

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 OVERVIEW

A survey of related literature is an essential step to get a clear understanding of the problem, and it broadens the general concepts and principles and also implies locating, reading and evaluating reports of research as well as casual observation and opinions that are related to the individual's planned research project (Aggarwal, 2001). The inspection of related literature saves a researcher from working on a worked topic, besides helping him to select an ideal problem. It also helps to adopt suitable design for the study. Understanding the limitations of the previous studies ensures perfection in the study to be made. With these aims in view, the investigator has reviewed some of the past studies and has compiled in the present chapter.

The purpose of the investigation is to enhance the socio-emotional competence and abilities of student-teachers through social capital and knowledge sharing interventions programme. The investigator faced out different types of research works like dissertation, thesis, journals and varieties of relevant books on education and psychology. An exhaustive review is an integral part of research knowledge and fills in the lacunae in the available literature.

The present chapter deals with the review of related literature of the select variables and the review is grouped as follows:

- Studies related to Socio-economic competence of student-teachers
- Studies related to Abilities of student-teachers
- Studies related to social capital of student-teachers
- Studies related to knowledge sharing of student-teachers

2.2 STUDIES RELATED TO SOCIO-EMOTIONAL COMPETENCE

Torrijos Fincias et al. (2018) conducted an experimental evaluation of emotional development programmes for teachers in secondary education. Emotional intelligence is a

predictive factor of wellbeing among teachers. The study therefore focused on the pertinence of, and need for, developing competence in Secondary Education Teachers. This involved the design, implementation and evaluation of two training programmes linked to conflict management and the promotion of emotional competences. The efficacy of the training programmes was studied through the adoption of a pre-experimental type research design with pre/post test measures. The results obtained following the application of both these programmes show statistically significant changes ($p < .05$) in the different dimensions of competence. . It was therefore concluded that emotional competence was enhanced by appropriate educational experiences, empowering teachers to face the challenges of their classroom practices.

Marisha et al. (2018) analyzed Early Childhood Teachers' Perspectives on Social-Emotional Competence and Learning in Urban Classrooms. The promotion of social-emotional competence and implementation of social-emotional learning programs have increased substantially in schools; however, little is known about teachers' perceptions of such programs. This qualitative study explored early childhood (3 to 8 years old) teachers' perceptions of classroom-based social-emotional learning programs for young, urban-dwelling children. A focus of the study included learning what teachers believe were the critical components and challenges of such programs. Five themes emerged from the content analysis: responsibility, curricula/program design, contextual relevance, support, and barriers. The findings from this study are discussed with regard to educational policy implications about social-emotional learning curricula and programs, especially those implemented in urban schools.

Kenneth et al. (2017) examined the social competence in children. The goals of this research were to develop a model of social exchange in children and to test hypotheses proposed in the model concerning the strength of relations between social information-processing patterns and social behavior. Two studies evaluated these and other hypotheses derived from the proposed model. In Study 1, socially competent and incompetent (as assessed by teachers and peers) kindergarten through second-grade children ($N = 43$) were presented with videotaped stimuli designed to assess patterns of processing social information about a particular social domain, that of peer group entry. In a separate

session, children were asked to participate in an actual peer group entry task with two peers from their classroom. Measures of each of the five steps of processing were found to predict children's competence and success at this behavioral task, with unique increments in prediction being provided by several steps of processing. A child's performance at peer group entry significantly predicted peers' judgments of and those judgments, in turn, significantly predicted the peers' behavior toward that child. Each of these findings supported the proposed model. Study 2 was a replication of these findings with samples of well-adjusted and clinically referred aggressive second- through fourth-grade boys and girls (N = 79) and an extension to a second social domain, that of responding to a provocation by peers. Assessments of the five steps of processing were conducted as in Study 1, for each of two social domains (peer group entry and responding to a provocation). Children also participated in a peer group entry task and were exposed to an actual provocation by a peer. Observations of children's naturally occurring peer group entry and aggressive behavior in the classroom and on the playground were also conducted. The group entry processing variables significantly predicted a child's competence at actual group entry, both in the laboratory task and on the play-ground; the provocation processing variables did not predict group entry behavior. On the other hand, the provocation processing variables significantly predicted the aggressiveness of a child's behavioral response to the actual provocation, whereas the group entry processing variables did not. These findings supported a domain-specific model of the relation between social information-processing patterns and social behavior. Study 2 also replicated other patterns of Study 1, in that peers based their judgments of a child on that child's behavioral competence at group entry, and their behavior toward that child could be predicted from their judgments of the child.

Schonert-Reichl (2017) undertook a study on 'Social and Emotional Learning and Teachers'. Teachers are the engine that drives social and emotional learning (SEL) programs and practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students, writes Kimberly Schonert-Reichl. But when teachers poorly

manage the social and emotional demands of teaching, students' academic achievement and behavior both suffer. If we don't accurately understand teachers' own social-emotional wellbeing and how teachers influence students' social and emotional learning, says Schonert-Reichl, we can never fully know how to promote social and emotional learning in the classroom. Research showed that teaching is one of the most stressful occupations; moreover, stress in the classroom is contagious - simply put, stressed-out teachers tend to have stressed-out students. In the past few years, several interventions have specifically sought to improve teachers' social-emotional competence and stress management in school, and Schonert-Reichl reviewed the results, many of which are promising. The author also showed how teachers' beliefs about their own teaching efficacy, or about whether they receive adequate support, for example - influence the fidelity with which they implement social and emotional learning programs in the classroom. When fidelity was low, social and emotional learning programs are less successful. Finally, the author examined the extent to which US teacher education programs prepare teacher candidates to promote their own and their students' social-emotional competence.

Greenberg et al. (2017) investigated a study on 'social and emotional learning as a public health approach to education. Evidence-based social and emotional learning (SEL) programs, when implemented effectively, lead to measurable and potentially long-lasting improvements in many areas of children's lives. In the short term, SEL programs can enhance children's confidence in themselves increase their engagement in school, along with their test scores and grades; and reduce conduct problems while promoting desirable behaviors. In the long term, children with greater social- emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health, and become engaged citizens. Those benefits make SEL programs an ideal foundation for a public health approach to education - that is, an approach that seeks to improve the general population s wellbeing. The authors begin by defining social and emotional learning and summarizing research that showed why SEL is important for positive outcomes, both while students are in school and as they grow into adults. Then they describe what a public health approach to education would involve. In doing so, they present the prevention paradox - "a large number of people exposed to a small risk may

generate many more cases [of an undesirable outcome] than a small number exposed to a high risk" - to explain why universal approaches that target an entire population are essential.

Jones et al., (2017) there's a strong case for making social and emotional learning skills and competencies a central feature of elementary school. Children who master social and emotional learning skills get along better with other, do better in school, and have more successful careers and better mental and physical health as adults. But evidence from the most rigorous studies of elementary-school social and emotional learning programs is ambiguous. Some studies find few or no effects, while others find important and meaningful effects. Or studies find effects for some groups of students but not for others. What causes such variation isn't clear, making it hard to interpret and act on the evidence. What are the sources of variation in the impacts of social and emotional learning programs designed for the elementary years? To find out, Stephanie Jones, Sophie Barnes, Rebecca Baily and Emily Doolittle examined how the theories of change behind 11 widely used school-based social and emotional learning interventions align with the way those interventions measure outcomes. Their central conclusion is that what appears to be variation in impacts may instead stem from imprecise program targets misaligned with too-general measures of outcomes. That is to say, program evaluations often fail to measure whether students have mastered the precise skills the programs seek to impart. The authors make three recommendations for policy makers, practitioners, and researchers. The first is that we should focus more on outcomes at the teacher and classroom level, because teachers' own social-emotional competency and the quality of the classroom environment can have a huge effect on students' social and emotional learning. Second, because the elementary years span a great many developmental and environmental transitions, social and emotional learning programs should take care to focus on the skills appropriate to each grade and age, rather than taking a one-size-fits-all approach. Third, they write, measurement of social and emotional learning skills among children in this age range should grow narrower in focus but broader in context and depth.

Gregory and Fergus (2017) conducted a study on social and emotional learning and equity in school discipline. Beginning as early as preschool, race and gender are

intertwined with the way US schools mete out discipline. In particular, black students and male students are much more likely than others to be suspended or expelled - punishments that we know can hold them back academically. These disparities, and the damage they can cause, have driven recent reforms, including some that incorporate social and emotional learning (SEL) practices. Anne Gregory and Edward Fergus review federal and state mandates to cut down on punishments that remove students from school, and they show how some districts are embracing social and emotional learning in their efforts to do so. Yet even in these districts, large disparities in discipline persist. The authors suggest two reasons current discipline reforms that embrace social and emotional learning practices may hold limited promise for reducing discipline disparities. The first is that prevailing "colorblind" notions of social and emotional learning don't consider power, privilege, and cultural difference - thus ignoring how individual beliefs and structural biases can lead educators to react harshly to behaviors that fall outside a white cultural frame of reference. The second is that most SEL models are centered on students, but not on the adults who interact with them.

Slovak (2017) investigated the development of social-emotional competencies through technology. Social-emotional competencies—such as self-control, perseverance, or empathy—are a basic requirement for a happy and fulfilling life. This has been increasingly recognized by researchers, national governments including the UK and US, as well as international organisations such as OECD. This PhD research investigated the potential of technology in supporting development of such social-emotional competencies. To understand the opportunity for technology at the intersection of these fields, the presented research was grounded in two long-term case studies of existing SE programs: (i) universal prevention programs in primary schools, where the students are taught basic life skills, such as self-awareness, self-regulation or relationship skills; and (ii) a masters counselling course, where the future therapists are going through an in-depth, sophisticated training aimed to develop expert social-emotional competencies. By investigating and developing technologies across two such diametrically different contexts in terms of student capabilities and the depth of social emotional competencies targeted, the author aimed to understand what might be common challenges and mechanisms that are transferable across

social and emotional learning contexts. The thesis research contributed to the knowledge in HCI on two interrelated levels: First, it provided an in-depth understanding of the two learning contexts including in-the-wild deployments of proof-of-concept systems bringing the novel focus on facilitating social emotional learning. Second, it drew out a conceptual framework that suggested potential strategies to designing social and emotional learning support systems more broadly.

Rey et al. (2016) investigated emotional competence relating to perceived stress and burnout in Spanish teachers. This study examined direct associations between emotional competence, perceived stress and burnout in 489 Spanish teachers. In addition, a model in which perceived stress mediated pathways linking emotional competence to teacher burnout symptoms was also examined. Results showed that emotional competence and stress were significantly correlated with teacher burnout symptoms in the expected direction. Moreover, mediational analysis indicated that perceived stress partly mediated the relationship between emotional competence and the three dimensions of burnout even when controlling for salient background characteristics.

Calleja et al. (2016) evaluated the design of the AEdEm Programme for emotional education in secondary education. This paper focused on the evaluation design of the Programme of Emotional Education (hereinafter AEdEm), which was a compulsory subject in the 1st and 2nd academic years of E.S.O (Compulsory Secondary Education) at a secondary school in the province of Cádiz. This program developed by Sánchez Román y Sánchez Calleja (2015) aimed to develop emotional competencies following the contributions of Bisquerra & Perez-Escoda (2007) and Goleman (1995). The evaluation has been conducted through a validation by a panel of judges. 10 university teachers, from different Spanish universities and specialists in the field, participated. The objective was to know the rationale of the proposal and the coherence of its components. Following Osuna (2000), the selected criteria were: relevance, appropriateness, adequacy, usefulness and viability; a rating scale was used as the evaluation tool for the first four criteria whereas bottleneck analysis was used for the last criteria. The results showed that the programme design was valid, more specifically the experts considered that the programme was highly adequate and quite relevant, appropriate and useful.

