceptance and respect for students has a positive effect on the development of pro-social behaviour	gender	male	7,7%	3,8%	11,5%	26,9%	50,0%	,000
		female	,0%	,0%	7,3%	35,4%	57,3%	
13. I do not tolerate aggressive students' outbursts against other students	gender	male	3.8%	3.8%	7.8%	15.4%	69.2%	,021
		female	.0%	1,0%	4,2%	14,6%	80,2%	

Table 3 shows the results of the first thirteen items of the SEPKN-PPU instrument that show that there is no statistically significant difference in the attitude of teachers in the possession of social, emotional and pedagogical competences with respect to the variable of gender, compared to the first item ($p = 0.512$) and in relation to the fourth item ($p = 0.115$). A statistically significant difference in the attitudes of teachers in the possession of social, emotional and pedagogical competences in terms of gender was found in relation to other constructed items.

Table 4: Displaying a cross-section of teachers' attitudes about social, emotional and pedagogical competences in relation to the gender variable

Items			percentage					p
			1	2	3	4	5	
14. I give students the opportunity to show in class their concern for others	gender	male	3.8%	/	15.4%	26.9%	53.8%	,000
		female	,0%	/	2.1%	26.04%	71.9%	
15. It is important for me to build responsibility in students for their actions	gender	male	3.8%	3.8%	3.8%	15.4%	73.1%	,000
		female	,0%	,0%	3.1%	13.5%	83.3%	
16. A teacher must have a set of positive qualities and skills to develop the need in students to help others and to understand others	gender	male	3.8%	/	11.5%	23.1%	61,5%	,000
		female	,0%	/	4.2%	10.7%	79.2%	

17. I often practice with my students different ways of responding to challenging situations	gender	male	7,7%	19,2%	23,1%	30,8%	19,2%	,000
		female	1,0%	6,3%	25,0%	37,5%	30,2%	
18. In the teaching process, I try to develop an altruistic and empathic relationship among students, but also in their relation with other people	gender	male	3,8%	/	11,5%	38,5%	46,2%	,000
		female	,0%	/	7,3%	24,0%	68,8%	
19. I consider myself a teacher who is responsible for developing positive social behaviour among students	gender	male	3,8%	7,7%	11,5%	34,6%	42,3	,000
		female	,0%	,0%	6,3%	27,1%	66,7%	
20. In communicating with students, I nurture open communication (freedom of thought and attitudes about teaching content)	gender	male	3,8%	/	15,4%	15,4%	65,4%	,000
		female	,0%	/	4,2%	18,8%	77,1%	
21. One of the primary tasks of a modern school is to develop skills with students for solving conflict situations	gender	male	3,8%	7,7%	11,5%	30,8%	46,2%	,000
		female	,0%	,0%	10,4%	27,1%	62,5%	
22. By fostering positive emotions in students, I contribute to strengthening their self-esteem	gender	male	3,8%	3,8%	7,7%	30,8%	53,8%	,000
		female	,0%	,0%	7,3%	24,0%	68,8%	
23. I do not allow the uncontrolled reaction of students and their negative feelings to hinder work in class	gender	male	3,8%	/	23,1%	11,5%	61,5%	,000
		female	,0%	/	5,2%	26,0%	68,8%	
24. In this school, students learn how to communicate and collaborate with other people culturally and in a good way	gender	male	3,8%	3,8%	15,4%	26,9%	50,0%	,001
		female	1,0%	1,0%	5,2%	24,0%	68,8%	
25. My good relationship with my students is based on building mutual trust and respect	gender	male	3,8%	3,8%	3,8%	23,1%	65,4%	,000
		female	,0%	,0%	3,1%	15,6%	81,3%	

Table 4 shows the results of the remaining twelve items of the SEPKN-PPU instrument showing that there is a statistically significant difference in the attitude of teachers in the possession of social, emotional and pedagogical competences with respect to the gender variable in relation to all constructed items.

After determining the differences in having social, emotional and pedagogical competencies of teachers in relation to gender, we considered it important

to examine whether there are statistically significant differences in the possession of the aforementioned competencies in relation to the length of the teacher's work experience, by the same statistical procedure, Chi-squared test (by which each item was crossed with the variable of the teacher's work experience), which tested the second hypothesis.