Hen and Goroshit (2016) conducted a study on social-emotional competencies among teachers and examined the interrelationships. Teachers' social-emotional competence is crucial for promoting a positive learning environment to the students. This study examined the relationship between emotional abilities and self-efficacies and empathy among teachers, hypothesizing that teachers' self-efficacy belief mediates the relationship between the other two variables. The authors found a strong positive association between the three social-emotional competencies, and direct and indirect (via teachers' self-efficacy) effects of emotional self-efficacy on empathy. These results suggested that teachers' belief in the ability to regulate their emotions contributes to teachers' empathy in both ways.

Lakshmi (2016) investigated a study on Differential Aptitude and Teaching Competency of Student Teachers in Kancheepuram District. The investigator studied the differential aptitude and teaching competency of student teachers in Kancheepuram district. The sample consisted of 300 student teachers drawn by questionnaire through quota sampling technique from SRM School of Teacher Education and Research and Muthukumaran College of Education. It was found that student teachers having higher level of differential aptitude possessed greater teaching competency.

Lamothe et al. (2016) concluded the outcomes of MBSR or MBSR-based interventions in health care-providers which was reviewed with a focus on empathy and emotional competencies. Emotional competencies are extremely important for healthcare providers exposed to patients' suffering. The effect of mindfulness-based stress reduction (MBSR) has been studied in this population. The aim of the study was to identify outcomes in studies on the effect of MBSR in healthcare providers; to evaluate the impact of MBSR on these outcomes and to assess current knowledge on whether capacities central to care are positively impacted by MBSR: empathy, identification of one's own emotions, identification of other's emotions and emotional acceptance. Thirty nine studies were identified. 14/39 studies measured empathy or some form of emotional competence in healthcare providers. Evidence regarding the effects of MBSR in professionals suggests this intervention is associated with improvements in burnout, stress, anxiety and

depression. Improvements in empathy are also suggested but no clear evidence is currently available on emotional competencies.

Emine and Ibrahim (2016) have found the correlates of Turkish preschool preservice teachers' social competence, empathy and communication skills. The purpose of the current study was to examine the associations between Turkish preschool pre-service teacher's personal and educational characteristics, social competence, empathy, and communication skills. A total of 385 state university Turkish pre-service teachers (age range 18 to 32 years) from the early childhood education field completed a demographic information form on personal and educational characteristics, the Social Skills Inventory (SSI) Scale measuring their social competence, The Scales of Empathic Tendency for measuring empathy skills, and a Communication Skills Evaluation Scale measuring communication skills. Bivariate Pearson-correlations, independent t tests, and one-way ANOVAs were used to test study hypotheses. Results indicated that women scored higher on empathy and communication skills, and having more friends was related to higher social competence and empathy. Pre-service teachers who were members of a social club scored higher on communication skills than their peers.

Poulou (2015) focused on Teacher-Student Relationships, Social and Emotional Skills, and Emotional and Behavioural Difficulties. In this study, the role of teacher-student relationships and students' social and emotional skills as potential predictors of students' emotional and behavioural difficulties was investigated by tapping into 962 primary school students' perceptions via questionnaires. While significant correlations were found linking teachers' interpersonal behaviour and students' social and emotional skills to emotional and behavioural difficulties, data analysis indicated that students' social and emotional skills were found to be more of a determinant of their behaviour than teachers' interpersonal behaviour. Results are interpreted in relation to systems perspective and Social and Emotional Learning theory, and practical implications of the findings are discussed.

Madalinska-Michalak (2015) investigated 'Emotional Competence for Teaching'. This paper evaluated a pilot programme designed to support the development of teacher emotional competence and revealed teachers' experiences with emotional education over

the course of their career. The design of the programme was based on the 'EL4VET-Teachers First: Using Emotional Literacy to Improve Vet Teaching in the 21st Century' project. The evaluation of the pilot programme used a survey and analysis of the obtained data to explore the participants' perceptions of the connections between the programme content and their work in schools. The findings suggested that the programme provided a useful framework for teacher analysis, reflection and emotional competence building to enhance their ongoing teaching practice at the classroom level. The issue of developing teacher emotional competence contributes to a wider discussion on the challenges and recent trends in the development of initial teacher education, induction and continuous professional development of teachers.

Cirila Peklaj (2015) conducted a study on teacher competencies through the prism of educational research. The present article focused on teacher competencies as a major factor that impacts student learning. Ultimately, all attempts to improve education converge in the teacher and the quality of his/her work with students. With their teaching methods, their communication and their classroom management, teachers can structure the kind of learning environment that will either promote or hinder learning. The purpose of the article was to analyze research on educational productivity in order to select the most important teacher competencies that are related to student achievement. A model of teacher competencies was developed that served as a framework for understanding the synergetic effects of teacher competencies on achievement thorough promoting students' cognitive, affective and social processes.

Dorman (2015) investigated a study on building teachers' social-emotional competence through mindfulness practices. Recent research suggested that building teachers' social-emotional competence, including via mindfulness training, can improve teachers' overall effectiveness and wellbeing, help equip them with the tools needed to respond to the unique stressors of the teaching profession, and potentially reduce burnout and attrition. This article reported on a longitudinal action research study of integrating mindfulness practices into my teacher education courses.

Lasauskiene and Rauduvaite (2015) have studied the expression of pre-service teachers' emotional competency in their educational practice. The article aimed at defining

the expression of future music teachers' emotional competency, emphasizing the necessity to reflect on one's emotions in educational practice, while they communicate with school learners. The results of qualitative content analysis also highlighted the factors, which predetermine professional self-determination of teachers of music to be. Twenty-three 4th year students (pre-service teachers) involved in the programme of music education at Lithuanian University of Educational Sciences participated in the research, which aimed to compare students' assessment with that of practice supervisors.

A study conducted by Gedvilienė (2015) on the development of social competence of teachers and students revealed the importance of social competence for self-assessment process. The article presented the theoretical background of self-assessment process. In order to reveal social competence, a model which illustrated the parts of social competence such as communication (reciprocity) and cooperation (activity) was presented. The instrument of the research was a questionnaire. The research participants were 49 Lithuanian teachers, 142 students and 23 Belgian teachers and 86 students. That's why teacher-teacher, teacher-student, student-student, student-teacher have been chosen as research subjects who reflect the characteristics of reciprocity and activity in the process of learning.

Fathima et al. (2014) carried out a study on 'Enhancing Teaching Competency of Graduate Teacher Trainees through Metacognitive Intervention Strategies'. Teacher competencies facilitate physical, intellectual, social, and emotional development of the students. The teaching competency of a teacher is determined by various aspects. In this study, the investigator developed teaching competency scale on five dimensions namely induction, content, pedagogy, organization and assessment. The findings revealed that there was a continuous improvement in all the dimensions of teaching competency. It further showed that every teacher needs to review/update his/her potential in all possible novel/new/innovative strategies, so as to modify and improve his/her teaching competency in accordance with the changes envisaged in the educational system.

Yusof et al. (2014) identified emotional intelligence competencies among Malaysian teacher educators. The research purpose was to identify the core and critical Emotional Intelligence (EQ) competencies among teacher educators. This was a

quantitative research conducted on 140 samples from Malaysia Institute of Teacher Education (MITE) to respond to the Malaysian Emotional Quotient Inventory (MEQI). The data was descriptively analysed using SPSS 12.0. The findings revealed that the samples had an average EQ competencies; highest scores on spirituality, followed by maturity, self-awareness, self-motivation, empathy, self-regulation, and social skills. Sixteen EQ sub-domains were considered as the core competencies and eleven as the critical competencies. EQ competencies contribute to teachers' role as a change catalyst.

Kakkar (2014) conducted 'Teaching Competency of Teacher-Trainees in Relation to their Emotional Intelligence'. The present study was done to investigate the relationship between emotional intelligence and teaching competency. 200 teacher-trainees were taken from different B.Ed colleges of Rohtak district. Emotional Intelligence Inventory by Dr S.K Mangal and Dr. Shubra Mangal and Teaching Competency Inventory by Dr. B.K Passi were used to collect the data. The findings of present research revealed perfect positive relationship between the emotional intelligence and teaching competency of teacher-trainees whereas sex factor has no impact on the level of emotional intelligence.

Joseph and Joseph (2013) examined emotional competency and happiness among teacher trainees. The present study investigated emotional competency and happiness among physical education and teacher education students. Emotional competency Scale and Oxford Happiness Questionnaire were administered to collect relevant data for the study. The collected data were analyzed using 't' test and Pearson correlation coefficient. The results indicated that there was no significant difference between physical education students and teacher education students either in emotional competency or in happiness. There was significant relationship between emotional competency and happiness among these students.

Sona Thakur and Chawla (2013) conducted a comparative study of emotional competence among teacher trainees in relation to gender. The present study explored that whether gender makes a difference on emotional competence of teacher trainees. A sample consisting of 200 teacher trainees was taken from the Colleges of Education in Ludhiana district. Data was collected with the help of Emotional Competence Scale (EC-Scale) by Sharma and Bharadwaj (2007). On statistical analysis, results clearly indicated that there

exists no significant difference between male and female teacher trainees on the variable of emotional competence. The study will be of immense help to the teachers, parents and educational administrator and trainees. Because it will enable them to make arrangements for better environment for enhancing their competence which will in turn help the teacher trainees in their future life.

Bertschy et al. (2013) investigated teachers' competencies for the implementation of educational offers in the field of education for sustainable development. The article presented two models Curriculum, Sustainable Development, Competences, Teacher Training (CSCT Model) and Learning for the future: The Competences in Education for Sustainable Development (ECE Model) discussed their benefit for teacher education and further education. These models differ in how broadly they define ESD and in what audiences they target at. This comparison showed and explained why competence models should focus on profession-specific core competencies if they are to be used as a basis for the conception of educational offers in the field of ESD in education and further education of teachers.

Sarah et al. (2012) investigated Social-Emotional School Readiness: How Do We Ensure Children Are Ready to Learn? This article begins with a review of research providing evidence that social-emotional competence is a key component of school readiness and that the foundations for social-emotional competence are laid down in the earliest years. We go on to review effective practices and specific interventions that have been found to strengthen children's social-emotional competence.

Jármai and Bérces (2012) conducted a study on the development of emotional competencies and reflective learning in communication courses. The present paper was based on a survey conducted among 200 college students who participated in Presentation and Business Communication courses. The aim of the survey was to find out the students' experiences, opinions about their own development as well as preferences and mood during classes. While feedback proved to be crucial on the one hand for qualitative reasons, on the other hand it can show how this learning experience can be beneficial in other areas. Student answers testify that "time flies" when the lessons are less structured

and are more casual. Students do not just sit around and listen but can use their creativity as well, and by the means of group exercises they can also get to know each other better.

Leslie Carole (2012) conducted a study on social emotional competence and teacher stress. Existing research had focused on students' levels of SEC. The SEC components of self-awareness and responsible decision making directly impact the appraisal or judgment phase of stress. Therefore, this study examined the individual characteristic of SEC and its relationships with teacher stress and teacher intention to leave. Data were also gathered regarding exposure to the five dimensions of SEC during pre-service training and professional development programs. The researcher developed five instruments to be used in an online survey. This study found that teachers continue to experience a significant degree of stress due to working as a teacher. A very weak negative relationship was found between level of SEC and teacher stress. Multiple regression analysis identified a moderate negative relationship between the SEC component of self-regulation and teacher stress. A weak negative relationship was also found between relationship management and teacher stress. SEC did not moderate the effects of stress on a teacher's intention to leave. A significant relationship was identified between stress and teacher intention to leave. Teachers reported some exposure to social awareness skills, responsible decision making and relationship management during pre-service and professional learning opportunities. The majority of teachers reported no exposure to self-awareness activities or emotional self-regulation strategies.

Anderson and Campbell (2011) conducted study on situational changes in self-awareness influence 3- and 4- year olds' self regulation. In adults, heightened self-awareness leads to adherence to socially valued norms, whereas lowered self-awareness is associated with anti-normative behavior. Levels of self-awareness are influenced by environmental cues such as mirrors. Do situational changes in self-awareness also have an impact on preschoolers' self-regulation? Adherence to a socially valued standard was observed under different conditions of self-focus. In Experiment 1 the standard was prescribed ("don't look in the box"), and in Experiment 2 children had the opportunity to be altruistic. Heightened self-focus was induced using a large mirror. In a neutral condition, the non-reflective side of the mirror was shown. To lower self-focus, children wore a

disguise. Preschoolers peeked less and showed more altruism when the mirror image was present. As found for adults, it appears that self-awareness leads 3- and 4-year-olds to adhere to salient social standards. These results suggest that self-focus has a socially adaptive regulatory function from an early age.

Kinman and Grant (2011) explored stress resilience in trainee social workers: the role of emotional and social competencies. The high levels of stress and burnout endemic to social work have been found to contribute to the current retention problems in the UK. In order to inform the development of interventions to enhance the work-related well-being of early career social workers, this study examined several emotional and social competencies (i.e. emotional intelligence, reflective ability, empathy and social competence) as predictors of resilience in 240 trainees. Whether resilience predicted psychological distress was also investigated, together with the role played by resilience in the relationship between emotional intelligence and distress. The emotional and social competencies explained 47 per cent of variance in resilience. A significant negative relationship was found between resilience and psychological distress. Resilience fully mediated the negative association between emotional intelligence and psychological distress, highlighting the importance of inter- and intra- individual emotional competencies in promoting resilience and enhancing well-being.

Shanmugasundaram and Mohamad (2011) investigated social and emotional competency of beginning teachers. This study focused on exploring the social and emotional competencies scores of beginning teachers' of an Institute of Teacher Education in Malaysia. Seventy eight beginning teachers' were surveyed using the Emotional Social Competency Inventory (ESCI). Data were collected during the beginning teachers' convocation. Results emphasized that the mean score of personal and social competency were above average: social-awareness (M=3.86), self-management (M=3.74), self-awareness (M=3.68) and relationship management (M=3.67). There was a positive correlation ($r = .834, p < .05$) between personal and social competencies of beginning teachers. To face the challenges in today's school environment, personal and social competencies need to be strengthened or enhanced to be successful in one's career.

Corcoran and Tormey (2010) undertook a study on teacher education, emotional competencies and development education. This research looked at the role of emotional competencies in supporting a global citizenship or development education perspective in student teachers' practice. This was achieved by investigating the level of emotional competency (as measured by the MSCEIT emotional intelligence skills test triangulated with qualitative interviews) within a group of third year teacher education students and developing, implementing and evaluating an action research project from a development education perspective involving emotional intelligence within Initial Teacher Education (ITE). Although the initial results appeared to suggest that the course had little impact, closer analysis showed that it had a marked impact in some areas of emotional competencies.

Garner (2010) investigated the emotional competence and its influences on teaching and learning. This article provided an interdisciplinary review of theory and research linking aspects of emotional competence to learning and school-related outcomes across childhood. Drawing upon work in developmental psychology, educational psychology, and teacher education, this review also discussed the role of teachers in socializing students' emotions and considers the strategies and the challenges they face in regulating their own emotions the classroom context.

Mavroveli et al. (2009) in their paper on Exploring the relationship between trait emotional intelligence and objective Socio-Emotional outcomes in childhood examined the validity operationalized by the Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF), in primary schoolchildren. The main aim was to examine the construct validity of trait EI in middle and late childhood by exploring its relationships with cognitive ability, emotion perception, and social behaviour. The sample comprised 140 children aged between 8 and 12 years from two English State primary schools. Pupils completed the TEIQue-CF, the standard progressive matrices (SPM), the guess who peer assessment, the social skills training (SST) test, and the assessment of children's emotion skills (ACES) during formal class periods. The procedure took approximately two hours with a short break between assessments. Trait EI scores were positively related both to peer-rated pro-social behaviour and to overall peer competence. They also predicted

emotion perception accuracy beyond overall peer competence. As hypothesized in trait EI theory, the construct was unrelated to IQ (Raven's matrices) and academic performance. Trait EI is successfully operationalized through the TEIQue-CF and has important and multifaceted implications for the socialization of primary school children.

Arti & Inder (2009) found that Intelligence Quotient is inherent but Emotional Intelligence can be developed and nurtured by developing self awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.

Munroe (2009) in the study on correlation of emotional intelligence and instructional leadership behaviours examined the degree to which a relationship existed between emotional intelligence and instructional leadership behaviours. Results indicated a significant relationship between the principals' total scale score of instructional leadership behaviours and the overall emotional intelligence score. Significant relationships with instructional leadership were also observed between the Emotional Competency and Social Competence and the subscales of Social Awareness and Relationship Management. Recommendations for further research include an exploration of the unexpected result that emotional intelligence competencies associated with interpersonal skills were related to instructional leadership but not the competencies associated with intrapersonal skills. This research finding conflicts with the common understanding that we must understand ourselves first, before we understand others.

Petrowski et al. (2009) found out the specificity and the development of social-emotional competence in a multi-ethnic-classroom. In this study, the social-emotional competence of 65 Asian-American and Latin- American children was observed at the beginning and the end of their kindergarten year. Initially, significant differences existed among these ethnic groups in respect to moral reasoning. Furthermore, the male children showed more dysregulated aggression but the female children implemented more moral reasoning than their male counterparts. These ethnic specificities did not disappear over the course of the year. In addition, a significant change in avoidance strategies as well as expressed emotions in the narrative took place over the course of one year. Ethnic specificity in social-emotional competence does exist independent of gender at the

beginning as well as at the end of the kindergarten year in a multi-ethnic kindergarten classroom.

Jennings and Greenberg (2009) conducted a study on 'The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes'. The authors proposed a model of the prosocial classroom that highlighted the importance of teachers' social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposed that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students.

Bierman et al. (2008) conducted a study on 'Promoting Academic and Social-Emotional School Readiness'. Forty-four Head Start classrooms were randomly assigned to enriched intervention or "usual practice" conditions. The intervention involved brief lessons, "hands on" extension activities, and specific teaching strategies linked empirically with the promotion of: (a) social emotional competencies and (b) language development and emergent literacy skills. Take home materials were provided to parents to enhance skill development at home. Multi-method assessments of three hundred and fifty-six 4-year-old children tracked their progress over the course of the 1-year program. Results revealed significant differences favoring children in the enriched intervention classrooms on measures of vocabulary, emergent literacy, emotional understanding, social problem solving, social behavior, and learning engagement.

Linares et al. (2005) in their study on Developing Cognitive-Social Emotional Competencies to enhance academic learning examined intervention effects of a universal prevention program offered by classroom teachers to public elementary school students. The Unique Minds School Program (M.B. Stern, 1999) is a teacher-led program designed to promote cognitive-social-emotional (CSE) skills, including student self-efficacy, problem solving, social-emotional competence, and a positive classroom climate, with the dual goal of preventing youth behavioural problems and promoting academic learning. During two consecutive school years, 119 students and their teachers were assessed in the

fall and spring of Grade four and again in the spring of Grade five. As compared to students in the comparison school, students in the intervention showed gains in student self-efficacy, problem solving, social-emotional competencies, and math grades. Incremental gains within CSE domains were found after one and two years of intervention.

Englund et al. (2000) investigated adolescent social competence and its effectiveness in a group setting. The authors used a longitudinal data set to evaluate an observational assessment of adolescent competence within a group context. Participants were 40 (21 males, 19 females) ethnically diverse children who had earlier been observed in summer camp and preschool as well as in infancy. A revealed differences task was videotaped as part of an intensive weekend camp reunion at ages 15 to 16. Raters, blind to the adolescents' developmental histories, coded each adolescent on the following behavioral rating scales: enjoyment of the task, involvement, leadership, self-confidence in the task, and global social competence. Both concurrent validity (strong correlations with independent camp reunion counselor ratings and peer sociometric measures) and clear associations with antecedent measures of peer competence in preschool and middle childhood were demonstrated. A pattern of correlations revealed considerable discriminant validity. Neither IQ nor socioeconomic status accounted for these associations.

Hubbard and Coie (1994) examined emotional correlates of social competence in children's peer relationships. The purpose of this paper was to explore the role of emotional functioning in the social competence of children, with a particular focus on children's peer relations. Literature on children's emotional functioning that has the greatest relevance for peer relations is discussed. Using the framework afforded by this literature review, research that provides connections between the constructs of emotional functioning and social competence is examined. Although there is reasonable evidence that accuracy in reading the emotions of others is related to children's social status, there was no research on the relationship between social competence and the ability to monitor one's own emotions.

Rubin et al. (1993) investigated a study on socio-emotional characteristics of withdrawn and aggressive children. The purpose of this study was to compare the psychological characteristics of withdrawn, aggressive, and average/normal fifth-grade

children (M age = 10.6 years). From an initial sample of 224 children, an extreme groups targeting procedure based on peer assessments identified 31 withdrawn, 29 aggressive, and 118 average children. Both the withdrawn and aggressive children were found to be less popular among peers than were the average group; however, the aggressive group was the most actively disliked. Teachers rated aggressive children as the most hostile (especially aggressive boys) and as having more learning problems and less tolerance for frustration than the average group. The withdrawn group was rated by teachers as more shy-anxious and less competently assertive and by peers as less likely to play sociable-leadership roles than were the comparison groups. Withdrawn children also judged themselves as less physically competent than average and aggressive children. Finally, withdrawn boys, but not girls, reported themselves as being more lonely and less socially skilled than their average and aggressive counterparts.

Wentzel (1991) determined relations between social competence and academic Achievement in early adolescence. Relations between academic performance and 3 aspects of social competence--socially responsible behavior, sociometric status, and self-regulatory processes (goal setting, interpersonal trust, and problem-solving styles) were studied. Based on a sample of 423 students aged 12 and 13-year-old. The correlational findings indicated that each aspect of social competence is related significantly to students' grades. Results from multiple regression analyses suggested that when accounting for students' IQ, sex, ethnicity, school absence, and family structure, socially responsible behavior mediates almost entirely the relations between students' grades and the other two aspects of social competence. Socially responsible behavior and peer status appear to be related by way of their joint association with goals to be socially responsible, interpersonal trust, and problem-solving styles. Similarly, relationship between socially responsible behavior and the background variables are explained by joint relations with the self-regulatory processes.

2.1.1 OVERVIEW

From the above exhaustive review of literature on socio-emotional competence, most interesting results were found by the investigators. It is evident that most of the studies have been done with teachers and teacher educators. Englund et al. (2000) confirmed the power of a developmentally appropriate, taxing, behaviorally based assessment of group functioning as a measure of competence in adolescence. Madalinska-Michalak (2015) developed a programme for teacher's emotional competence which had provided a useful framework for teacher analysis, reflection and emotional competence building to enhance their ongoing teaching practice at the classroom level.