Table 5: Presentation of a cross-section of teachers' attitudes about social, emotional and pedagogical competences of teachers in relation to length of work experience variable

Items			percentage					p
			1	2	3	4	5	
1. While studying I attended courses aimed at getting to know the characteristics of emotional and social development of students	work experience	1-10	5,7%	3,3%	12,3%	37,7%	41,0%	,169
		11-20	2,2%	7,3%	13,9%	29,9%	46,7%	
		21-30	1,3%	11,3%	18,8%	36,3%	32,5%	
		31-40	3,7%	3,7%	7,4%	48,1%	37,0%	
2. I regularly attend seminars that allow me to better understand the emotional and social needs of my students and that develop my social and emotional skills in my professional work	work experience	1-10	4,9%	6,6%	23,0%	28,7%	36,9%	,506
		11-20	2,9%	5,8%	24,8%	30,7%	35,8%	
		21-30	6,3%	7,5%	15,0%	31,3%	40,0%	
		31-40	,0%	18,5%	25,9%	22,2%	33,3%	
3. I am familiar with what is meant by pro-social behaviour	work experience	1-10	3,3%	7,4%	22,1%	30,3%	36,9%	,489
		11-20	2,9%	5,8%	19,0%	30,7%	41,6%	
		21-30	1,3%	10,0%	21,3%	42,5%	25,0%	
		31-40	,0%	7,4%	29,6%	37,0%	25,9%	
4. The most important thing for me is that in class I teach students the contents they need to learn and for which they will be evaluated	work experience	1-10	4,1%	4,1%	27,0%	36,1%	28,7%	,028
		11-20	3,6%	3,6%	16,1%	26,3%	50,4%	
		21-30	2,5%	3,8%	35,0%	20,0%	38,8%	
		31-40	,0%	7,4%	25,9%	22,2%	44,4%	
5. Through my work and acting in the teaching process, I try to teach students how to control their emotions	work experience	1-10	1,6%	,8%	11,5%	35,2%	50,8%	,284
		11-20	,7%	2,2%	8,0%	24,1%	65,0%	
		21-30	,0%	1,3%	15,0%	18,8%	65,0%	
		31-40	,0%	3,7%	7,4%	29,6%	59,3%	
6. In class, I encourage social skills (friendship among students, helping and sharing, sacrificing for others)	work experience	1-10	1,6%	1,6%	9,0%	18,9%	68,9%	,787
		11-20	,7%	,7%	8,8%	19,7%	70,1%	
		21-30	,0%	2,5%	7,5%	13,8%	76,3%	
		31-40	,0%	3,7%	3,7%	29,6%	63,0%	

7. I think that I am a role model for my students in pro-social behaviour	work experience	1-10	2,5%	,0%	12,3%	35,2%	50,0%	,990
		11-20	1,5%	1,5%	12,4%	32,1%	52,6%	
		21-30	1,3%	1,3%	12,5%	32,5%	52,5%	
		31-40	,0%	,0%	11,1%	37,0%	51,9%	
8. In class I foster tolerance among students regardless of their psycho-physical abilities, racial and ethnic affiliation	work experience	1-10	1.6%	/	3,3%	13,9%	81,1%	,850
		11-20	.7%	/	3,6%	15,3%	80,3%	
		21-30	.0%	/	5,0%	12,5%	82,5%	
		31-40	.0%	/	7,4%	22,2%	70,4%	
9. I try to develop solidarity with students who have less success in learning and who are of lower material status.	work experience	1-10	1,6%	,0%	7,4%	15,6%	75,4%	,691
		11-20	,7%	1,5%	5,8%	14,6%	77,4%	
		21-30	,0%	1,3%	7,5%	7,5%	83,8%	
		31-40	,0%	,0%	3,7%	22,2%	74,1%	
10. I think it is important to teach students to clearly verbalize their needs and understand the needs of others	work experience	1-10	1,6%	,0%	4,1%	12,3%	82,0%	,225
		11-20	,7%	1,5%	2,9%	11,7%	83,2%	
		21-30	,0%	,0%	7,5%	16,3%	76,3%	
		31-40	,0%	3,7%	,0%	25,9%	70,4%	
11. Students who are facing problems at school (peer rejection, family problems) have appropriate support from us as teachers	work experience	1-10	1,6%	1,6%	12,3%	29,5%	54,9%	,194
		11-20	,7%	1,5%	13,9%	13,9%	70,1%	
		21-30	,0%	2,5%	13,8%	20,0%	63,8%	
		31-40	,0%	,0%	11,1%	37,0%	51,9%	
12. Showing willingness to cooperate, acceptance and respect for students give a positive effect on the development of pro-social behaviour	work experience	1-10	1,6%	,8%	8,2%	27,0%	62,3%	,392
		11-20	1,5%	,0%	6,6%	40,9%	51,1%	
		21-30	2,5%	1,3%	11,3%	28,8%	56,3%	
		31-40	,0%	3,7%	7,4%	40,7%	48,1%	
13. I do not tolerate aggressive students' outbursts against other students	work experience	1-10	2.5%	/	4,1%	15,6%	77,9%	,274
		11-20	1.5%	/	4,4%	15,3%	78,8%	
		21-30	1.3%	/	11,3%	8,8%	78,8%	
		31-40	.0%	/	3,7%	25,9%	70,4%	