Kakkar (2014) found a perfect positive relationship between the emotional intelligence and teaching competency of teacher-trainees whereas gender has no impact on the level of emotional intelligence. Sona Thakur and Chawla (2013) conducted a comparative study of emotional competence among teacher trainees where the authors indicated that there exists no significant difference between male and female teacher trainees on the variable of emotional competence. Also, Cirila Peklaj (2015) conducted a study on teacher competencies through the prism of educational research and developed a model of teacher competencies for understanding the synergetic effects of teacher competencies on achievement thorough promoting students' cognitive, affective and social processes. Torrijos Fincias et al. (2018) concluded that emotional competence was enhanced by appropriate educational experiences, empowering teachers to face the challenges of their classroom practices. Rey et al. (2016) showed that emotional competence and stress were significantly correlated with teacher burnout symptoms in the expected direction.

Shanmugasundaram and Mohamad (2011) investigated social and emotional competency of beginning teachers and emphasized that personal and social competency have positive relationship. The author insisted that social and emotional competencies need to be strengthened or enhanced to be successful in one's career. It is stimulating to note the results of Emine and Ibrahim (2016) who indicated that women scored higher on empathy and communication skills, and having more friends was related to higher social competence and empathy. Leslie Carole (2012) found a very weak negative relationship

was found between level of socio emotional competence and teacher stress. Therefore, the present study is an honest attempt made by the investigator to study the level of socio emotional competence of student teachers which plays a vital role in enhancing the quality of teacher education.

2.3 STUDIES RELATED TO ABILITIES OF STUDENT-TEACHERS

Marashi and Azizi-Nassab (2018) investigated study on EFL teacher's language proficiency, classroom management, and self- efficacy. This study explored the relationship among EFL teacher's self-efficacy, language proficiency, and classroom management. A total of 110 Iranian EFL teachers of different levels of high schools and private language schools in Tehran participated in this research. The data were collected through two questionnaires and one test: the Teacher Self-efficacy scale and a sample TOEFL were administered in two different sessions while two sessions of each teacher's class were observed by two raters who used the Murdoch (2000) checklist to score the effectiveness of each teacher's training. To find out the relationship among the three variables of this study, that is the teacher's self efficacy, language proficiency and classroom management, a Pearson correlation was carried out. The results revealed that teacher's self-efficacy was correlated with their language proficiency and that language proficiency and effective classroom management were not correlated.

Seaton (2018) found out empowering teachers to implement a growth mindset. Research evidences the benefit of students holding a growth mindset. There is also increasing recognition of the influence of teachers' beliefs on how students perceive their own abilities. Teacher and student beliefs are linked: despite this, there is sparse research investigating teacher mindsets. This research sought to evaluate training aimed at influencing teachers' mindsets and effecting practice change. A mixed methods design was employed. Six training sessions were conducted across two phases. Phase one consisted of an initial training session to 37 participants. Phase two consisted of five sessions attended by 17 participants. Results found a statistically significant shift between pre- and post-measures of mindset which was maintained after three months. Evaluation indicated increased participants' knowledge base and confidence. Key themes identified evidenced

the impact of the training on sustained change to teacher mindset and practice. Limitations and implications for practice are considered.

Akerson et al (2018) examined a Video-Based Measure of Preservice Teachers' Abilities to Predict Elementary Students' Scientific Reasoning. In this mixed methods study, the researchers developed a video-based measure called a "Prediction Assessment" to determine preservice elementary teachers' abilities to predict students' scientific reasoning. The instrument is based on teachers' need to develop pedagogical content knowledge for teaching science. Developing a knowledge base for aiding teachers in their abilities to predict students' scientific reasoning promotes student learning because it enables teachers to understand students' current conceptions and to be able to build lessons to improve upon those ideas. To determine whether preservice teachers are improving in their abilities to predict scientific reasoning it is necessary to have an instrument that can measure their current abilities and then to measure whether those abilities improve through instruction. In the second part of this study the authors used the prediction assessment to determine whether the traditional or new (Iterative Model Building, or IMB) field experience improved preservice elementary teachers' abilities to make reasonable predictions of student scientific reasoning. It was found that though preservice teachers in both the traditional and IMB field experience approaches improved their abilities to make predictions, there was a greater number in the IMB group who made reasonable predictions and based those predictions on student reasoning.

Raines et al. (2017) experimented Adaptive Skills and Academic Achievement in Latino Students. Interventions developed to improve adaptive skills can improve academic achievement. The authors expanded this line of research by examining the relationship between performance on a state proficiency exam and adaptive skills classifications on the Behavioral Assessment System for Children, Second Edition parent and teacher reports. Participants included 392 Latino students, Grades 2-6 in a large urban school district. Ordinal regression models were used to assess relationships between student academic proficiency level and adaptive skills classifications. Students classified as having higher adaptive skills by teachers were more likely to be classified as proficient or higher in reading and mathematics. These findings further support the relationship between adaptive

skills and academic achievement. Implications for future research and practice are discussed.

Welsh and Schaffer (2017) conducted this study examined the development of effective teaching skills in teacher candidates in the context of early field experiences directly tied to a pedagogical course. Evidence from faculty instructors, mentor teachers, and teacher candidates suggests secondary education candidates were able to develop effective teaching skills related to instructional strategies, classroom management, and curriculum design during an early field experience. Teacher candidates developed these skills as they shifted their identities from candidates-as-students to candidates-as-teachers.

Selçuk et al. (2017) conducted a study on teacher candidates' competencies in classroom management. The objective of this paper was to examine competencies in classroom management of teacher candidates. Research design was determined as pre-experimental research design. Research was conducted with 388 teacher candidates. Research findings revealed that attitudes of students about competencies in classroom management differ according to gender. Male students have higher competencies of classroom management scores than female students before application; but, male students have lower competencies of classroom management scores than female students after application. Attitudes of students about competencies in classroom management differ according to class significantly. Fourth class students have higher competencies of classroom management scores than third class students before application And, Fourth class students have higher competencies of classroom management scores than third class students after application. Attitudes of students about competencies in classroom management differ according to education type significantly. Daytime education students have lower competencies of classroom management scores than evening education students before application. And, daytime education students have lower competencies of classroom management scores than evening education students after application. Attitudes of students about competencies in classroom management differ according to field of study significantly. There are differences between classes of primary school teacher education with Turkish teacher education, social sciences teacher education, science and technology teacher education.

Kalin et al. (2017) attempted a study on elementary and secondary school students' perceptions of teachers' classroom management competencies. A total of 907 students from elementary and secondary schools in Slovenia participated in the study. Differences in students' assessments have been established in reference to school level and subject. Students' responses showed that secondary school teachers are more focused on achieving educational goals, while aspects of forming a suitable class climate remain less important. The components of quality classroom management (maintenance of supportive learning climate, trusting students) are present in Slovene classes in a larger extent in comparison to Maths classes, particularly at the elementary school level. Secondary school students assessed the clarity of rules, student obligations and paying attention in class higher in Maths than in Slovene.

Rozimela and Tiarina (2017) found the impact of reflective practice on EFL prospective teachers' teaching skill improvement. Twelve prospective-teachers undertaking teaching practicum at five different junior high schools in a city of Padang, Indonesia and eleven cooperating teachers were involved. The prospective teachers were required to do reflection on a regular basis using a guideline given prior to the commencement of this study. The data were collected through a teaching performance test, observation, interviews, and journals. The result of the analysis of the teaching performance test showed that the practice of reflection improved the prospective teachers' skills over the three cycles of the teaching practicum indicated by the average teaching scores they gained and the scores of each teaching component.

Yahya Alghotheiy (2016) undertook the use of teaching skills among Yemeni student teachers. The present study aimed at investigating the use of teaching skills among Yemeni student teachers. A teaching skills observation sheet was used by the researcher to observe the student teachers when teaching. The sample of the study included 65 fourth-year student teachers. Results of the study showed that the student teachers obtained low mean scores and percentages in the use of teaching skills when teaching English as a foreign language.

Göksoy (2016) examined Candidates teachers' classroom management Self-efficacy levels. This research aimed to determine the classroom management self-efficacy

beliefs of students have been studying in Faculty of Education and students have been maintaining pedagogical formation certificate program. It employed survey model. The study group was composed of 362 trainees who attended to pedagogical formation certificate program in Duzce University in 2015/16 academic year spring term and 255 sophomores, junior and senior class students in Classroom Teaching and Science Teaching Departments in Duzce University Faculty of Education in 2015/16 academic year. In the study, it was aimed to reach the whole population and a scale was implemented instead of sampling. The research was conducted with 410 returning scales. “Teacher Self-Efficacy Scale” was conducted in order to determine the classroom management self-efficacy perceptions of the student teachers. Since the data were not normally distributed, Mann-Whitney U Test which is a nonparametric test. The following results were obtained: Classroom management self-efficacy perceptions of the students who have been studying in Faculty of Education and students who have been attending the pedagogical formation certificate program are high in terms of “Providing the student participation”, “Utilization of Teaching Strategies” and “Classroom management”. The difference between the classroom management self-efficacy perception averages of the two groups was not statistically meaningful. Also, there was no statistically meaningful difference between the students who have been studying in Faculty of Education and students who have been attending the pedagogical formation certificate program in terms of gender variable.

Tran (2016) analyzed the coping styles with student misbehavior as mediators of teachers’ classroom management strategies. The purpose of the present study was to identify how teachers’ use of various coping styles with student misbehavior, and the extent to which these relate to their classroom management techniques- punishment, recognition and reward, hinting, discussion, and aggression. It examined data from 397 junior high school teachers in Vietnam. The results obtained from correlation analyses indicated that coping styles mediated the relationship between teachers’ concerns about student misbehavior and their use of classroom management techniques. The findings obtained from the data analyses indicated that teachers who use passive avoidant strategies employ more aggression and punishment techniques towards student misbehavior. Conversely, teachers who use more social problem solving and relaxation strategies use

more inclusive management techniques such as recognition and reward, discussion, and hinting.

Dikmenli and Çifçi (2016) found that the geography teachers' attitudes and beliefs regarding classroom management. This study scrutinized geography teachers' attitude and belief levels regarding classroom management. Descriptive correlational survey model was used in the study. Study group included 58 geography teachers working in Sivas province during the 2015-2016 academic year. Convenience sampling method was employed while forming the study group. The Attitudes & Beliefs on Classroom Control Inventory developed by Martin, Yin & Baldwin (1998) and adapted into Turkish language by Sarvan (2002) was employed to collect the data. The statistical analyses were carried out using SPSS 17. To analyze the relationships between the variables, t-test for independent samples, Mann Whitney-U test, and Pearson's correlation were used. Significance level was set to be $p < .05$. Geography teachers' mean scores for the sub-dimensions of instructional management and people management and their mean total scores for classroom management attitude and belief corresponded to medium level (interactionist classroom management). Their mean scores for the sub-dimension of behavior management corresponded to low level (non-interventionist classroom management). No significant difference was found between the geography teachers' mean scores for the sub-dimensions of instructional management, people management, and behavior management and total scores for classroom management attitude and belief by gender and the type of the high school they work in. In addition, no significant relationship was found between years in teaching and instructional management. However, a negative significant relationship was detected between teachers' years in teaching and people management, behavior management, and classroom management attitude and belief.

Baker, Gentry, and Larmer (2016) speculated a model for online support in classroom management using perceptions of beginning teachers. Classroom management is a challenge for beginning teachers. To address this challenge, a model to provide support for beginning teachers was developed, consisting of a one-day workshop on classroom management, followed with online support extending over eight weeks. Specific classroom management strategies included (a) developing a foundation based on relationships; (b)

preventing disruptions with procedures and routines; (c) responding to disruptions and rule violations; (d) providing inclusion for students with special needs; and (e) resolving extreme or continuing conflicts. Participants in the study were beginning teachers at both the elementary and secondary levels. After completing the classroom management workshop, teachers reviewed online video clips of strategies they had learned, applied the strategies in their respective classrooms, and engaged in online discussions of the results obtained. Researchers conducted a qualitative assessment of the discussion entries posted by the new teachers to determine the strategies employed, emerging themes, and the results obtained. Participants successfully employed classroom management strategies and reported generally positive results.

Hu, Yue and He (2016) conducted a study on relationship among self-appraisals, others' actual appraisals, and reflected appraisals on primary school teachers teaching ability. Convenient sampling and questionnaire survey was used to investigate the relationship among self-appraisals, others' actual appraisals, and reflected appraisals on the teaching ability of 40 primary school teachers. The results of the study indicated that primary school teachers' self-appraisals on teaching ability was obviously below others' actual appraisals; generalized others had more influence on the self-appraisals of primary school teachers than specific others; primary school teachers' reflected appraisals could influence their self-appraisals; and others' actual appraisals could not directly influence self-appraisals.

Ragawanti (2015) conducted study on cultivating pre-service teachers' classroom management skills through teaching practicum. This paper was aimed at identifying the student-teachers' classroom management problems as revealed in their reflective journal entries and to demonstrate how such journal can help them develop their classroom management skills. The participants were 10 student- teachers of the English Department, Satya Wacana Christian University, Salatiga, Central Java, who underwent their teaching practicum at SMP 2 Salatiga. Through the participants' journals, it was found that the problems lie in managing critical moments (38.3%), activity (29.7%), techniques (14.9%), grouping and seating (8.5%), authority (8.5%), tools (8.5%), and working with people (4.25%).

Akalin and Sucuoglu (2015) studied the effects of classroom management intervention based on teacher training and performance feedback on outcomes of student teachers in inclusive classrooms. The purpose of this study was to examine the effectiveness of performance feedback which was given daily to teachers following their training in classroom management strategies on the outcome of teacher-student dyads. This study was conducted using three teachers working in mainstreaming classes and their students with special needs. A single-subject design, the multiple-probe design with probe conditions across subjects, and the one group pre-test/post-test design were used to complete the research goal. As a result, performance feedback was found to have positive effects on teacher-use of target classroom management skills (individualization, transitions, and reinforcement). It was seen that intervention increased the preventive classroom management skills and classroom behaviors of teachers. Regarding the outcome for the children, the intervention program increased academic engagement and positive behaviors, while decreasing negative behaviors. Teacher opinions related to the performance feedback intervention were generally positive. Finally, social comparison data indicated that the intervention was socially valid, and by the end of the study the students who were participants in the research displayed more positive behaviors and less negative behaviors than the social comparison groups.

Grapragasem et al. (2015) found out the Lecturers' Perception of Classroom Management: An Empirical Study of Higher Learning Institutions in Malaysia. The objective of this study was to investigate lecturers' perception of classroom management and the challenges faced. This empirical study compared classroom management practices of two higher learning institutions in Malaysia. One was a government institution and the other was a private university. The data was analyzed based on statistical analysis using mean comparison using the "t" test to identify the regression weight of perceptions in the teaching staff between the private and the government higher learning institutions. The findings of this study revealed that there was no significant difference in the perception of understanding of the four classroom management factors.

Stough et al. (2015) speculated the persistent Classroom Management Training Needs of Experienced Teachers. Experienced special education teachers (n=62) were

surveyed on their professional preparation to become effective classroom managers. Despite having received extensive preservice training, over 83% of the sample reported being underprepared in classroom management and behavioral interventions. No statistically significant difference was found with respect to the type of classroom management theoretical approach used to train these teachers. Of those (74.2%) who received classroom management training post-graduation, the majority (64%) reported needing still further training in dealing with student behavior. Specific training desired was in whole-class management strategies, as well as in managing behaviors of students with disabilities. Results suggested that teachers' training needs in classroom management may persist throughout their professional careers, even following intensive preservice training.

Moghtadaie and Hoveida (2015) identified the relationship between academic optimism and classroom management styles of teachers of elementary school teachers in Isfahan. The purpose of this study was to investigate the relationship between classroom management styles of the teachers and their academic optimism. In this study, three types of classroom management styles (interventionist style, interactionist style, and non-interventionist style) have been considered. The sample size was calculated using the formula of Cochran 384. It is a multi-stage cluster sampling method. Classroom management style has been calculated using standard questionnaires of classroom management style of Wolfgang and Glickman (1986). The academic optimism variable was evaluated using academic optimism questionnaire of A. Hoy, Tarter, and Hoy (2006) in a sample of 384 teachers. The results showed that there was a significant relation between classroom management style of the teachers and their academic optimism and the correlation coefficient equal to 39% was obtained and the correlation coefficient of 47% was obtained between the academic optimism and non-interventionist classroom management, and the correlation coefficient of 43% was obtained between the academic optimism and interactionist classroom management, and the correlation coefficient of 24% was obtained between the academic optimism and interventionist classroom management that was significant.

Seiza, Vossb, and Kunter (2015) examined the relevance of teachers' cognitive and emotional resources for classroom management. Authors administered a test to assess the

pedagogical/psychological knowledge of 205 secondary school teachers, measured their emotional exhaustion, and assessed their classroom management using ratings of their 4,672 students obtained one year later. Data were analysed using latent moderation analyses, a novel statistical approach that rarely has been employed in research on learning and instruction. Our findings confirmed our hypotheses and indicated an interaction between teachers' cognitive resources and emotional resources, which together predict their classroom management behaviour

Ficarra and Quinn (2014) aimed at the teachers' facility with evidence-based classroom management practices: An investigation of teachers' preparation programmes and in-service conditions. In the present investigation, teachers' self-reported knowledge and competency ratings for the evidence-based classroom management practices were analysed. Teachers also reflected on how they learned evidence-based classroom management practices. Results suggested that teachers working in schools that implement Positive Behavioural Interventions and Supports (PBIS) had significantly higher mean knowledge ratings in the area of posting, teaching, reviewing, monitoring and reinforcing expectations than those who do not teach in a Positive Behavioural Interventions and Supports school. Teachers certified in special education had significantly higher knowledge and competency ratings in relation to maximising structure, using a continuum of strategies to acknowledge appropriate behaviour and employing a variety of techniques to respond to inappropriate behaviour than those not certified in special education.

Hosseini (2014) conducted a survey on the influence of the creativity teaching model on teachers' knowledge, attitude, and teaching skills. In order to assess how creativity was taught in elementary school period, 120 instructors were participating (60 instructors in a test group and 60 instructors in a control group). The test group became involved in "teaching of creativity" program so that the impact of the program and training model on instructors' knowledge, attitude, and skill would be assessed. The results were examined using 't' test and showed that there was significant difference between the two groups, the "test group" and the "control group". The results stated the positive impact of the training period.

Delceva (2014) conducted study on Classroom Management. This paper is aiming to discover the paths that enable teachers to manage their work with students in the classroom. In order to examine classroom management skills of teachers in Republic of Macedonia, a research has been made for teachers in primary schools in Republic of Macedonia. Instruments which will be used in order to complete the research and analyses are the following: questionnaire for teachers and educational policy analyses in our country in order to discover whether there was concrete strategy for promotion and implementation of classroom management on local and national level. Analyses of results showed that there was a deficit of classroom management skills among teachers, which was due moreover to some lapses in initial education of teachers.

Faida and Yousuff (2014) investigated about classroom management on the Training needs of primary school teachers. This study aimed to identify the training needs of the in-service primary school teachers in the city of Benghazi, Libya. Data collection involved the administration of a set of questionnaire to 420 teachers and interviews with ten of them. The study found that the most important training needs of the primary school teachers in terms of classroom management were: (i) training on how to improve students' behavior through the development of codes of conduct for the students at the beginning of the school year, (ii) training on efficient time management to achieve the objectives of the classroom session, and (iii) training on means of modifying the abnormal behavior of the students.

Jalali, Panahzade and Firouzmand (2014) conducted a study on attitude towards computers and classroom management of language school teachers. The current study explored the relationship between computer attitudes and behavior and instructional classroom management approaches implemented by English institute teachers. In so doing, a total of 105 male ($n = 27$) and female ($n = 78$) EFL teachers participated in this study. A computer attitude questionnaire adapted from Albirini (2006) and a Behavior and Instructional Management Scale (BIMS) adopted from Martin and Sass (2010) were benefitted from for the purpose of collecting the data. The results of the Pearson Correlation Coefficient revealed that there were no significant relationships between attitude and behavior and instructional management across gender. However, it was found

that the more male teachers experience tendency toward using computers in their classes, the more teacher-centered their classes become.

Claudius Komba and Simon Kira (2013) studied the effectiveness of teaching practice in improving student teachers' teaching skills in Tanzania. The study was designed to find how teaching practice was organized by the teacher training universities and whether the teaching practice was effective in improving student teachers' teaching skills. The qualitative research approach was adopted and the study was conducted in Iringa, Morogoro, Dares Salaam, and Kilimanjaro regions of Tanzania Mainland. A total of 191 student teachers were involved in the study. The findings indicated that the duration spent for the Teaching Practice was inadequate for student teachers to acquire the skills required for effective teaching. Regarding the effectiveness of the Teaching Practice, 76% of the respondents indicated that teaching practice was ineffective in improving their teaching skills.

Varank and Ilhan (2013) have found the effects of teachers' educational technology skills on their classroom management skills. The purpose of this study was to investigate whether teachers' educational technology skills, besides their gender and years of experiences, significantly explain their classroom management skills. The data was gathered from 300 elementary school teachers in a mid-western city of Turkey. It was found that teacher educational technology skills and their years of experiences were significantly associated with their course management skills, behavior arrangement skills and activity management skills. The finding of non-significant effects of teachers' gender on their subordinate classroom management skills are supported by previous research. The finding that experience may be expected to be an important predicting factor for occupational proficiency may be explained by the opportunities teachers may have to develop themselves in occupational skills during their career.

Jackson and Davidson (2013) examined classroom profiling training of increasing pre-service teachers' confidence and knowledge of classroom management skills. This qualitative study investigated whether Classroom Profiling training could increase pre-service teachers' knowledge and confidence in using essential skills for classroom management. Fifteen pre-service teachers in their final year of a Bachelor of Education

degree in Far North Queensland participated in the study. Methods included surveys and a focus group discussion. Findings suggested that Classroom Profiling training improved pre-service teachers' perceptions of their knowledge and confidence in classroom management techniques including the essential skills for classroom management.

Karami, Karami and Attaran (2013) aimed at integrating problem-based learning with ICT for developing trainee teachers' content knowledge and teaching skill. The aim of the present research was studying the effect of integrating problem-based learning with Information and Communications Technology (ICT) on developing content knowledge and teaching skill of trainee teachers. The research design was a quasi-experimental one, and the participants were elementary education trainee teachers of Shahid Bahonar teacher training center of Hamadan, Iran. Two groups were given tests of theory and practice on teaching mathematical concepts at elementary school, and then a multivariate analysis of variance (MANOVA) was conducted to compare the pretest-posttest scores. There was a significant difference, in both multivariate and univariate analyses, in scores.