Table 5 shows the results for the first thirteen items of the SEPKN-PPU instrument that shows that there is no statistically significant difference in the attitude of teachers in the possession of social, emotional and pedagogical competences with regard to the length of their work experience, compared to the first item ($p = 0.512$) and the item number 4 ($p = 0.115$). Also, the results show that there is a statistically significant difference in the attitudes of teachers in the possession of social, emotional and pedagogical competences with regard to the length of their work experience in relation to other constructed items.

Table 6: Presentation of a cross-section of teachers' attitudes about social, emotional and pedagogical competences of teachers in relation to the length of their work experience variable

Items			percentage					p
			1	2	3	4	5	
14. I give students the opportunity to show in class their concern for others	work experience	1-10	1,6%	/	3,3%	24,6%	70,5%	,533
		11-20	0,7%	/	6,6%	28,5%	64,2%	
		21-30	,0%	/	6,3%	21,3%	72,5%	
		31-40	,0%	/	,0%	37,0%	63,0%	
15. It is important for me to build responsibility in students for their action	work experience	1-10	1,6%	,0%	3,3%	11,5%	83,6%	,253
		11-20	,7%	1,5%	2,2%	13,1%	82,5%	
		21-30	,0%	,0%	5,0%	13,8%	81,3%	
		31-40	,0%	3,7%	3,7%	29,6%	63,0%	
16. A teacher must have a set of positive qualities and skills to develop the need in students to help others and to understand others	work experience	1-10	1,6%	/	4,9%	14,8%	78,7%	,680
		11-20	,7%	/	5,1%	20,4%	73,7%	
		21-30	,0%	/	6,3%	16,3	77,5%	
		31-40	,0%	/	11,1%	25,9%	63,0%	
17. I often practice with my students' different ways of responding to challenging situations	work experience	1-10	5,7%	11,5%	24,6%	38,5%	19,7%	,100
		11-20	,7%	10,2%	21,9%	33,6%	33,6%	
		21-30	1,3%	5,0%	26,3%	38,8%	28,8%	
		31-40	,0%	3,7%	33,3%	29,6%	33,3%	
18. In the teaching process, I try to develop an altruistic and empathic relationship among students, but also in their relation with other people	work experience	1-10	1,6%	/	9,0%	31,1%	58,2%	,335
		11-20	,7%	/	8,0%	24,8%	66,4%	
		21-30	,0%	/	10,0%	20,0%	70,0%	
		31-40	,0%	/	,0%	40,7%	59,3%	
19. I consider myself a teacher who is responsible for developing positive social behaviour among students	work experience	1-10	1,6%	,8%	9,0%	30,7%	61,3/%	,928
		11-20	,7%	1,5%	5,8%	24,8%	66,4%	
		21-30	,0%	2,5%	6,3%	27,5%	63,8%	
		31-40	,0%	3,7	11,1%	22,2%	63,0%	
20. In communicating with students, I nurture open communication (freedom of thought and attitudes about teaching content)	work experience	1-10	1,6%	/	4,9%	18,9%	74,6/%	,677
		11-20	,7%	/	5,1%	17,5%	73,8%	
		21-30	,0%	/	8,8%	17,5%	73,8%	
		31-40	,0%	/	14,8%	18,5%	66,7%	