Qazi et al. (2012) focused on the role of practicum in enhancing student teachers' teaching skills. The focus of the current research was to determine the role of Notre Dame Institute of Education (NDIE) Practicum in enhancing student teachers' teaching skills. A small scale panel survey was conducted to analyze 46 NDIE student teachers' teaching skills (i.e. professional growth) throughout the year 2007-2008. Two types of questionnaires were used to gather data. The focus of the first questionnaire was to determine student teachers' own views about their professional growth during the preparation phase. This questionnaire was administered at the end of the Classroom Teaching and Management (CTM) course. The focus of the second questionnaire was to determine student teachers' professional growth during the first and the second rounds of school experience phase. This questionnaire was administered twice in a year: after the first round of school experience; and again after the second round of school experience. Student teachers' views about their own teaching skills were cross checked with those of 45 cooperating teachers and five NDIE mentors. The analysis of data suggested that the NDIE Practicum played a significant role in the year 2007-2008 in enhancing student teachers' practical classroom skills.

Aytekin et al., (2012) speculated using blended learning in developing student teachers teaching skills. The research aimed to determine the effectiveness of using blended learning approach in developing student teachers teaching skills, and defining teaching skills that confront students of teachers college at King Saud University need it. The research used the Quasi- Experimental approach, with four experimental groups (Mathematics (21)-Science (15)-computer (20)-Quran (15)). The research was limited to the students of practical course in the second term of (2010/2011) academic year. Additionally, it investigated teaching skills that are not excelled by student teachers. The research used observation skill card for teaching skills with pre-post applied, while preparing and implementing a suggested proposal for developing skills of teaching implementation of student teachers, Results of statistical treatment indicated that there were significant differences between means of pre-post treatment in Experimental groups in favor of post treatment. As students thought, these results indicated that blended learning helped them to improve their teaching skills.

Tahir and Qadir (2012) investigated the challenges of classroom management to effective teacher socialization with the beginning English teachers. This study was conducted to examine the relationship between classroom management skill and effective socialization process of beginning English teachers during the initial four years of their service. Classroom management was identified with classroom discipline, subject matter, and teaching methods. Effective socialization has been interpreted as the criterion through which the success of the organization's socialization programs and individuals is evaluated. The survey method was used for generating the desired data. A sample was chosen carefully from the colleges located in Punjab province and federal capital Islamabad. A detailed questionnaire comprising three main sections was used for data collection. The collected data, from 295 respondents, was examined through descriptive analysis and then computed for interpretation with linear regression analysis to test study hypothesis. The hypothesis was accepted, which assumed a significant positive relationship between effective socialization (DV) and classroom management skill (IV). Many socialization challenges were found related to beginning teachers' classroom management and teaching skill, and workplace professional development. Finally, the study has

suggested that introducing mentoring and cost-effective professional development models can improve classroom management skills.

Norhaini et al. (2012) conducted a study on effective classroom management. This paper attempted to explore and identify the characteristics of an effective teacher who teaches English as a second language to 10 year old students from different ethnics, various social economic background and multi-level language ability, at a private primary school in Malaysia. The study focused on classroom management using a case study methodology where data was collected using both interviews and classroom observations. The findings concur with previous literature reviews on effective teacher models whilst providing in-depth details on what transpires during classroom activities, thus clarifying further the meaning of effective classroom management.

Sempowicz and Hudson (2011) analyzed mentoring dialogues for developing a pre-service teacher's classroom management practices. A key concern for preservice teachers is classroom management, including student behaviour management, which also has been a factor associated with teachers leaving the profession within the first five years. This study investigates the mentoring practices used to guide the mentee's classroom management. Using multiple data sources (e.g., lesson plans, pre-service teacher reflections, mentor reports, and video and audio-recorded interviews), this case study uses a five-factor mentoring framework to analyse mentor-mentee dialogues about classroom management practices. Data indicated 30 out of 34 mentoring practices provided input into the mentee's classroom management; however there was no overt evidence on mentoring aims, curriculum, timetabling or assessment that facilitated the mentee's development of behaviour management. Specifically, drawing on the system requirement documents, modelling the school's behaviour management program, articulating pedagogical knowledge about implementing behaviour management, and providing feedback presented the mentee with opportunities for effective implementation.

Erdoğan et al., (2010) conducted a qualitative study on classroom management and classroom discipline problems, reasons, and solutions as a case of Information Technologies class. This study was designed as qualitative study. Subjects of this study consisted of 14 school administrators, 14 teachers, and 17 parents. Three different, but

parallel, semi-structured interview schedules were used for data collection. Data were analyzed through the use of content analysis method. As a result of this analysis, the problems associated with classroom management were grouped under following themes; lack of motivation, breaking the rules and routines, lack of infrastructure, insufficient time management, ineffective classroom environment, and lack of interaction in classrooms. On the other side, participants related these problems with following reasons; place and structure of the course in the curriculum, classroom environment, classroom size and lack of hardware, lack of rules, home environment and parents attitudes, lack of teachers' management skills and students attitudes.

Bhargava (2009) compared the in-service teachers trained through regular and distance mode with respect to the use of teaching skills in the classroom. Major findings of the study revealed that 74.19 percent of the teachers trained through regular mode and 73.68 percent of the teachers trained through distance mode ask questions as per requirement of content/ topic and classroom circumstance. 37.10 percent (regular) and 60.53 percent (distance) teachers are ready to answer anytime doubts or questions asked by the students while 53.23 percent (regular) and 36.84 percent (distance) teachers specify that they prefer if students ask questions after finishing the topic. In the study, it was observed that 38.71 percent teachers trained through regular and 44.74 percent teachers trained through distance mode teachers take more time to introduce a complex topic in comparison to an easier. For majority of teachers i.e. 48.39 percent (regular) and 55.26 percent (distance), the chosen way of set induction was to ask questions based on previous knowledge. This gave them scope to assess the understanding of students besides maintaining connectivity with previous chapter/ content and helps in keeping the set induction short. Study indicated no significant difference in the use of skills of set induction, illustration with examples, recapitulation, blackboard writing and use of teaching aids. Significant differences at the 5 percent level were observed in questioning and evaluation skills.

Pal (2009) studied the core teaching skills of in-service primary teachers in relation to their self-concept and adjustment. Major findings of the study were: Female teachers showed more skill deficiencies than the male teachers. Primary teachers of Sarvodaya

Vidyalayas reflected more skill deficiencies than the primary teachers of Municipal Corporation Delhi schools. Core teaching skills and self-concept were not significantly correlated between male and female primary teachers. Core teaching skills and adjustment were not significantly correlated between male and female primary teachers. Core teaching skills and self-concept were not significantly correlated between primary teachers of Sarvodaya Vidyalayas and primary teachers of M.C.D. schools. Core teaching skills and adjustment were not significantly correlated between primary teachers of Sarvodaya Vidyalayas and primary teachers of M.C.D schools. Core teaching skills and self-concept were not significantly correlated between primary teachers having professional qualification Diploma in Education (ETE/JBT) and Degree in Education (B.Ed.). Primary teachers of M.C.D. schools and Sarvodaya Vidyalayas do not differ significantly in their core teaching skills. Sex wise there was no significant difference in core teaching skills of primary teachers. Professional qualification bearing Diploma in Education (ETE/JBT) and Degree in Education (B.Ed.) of primary teachers do not make any significant difference on core teaching skills. Kale (2010) in a study on secondary and higher secondary students found that.

Muthivhi and Broom (2008) have found the continuities across schooling transition as a case of classroom practices among teachers in Venda, South Africa. The paper examined the institutional practices of classroom teaching and learning in the context of rapid socio-political changes. The paper also examined the modes of classroom practice in Grade One and considers how these reveal the post-1994 instances of the evolving practices of schooling and classroom instruction. However, simultaneous with the evolving practices of schooling and classroom teaching and learning are the past forms of schooling and classroom teaching and learning that continue to be instantiated within the presently evolving practices of schooling. Therefore, while the modes of teaching and learning employed by these teachers, inspired by the new curriculum framework, seem to meet the objectives of OBE, in reality these modes fail to affect deep learning on the part of learners. As a result, the modes of classroom teaching and learning that continue to dominate present schooling in Venda, South Africa, is concrete; emphasizing, not deep learning that formal schooling should be inculcating, but the everyday, spontaneous,

knowledge and mode of learning. The paper concluded by suggesting a model of classroom practice that is oriented towards inculcating deep learning that transforms pupil every day to be familiar in knowledge and modes of learning into new understanding and new modes of learning.

Rudman (2007) examined students' perception of evaluation of teaching skills. An exploratory, descriptive design in the phenomenological approach was used to describe and explore how student tutors' experienced the process of evaluation of their clinical teaching in a specific distance-learning programme. The researcher conducted a tape-recorded focus group interview with seven participants who voluntarily agreed to participate. After transcription, the data was analysed using Tesch's (1992:92) method of analysis to code the data into themes in order to identify commonalities. The findings of this study indicated that participants experienced the evaluation process positively and negatively. The negative experiences included difficulty in obtaining access to evaluators, practical facilities, and inconsistencies of evaluators.

Angelo and Cross (1993) found substantial differences in the teaching goals of faculty from different disciplines, yet they found no differences for educators based on their employment status or the type of institution in which they worked. The current quantitative study compared the teaching goals of interpreter educators with those of educators from other disciplines. Respondents were asked to rate the importance of 52 goal statements from Angelo & Cross' Teaching Goal Inventory in terms of what they aim to have students accomplish in their courses. The data suggested that interpreter education constitutes a separate discipline from the nine disciplines identified by Angelo & Cross. Interpreter educators place far more emphasis on the development of higher order thinking skills than do educators from most other disciplines. There appear to be no differences in the teaching goals of interpreter educators employed in a full-time or adjunct capacity, nor for interpreter educators employed at two-year and four-year institutions.

2.3.1 OVERVIEW

Ragawanti (2015) concluded that both pre- and in-service tertiary teachers, curriculum designers, and policy makers will be taken to deeply examine how reflective practice can help cultivate the pre-service's classroom management skills and to consider the implication for pedagogical practices and innovations in curriculum development. Varank and Ilhan (2013) found that teacher educational technology skills and their years of experiences were significantly associated with their course management skills, behavior arrangement skills and activity management skills. Claudius Komba and Simon Kira (2013) found that they did not benefit much from the teaching practice; there is need for the responsible authorities to review the procedures for carrying out teaching practice in order to improve the quality of teachers.

Marashi and Azizi-Nassab (2018) concluded that teacher's self-efficacy was correlated with their language proficiency and that language proficiency and effective classroom management was not correlated. Erdoğan et al., (2010) identified the problems associated with classroom management as lack of motivation, breaking the rules and routines, lack of infrastructure, insufficient time management, ineffective classroom environment, and lack of interaction in classrooms. Akalin and Sucuoglu (2015) concluded that the intervention program increased academic engagement and positive behaviors, while decreasing negative behaviors. Teacher opinions related to the performance feedback intervention were generally positive. Faida and Yousuff (2014) found that the most important training needs of the primary school teachers were training on how to improve students' behavior through the development of codes of conduct for the students at the beginning of the school year, training on efficient time management to achieve the objectives of the classroom session, and training on means of modifying the abnormal behavior of the students. Seiza, Vossb, and Kunter (2015) argued that teacher education should acknowledge the interplay of the different resources teachers have and help them develop their emotional resources to ensure effective instruction. Selçuk et al. (2017) concluded that male students have lower competencies of classroom management scores than female students after application of intervention strategies. Karami, Karami and Attaran (2013) suggested that trainee teachers who integrate problem based learning

with ICT in solving a problem may develop more professional content knowledge and teaching skill than those who merely employ ICT.

It is surprising to note that most of the studies have been done on classroom management skills of teachers but only a very rare number of studies have been conducted with the overall abilities of student teachers. Hence, this study opens a new avenue to investigate the abilities of student teachers particularly in the Indian context.

2.4 STUDIES RELATED TO SOCIAL CAPITAL

Ghashghaeizadeh (2016) studied the relationship between psychological capital and social capital among women teachers. This study was aimed at investigating the relationship between psychological capital and social capital among the women teachers working at Behbahan elementary schools. Research method was of descriptive type. The population of the research consisted of women teachers in Behbahan elementary schools (N= 230). The statistical sample (n=041) was specified by Morgan table and was selected through sampling method. To collect data, 2 questionnaires including Luthans (2007) psychological capital questionnaire and Abili (2011) social capital questionnaire were used. To analyze data, Pearson correlation coefficient and regression were used. The analysis of the data showed that there was a significant relationship between psychological capital and social capital.

Fandiño et al. (2015) investigated about the organizational social capital scale based on Nahapiet and Ghosal Model. The goal of this work was to develop and validate a scale to identify workers' behaviors as well as those of organizations, and to understand how they develop and build enterprise competitiveness through organizational social capital, a complex network of relationship that is critical to business success. For this the present theories were mapped out to identify the similarities and differences within social capital, focusing on organizational social capital. With this background a Nahapiet and Ghosal three dimensional model was chosen as the most suitable construct with which to create the instrument. All methodological research steps for behavioral instrument creation were taken into account. The questionnaire created was refined and validated for semantic and content validity, then it was tested using statistical tools for items reduction through Exploratory Factor Analysis to refine the instrument. The scale was approved in the tests

and the findings of this process also led to the conclusion that social capital is a one-dimensional construct.

Sumarni et al. (2015) studied about the development of character education model based on strengthening social capital for students of State Islamic University (UIN) Sunan Kalijaga. The purpose of the study was to find out the concept of character education model that was appropriate for students to build character of students of UIN Sunan Kalijaga and also to find out the teaching materials design of character education based on social capital to build character of students of UIN Sunan Kalijaga. This research was motivated by a very dedicated Muslim in the productivity of social capital, but not necessarily manifested in everyday life. Colleges are academic institutions which is in their work need to uphold the values of professionalism in the development of science and technology. The model was composed referring to the verses of the Qur'an and Hadith and the concept of social capital attached to personal characteristics. The validation results of the model through Focus Group Discussion (FGD), it was obtained an input that it was needed a concrete examples of actual experiences of students as a reflection on the discussion of certain topics that some students are still weak in personalities. The result of the implementation of this model was an increase in the actualization of student character values. It was characterized by the implementation of increased prayer, especially the frequency of completeness five daily prayers, the *Sunnah* prayers and night prayers. This increase was also followed by other dimensions, namely: Sunnah fasting and orderliness to read the Qur'an, especially students who live in boarding school.

Muniady et al. (2015) conducted a study on the effect of cognitive and relational social capital on structural social capital and micro-enterprise performance. The objective of this study was to examine the effect of relational and cognitive social capital on structural social capital and the effect of structural social capital on the performance of micro-enterprises owned and managed by women in Peninsular Malaysia. This study used a cross-sectional approach, and quantitative data are collected through structured interviews. It was found that cognitive social capital has a significant positive effect on structural social capital, and structural social capital has a significant positive effect on

micro-enterprise performance. It was found that relational social capital has a positive but insignificant effect on structural social capital.

Rahimnia and Najminia (2014) found the effect of social capital dimensions on intellectual capital. Present study addressed this issue by exploring the relationship of social capital and its dimensions, i.e., structural, cognitive, and relational capitals, with intellectual capital in employees of Bank Hekmat Iranian. The required data conformed to the research model were gathered using a questionnaire distributed among the employees working in different branches of this bank. Multivariate regression and Structural Equation Modeling (Path Analysis) were applied to assessment of the assumed relationships between the variables and to test of the hypotheses. The results indicated positive and significant relationship (at 95 percent confidence level) of social capital and its dimensions with intellectual capital where the relational capital accounted for the weakest correlation with social capital.

Takakura et al. (2014) analyzed the measurement of social capital at school and neighborhood among young people. Although most studies of social capital and health relate to adults, there was currently an increased number of studies focusing on young people. Most previous studies on social capital and health among young people have assessed social capital in residential communities, and may have thought little of that in schools. Moreover, measures to assess social capital among young people have been little verified their psychometric properties. This study thus aimed to develop self-rating scales of social capital at school and neighborhood among youngest people and to evaluate psychometric properties of the scales. Self-administered questionnaires were distributed to 1,362 students in grades 10-12 at six public high schools across Ibaraki, Saga and Okinawa prefecture, Japan in 2011. As for questionnaire items of social capital, we selected seven items of cognitive social capital at school, five items of cognitive social capital at neighborhood, and each one item of structural social capital at school and neighborhood. Reliability analyses included internal consistency and test-retest stability. Factor analysis was used to evaluate the construct validity of the cognitive measures. Criterion-related validity was examined the association with safety at school and neighborhood and health indicators, such as self-rated health, depressive symptoms and physical activities. Factor

analysis showed that cognitive social capital constructs among young people comprised of cognitive social capital at school, which included trust and reciprocity within students and trust in teachers, and cognitive social capital at neighborhood, which included trust and reciprocity within neighbors. The internal consistency of the scale was good (Cronbach's $\alpha=0.92-0.94$), and its stability was also adequate (test-retest reliability= $0.48-0.81$) as was expected, the cognitive social capital scales were associated with safety at school and neighborhood and some health indicators, indicating acceptable criterion-related validity. Only the structural social capital scale at school was associated with physical activity, while the structural social capital scale at school was associated with physical activity, while the structural social capital at neighborhood was with safety at neighborhood. Psychometric evaluation of most measurement of social capital among young people indicated adequate validity and reliability. However, the validity of the structural social capital scale was inconclusive.

Paiva et al. (2014) reported about development and validation of a social capital questionnaire for adolescent students. The aim of the present study was to develop and validate a quick, simple assessment tool to measure social capital among adolescent students. A questionnaire was developed based on a review of relevant literature. For such, searches were made of the Scientific Electronic Library Online, Latin American and Caribbean Health Sciences, The Cochrane Library, ISI Web of Knowledge, International Database for Medical Literature and PubMed Central bibliographical databases from September 2011 to January 2014 for papers addressing assessment tools for the evaluation of social capital. Focus groups were also formed by adolescent students as well as health, educational and social professionals. The final assessment tool was administered to a convenience sample from two public schools (79 students) and one private school (22 students), comprising a final sample of 101 students. Reliability and internal consistency were evaluated using the Kappa coefficient and Cronbach's alpha coefficient, respectively. Content validity was determined by expert consensus as well as exploratory and confirmatory factor analysis. Results: The final version of the questionnaire was made up of 12 items. The total scale demonstrated very good internal consistency (Cronbach's $\alpha: 0.71$). Reproducibility was also very good, as the Kappa coefficient was higher than

0.72 for the majority of items (range: 0.63 to 0.97). Factor analysis grouped the 12 items into four subscales: School Social Cohesion, School Friendships, Neighborhood Social Cohesion and Trust (school and neighborhood).

Minckler (2013) designed the school leadership that builds teacher social capital. This quantitative study explored the relationship between school leadership and the development and sustenance of teacher social capital. Quantitative methodology and analyses ascertain the correlation between Leithwood et al.'s dimensions of transformational leadership and the author's dimensions of teacher social capital. Study findings indicated significant, positive moderate to high moderate correlations between: (1) transformational leadership and the environmental conditions nurturing teacher social capital; (2) leadership and teacher social capital; and (3) leadership and teacher collective efficacy. An additional major finding was the perception of higher levels of transformational leadership among teachers in middle performing and high performing schools as compared to the perceptions of teachers in low performing schools.

Nejatbakhsh et al. (2012) studied the relationship between social capital and organizational citizenship behavior in Iran Carpet Joint Stock Company. Development management of economical capitals, physical capitals, and manpower play the most important role in the traditional viewpoints on management. The present survey had been conducted to study impacts of social capital dimensions on organizational citizenship behaviors in Iran Carpet Jointstock Company. It was conducted using descriptive-correlation method and hypotheses were tested through Spearman rank correlation coefficient and SPSS19 software. Results of the survey revealed that there was a direct relationship among various dimensions of social capital and organizational citizenship behaviors in Iran Carpet Jointstock Company. Friedman variance analysis and binominal distribution tests demonstrate relational aspect of social capital has a higher average than other aspects and social capital status among managers and employees of Iran Carpet Jointstock Company was at a desirable level.

Ekinci (2012) studied the effects of social capital levels in elementary schools on organizational information sharing. This study aimed to assess the effects of social capital levels at elementary schools on organizational information sharing as reported by teachers.

Participants were 267 teachers selected randomly from 16 elementary schools; schools also selected randomly among 42 elementary schools located in the city center of Batman. The data were analyzed by using a regression model and correlation analysis on the total scores obtained by using mean scores from the “Scale for Social Capital at Schools” and “Scale for Information Sharing at Schools.” The findings showed that a statistically meaningful relationship existed between all sub-dimensions of social capital and organizational information sharing. The correlation coefficients revealed that the highest correlation existed between the trust dimension of social capital and organizational information sharing. These results indicated that the information sharing levels at schools were, overall, strongly predicted by social capital and that the regression model was highly supported by the data set at hand.

Egeland and Birkeland (2012) reported that the social capital as a source for innovation - An explanatory case study of two companies within the oil and gas industry. The aim for this thesis was to reflect the need to consider and include different forms of social capital when deciding on innovation strategies and when managing the innovation process. Accordingly a qualitative approach has been applied, using an explanatory case study, based on semi-structured interviews with two companies in Norway (Depro AS and iQubeS AS). The companies were carefully selected on the basis of their innovative reputation in the Stavanger region, and their relation to the oil & gas sector which we characterize to be an interesting setting to explore the effect of social capital on innovation. In Depro AS we found that trust in the organization, and towards the competition is essential for their innovation process. We found that they operate in a closely linked community of operators, service providers and suppliers to develop new innovative solutions. Moreover Depro had a strong focus on community building, both in day to day operations, and when hiring new personnel. In iQubeS AS we found evidence for different forms of social capital, and a vital regional norm built on trust and shared experience. The combination of the forms of social capital aided the innovation process of the ‘information Quality System’ (iQS), and accordingly in establishing the iQubeS organization. The evidence for the significance of social capital was primarily apparent through the heavily networked founders and their trustful collaboration toward each other and toward external

actors. The close tie between the founders prospered a creative collaboration with enthusiasm influencing the organizational culture, and is now an important asset in order to successfully expand the business.

Acar (2011) explored the effects of social capital on academic success. Many researchers link social capital theory to education and commonly use examples from the field of education to examine social capital theory. Accordingly, they accept that reflections and contributions of social capital can be observed in the field of education. This paper examined social capital's effects on academic success in education. In view of that, the paper discusses the definition of social capital. Further, parallel to many researchers, this paper focused on two types of social capital: (1) family social capital and (2) society social capital.

Algan, Cahuc and Shleifer (2011) discussed about teaching practices and social capital. In cross-country data, authors showed that teaching practices (such as copying from the board versus working on projects together) are strongly related to various dimensions of social capital, from beliefs in cooperation to institutional outcomes. A two-stage least square strategy provided evidence that teaching practices have an independent sizeable effect on student social capital. The relationship between teaching practices and student test performance is nonlinear.