21. One of the primary tasks of a modern school is to develop skills with students for solving conflict situations	work experience	1-10	1,6%	,0%	15,6%	27,9%	54,9/%	,271
		11-20	,7%	2,2%	5,1%	29,9%	62,0%	
		21-30	,0%	2,5%	12,5%	22,5%	62,5%	
		31-40	,0%	3,7%	11,1%	33,3%	51,9%	
22. By fostering positive emotions in students, I contribute to strengthening their self-esteem	work experience	1-10	1,6%	,8%	7,4%	23,0%	67,2/%	,578
		11-20	,0%	1,3%	10,0%	27,5%	61,3%	
		21-30	,0%	2,5%	12,5%	22,5%	62,5%	
		31-40	,8%	,8%	7,4%	25,4%	65,6%	
23. I do not allow the uncontrolled reaction of students and their negative feelings to hinder work in class	work experience	1-10	1,6%	/	7,4%	23,8%	67,2/%	,188
		11-20	,7%	/	8,0%	19,7%	71,5%	
		21-30	,0%	/	12,5%	20,0%	67,5%	
		31-40	,0%	/	11,1%	44,4%	44,4%	
24. In this school, students learn how to communicate and collaborate with other people culturally and in a good way	work experience	1-10	2,5%	1,6%	8,2%	30,3%	57,4/%	,796
		11-20	1,5%	,7	5,8%	21,2%	70,8%	
		21-30	1,3%	2,5%	8,8%	22,5%	65,0%	
		31-40	,0%	16,7%	7,4%	6,7%	7,6%	
25. My good relationship with my students is based on building mutual trust and respect	work experience	1-10	1,6%	,0%	4,1%	13,9%	80,3/%	,333
		11-20	,7%	1,5%	1,5%	19,7%	76,6%	
		21-30	,0%	,0%	6,3%	16,3%	77,5%	
		31-40	,0%	3,7%	0%	22,2%	74,1%	

Table 6 shows the results for the remaining twelve items of the SEPKN-PPU instrument, which show that there is no statistically significant difference in the attitude of teachers in the possession of social, emotional and pedagogical competences in relation to the length of their work experience.

Discussion of results

In this paper, we tried to determine the importance of teachers' social, emotional and pedagogical competencies for the pro-social behaviour of students, which is actually the goal of this research. On the basis of the general hypothesis, specific hypotheses were set, which are further elaborated in the following text.

The first hypothesis assuming that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competences in relation to gender is confirmed. The results obtained were as expected, given that the structure of teaching staff in schools is mostly female, and in agreement with the previously conducted research (Stojiljković 1997) that the empathic ability and care for others is higher in the female than in the male

population. Empathic sensitivity, the tendency towards altruism, is an inherent feature of female members, most commonly manifested through a humanitarian value orientation and a humanitarian interest that can be interpreted by the process of upbringing and stereotypes related to gender roles.

Another hypothesis that assumed there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in relation to the length of their work experience is not confirmed. Such results have confirmed our assumptions that teachers continue to acquire only professional knowledge through the formal educational process, while subjects or courses aimed at acquainting them with the characteristics of emotional and social development of students at elementary school age and improving the social, emotional and pedagogical competencies of teachers are very few or not at all represented. Such a trend continues through the process of professional development of teachers, which is confirmed by the analysis of the Catalog of Continuing Professional Development Program for Teachers, Educators and Professional Associates for the School Year 2016/17, 2017/2018 (2016), which shows that programs that deal with the emotional competencies of teachers or students are negligible. The impression is that there are individual, sporadic teachers' attempts to develop and encourage some dimensions of pro-social behaviour, such as responsibility, tolerance, understanding of the needs of others, solidarity, building mutual trust and respect, developing and fostering good interpersonal relationships.

Finally, on the basis of the obtained results we can conclude that the general hypothesis by which we assumed that there is a statistically significant difference in the possession of teachers' social, emotional and pedagogical competencies in relation to gender and length of work experience is partially confirmed.

Conclusion

The results of this research have undoubtedly shown that social, emotional and pedagogical competencies of teachers, regardless of the needs and demands of contemporary society and educational micro-systems, are still insufficiently represented in the education and training of teachers. This is supported by the current concept of education and the orientation of education policy towards the acquisition of knowledge that is set up as the backbone of the school system, while in the background are activities aimed at developing social, emotional and pedagogical competences and teachers' skills, and thus developing positive social behaviour of students. This research pointed out the need to raise awareness and sensitivity of teachers about the role and importance of possessing social, emotional and pedagogical competences for

personal and professional work and operation. The aim of this research is also to point out the need for a structured and systematic approach of educational authorities that will enable teachers' education for the 21st century. The pedagogical significance of this paper is reflected in the systematization and enhancement of scientific knowledge about the social and emotional competences of teachers, and consequently in the possibilities of applying these findings to the improvement of educational practice.

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