Healey (2011) investigated the principals' strategies for increasing their teachers' social capital. Within a social capital framework, this paper explored the strategies used by new school principals to facilitate relationships among their teachers, the motivations and expected outcomes or goals for such relationship building, as well as how those conceptions change over their first few months on the job. Using interview data from a sample of first-time principals, results suggested that while principals primarily utilize formal structure to create opportunities for teacher interaction, they do so in the hopes that relationships developed in these formal settings will carry over to teachers' regular interactions. Moreover, this analysis demonstrated that principals seek to develop relationships primarily in order to influence their teachers' instructional practices, though many principals also believe these ties present opportunities for developing leaders and can potentially benefit students. An examination across the two interview periods further

reveals that the relationships among teachers become more prominent for principals as they contend with the set of existing relationships and the multiple, competing demands of their new role.

Song (2011) examined a study on social capital and psychological distress. The author proposed a conceptual model to explain the diverse roles of social capital-resources embedded in social networks-in the social production of health. Using a unique national U.S. sample, the author estimated a path analysis model to examine the direct and indirect effects of social capital psychological distress and its intervening effects on the relationships between other structural antecedents and psychological distress. The results showed that social capital was inversely associated with psychological distress, and part of that effect was indirect through subjective social status. Social capital also acts intervening mechanism to link seven social factors (age, gender, race-ethnicity, education, occupational prestige, annual family income, and voluntary participation) with psychological distress.

Ofori and Sackey (2010) assessed social capital for organisational performance in Ghana. A questionnaire field survey supplemented by personal interviews was chosen as the most appropriate design for this investigation. Employees were sampled across the organizational hierarchy based on their responsibilities held, positions, type of relationship held with others within the organisation. Data was also collected on the demographic characteristics and organisational dynamics. The results showed that social capital is critical to knowledge sharing in the Ghanaian organization; that it helps to get things done and helps in the attainment of organisational objectives. The findings also suggested that three determinate variables of social capital: reciprocity, trust and institutional ties, have the most significant positive relationship with organisational performance.

Casanueva and Gallego (2010) analyzed a study on social capital and innovation as an intra-departmental perspective. This study examined the relationship between social capital that arises from individual relations and individual innovativeness. Authors showed that the capacity to access and to mobilize resources through these relations was a key factor in increasing individual innovativeness in a context in which it may be measured.

This questions the importance of an individual's position in a network as well as the structure of the network with respect to innovativeness.

Hawkins and Maurer (2010) found the Bonding, Bridging and Linking of Social Capital operated in New Orleans following Hurricane Katrina. Using a qualitative grounded theory approach, authors examined the different types of social capital (bonding, bridging, and linking) through a social work lens. The authors attempted to understand how residents utilized their social capital to survive the storm, relocate, and rebuild their lives and communities. Results indicated residents, especially those with low incomes, relied on, built upon, and collapsed all levels of social capital for individual, family, and community survival. Participants described a process through which close ties (bonding) were important for immediate support, but bridging and linking social capital offered pathways to longer term survival and wider neighborhood and community revitalization.

Macke and Kunrath (2010) attempted a study on social capital dimensions in collaborative networks as the role of linking social capital. This paper proposed a model to analyze social capital in enterprise collaborative networks. They used qualitative and quantitative methods in a triangulation of information process. This model was built from a case study in an enterprise collaborative network, promoted by the Brazilian government. They focused on the identification of the social capital dimensions presented in the network. The “linking social capital” allowed us to unify two approaches: one that considered only horizontal social relations and another that covers power relations. In this sense, authors proposed a model to analyze the linking social capital in collaborative networks, unifying the two different approaches.

Migheli (2009) assessed the trust through social capital through a possible experimental answer. A basic trust game was played in three Western European countries with undergraduate students; a questionnaire measures their level of social capital, as time spent within social networks. This measure was stronger and more precise than the ones generally used. In particular this paper firstly measured social capital as the intensity of a membership to a voluntary organization, while the literature generally considers only the membership per se. Secondly the use of an experiment instead of a questionnaire allows for constructing a measure of trust which was in principle continuous. Thirdly to play an

experiment allows for observing the behaviour of the participants better than by the means of a survey. The results are supportive of the fact that trust can be assessed through social capital, although the presence of a strong geographical effect has to be accounted for.

Reiche, Harzing and Kraimer (2009) investigated the role of international assignees' social capital in creating inter-unit intellectual capital. They conceptualized international assignees as informational boundary spanners between multinational enterprise units, and develop a cross-level model that explored how assignees' social capital translates into inter-unit intellectual capital. First, as knowledge brokers, assignees create inter-unit intellectual capital by linking their home- and host-unit social capital, thereby enabling cross-unit access to previously unconnected knowledge resources. Second, as knowledge transmitters, assignees' host-unit social capital facilitates their creation of individual intellectual capital, which, in turn, translates into inter-unit intellectual capital. The study concluded that individual social capital needs to be explicitly transferred to the organizational level to have a sustained effect on inter-unit intellectual capital.

Chisholm and Nielsen (2009) examined a study on social capital and the resource-based view of the firm. This paper integrated the role of corporate social capital in the resource-based view of the firm. In the resource-based view, the firm was seen as a pool of resources, including vital intangible resources, which can create competitive advantage and superior profits. It was argued that social capital figures prominently among such intangible resources. It was shown that an explicit inclusion of the role of social capital further strengthens the analytical powers of the resource-based view in relation to a number of issues. These issues included the relative merits of firms and markets as organizational forms, the rationale of interfirm networks as an alternative to spot market exchanges and coordination by a single centralized authority, and the role of social capital as a governance mechanism in such interfirm networks.

Nieminen et al. (2008) analyzed the measurement and socio-demographic variation of social capital in a large population-based survey. The main objective of this study was to describe the variation of individual social capital according to socio-demographic factors, and to develop a suitable way to measure social capital for this purpose. The

similarity of socio-demographic variation between the genders was also assessed. The study applied cross sectional data from the national Finnish Health 2000 survey (n = 8,028) which represents the adult population, aged 30 years and over. Several variables indicating social capital were condensed to dimensions on the basis of factor analysis. Participants were categorized in each dimension of social capital by means of factor scores. The multinomial logistic regression model was used to produce the adjusted prevalences for the dimensions of social capital according to socio-demographic categories (age, gender, education, living arrangements, income, and type of region). Three dimensions of social capital were distinguished: social support, social participation and networks, and trust and reciprocity. Age had an inverse association with social support as well as participation and networks, and a curvilinear association between age and trust and reciprocity, the oldest age groups showing the highest level of trust. Married persons and those in the highest educational and income groups tended to have more social capital than other persons. Residents of urban and rural regions did not systematically differ from each other in their level of social capital although residents of urban regions participated less and showed less trust than people living in semi-urban or rural regions. Social support varied significantly with gender. The decline of social support by age was steeper in women than in men. Social participation and networks increased with education, the gradient appearing steeper among men. The difference between married and cohabiting men was substantial compared to women when it came to trust.

Robert et al. (2008) investigated a study on social capital and knowledge integration in digitally enabled teams. To understand the impact of social capital on knowledge integration and performance within digitally enabled teams, authors studied 46 teams who had a history and a future working together. All three dimensions of their social capital (structural, relational, and cognitive) were measured prior to the team performing two tasks in a controlled setting, one face-to-face and the other through a lean digital network. Structural and cognitive capital were more important to knowledge integration when teams communicated through digital networks than when they communicated face-to-face; relational capital directly impacted knowledge integration equally, regardless of the communication media used by the team. Knowledge integration, in turn, impacted team

decision quality, suggesting that social capital influences team performance in part by increasing a team's ability to integrate knowledge. These results suggested that team history may be necessary but not sufficient for teams to overcome the problems with the use of lean digital networks as a communication environment.

Chetty and Agndal (2007) conducted a study on social capital and its influence on changes in internationalization mode among small and medium-sized enterprises. The authors used an in-depth qualitative study to identify 36 internationalization mode changes in ten New Zealand and ten Swedish small and medium-sized enterprises. Using the network approach, the authors developed three categories of social capital and discuss their role in influencing mode change. The roles included the efficacy role, the serendipity role, and the liability role of social capital. These three roles incorporate both the positive and the negative aspects of social capital. The liability role was the most frequently observed form of social capital to influence mode change.

Abou (2007) analyzed a theory-based approach to the relationship between social capital and communities of practice. In order to study this relationship Giddens' theory of structuration is used as it provides an integrating meta-theory that recognizes social reality as constituted by both subjective human actors and by objective institutional properties and attempts to articulate a process-oriented approach that relates the realm of human action and institutional realm. Based on Giddens' theory a model of the interaction between human action and social capital of the firm is developed. According to this model such interaction was mediated through a firm's communities of practice, which are conceptualized as the means for realizing the different types of modality between social capital and human action. Such conceptualization of a firm's communities of practice as the means for realizing the different types of modality between social capital and human action provides a fine-grained approach to study the impact of their elements, i.e., shared repertoire, mutual engagement and joint enterprise, on the structural, relational and cognitive dimensions of a firm's social capital respectively. In addition, it explicates the duality of firm's communities of practice, namely: they are both the medium and the outcome of collective human action. This model also showed the need for further research in two areas. First was the study of the constraining roles of a firm's communities of

practice in creating and sharing organizational tacit knowledge. Second was the study of social capital influencing organizational members in their relation to communities of practice.

Agndal and Nilsson (2006) conducted a study on generation of human and structural capital: lessons from knowledge management. Inter organizational and social relationships can be seen as part of the intellectual capital of a firm. Existing frameworks of intellectual capital, however, fail to address how relationships should be managed to generate more intellectual capital.

Leana and Pil (2006) examined social capital and organizational performance from Urban Public Schools. The study examined social capital and its relationship with performance at the organizational level. Data were collected from 88 urban public schools from principals, teachers, parents, and students. Results indicated that both internal social capital (relations among teachers) and external social capital (relations between the principal and external stakeholders) predict student achievement in mathematics and reading. These effects were sustained over time for reading achievement, providing support for a causal relationship between social capital and performance.

Silva et al. (2006) analyzed the psychometric and cognitive validation of a social capital measurement tool in Peru and Vietnam. The Young Lives (YL) study included quantitative measures of caregiver's social capital in four countries (Vietnam, Peru, Ethiopia, and India) using a short version of the Adapted Social Capital Assessment Tool (SASCAT). A range of different psychometric methods including factor analysis were used to evaluate the construct validity of SASCAT in Peru and Vietnam. In addition, qualitative cognitive interviews with 20 respondents from Peru and 24 respondents from Vietnam were conducted to explore what each question is actually measuring. Psychometric techniques showed SASCAT to be a valid tool reflecting known constructs and displaying postulated links with other variables. However, results from the cognitive interviews present a more mixed picture with some questions being appropriately interpreted by respondents, and others displaying significant differences between what the researchers intended them to measure and what they actually do.

Schaefer-McDaniel (2004) aimed at conceptualizing social capital among young people: toward a new theory. The concept of social capital has gained more recognition in the past few decades but has created conceptual confusion due to varying uses of the term by different writers. Definitional and methodological flaws plague the few studies that have explored social capital among young people. This paper offered a critical synthesis of the construct and also introduces a new theoretical framework of social capital among young people to encourage future research. The author understands social capital among young people to consist of three components, two of which have previously been discussed in the adult social capital literature: 1) Social networks/interactions and sociability; 2) trust and reciprocity; and 3) sense of belonging/place attachment.

Glaeser, Laibson and Sacerdote (2002) designed an economic approach to social capital. A standard optimal investment model can be used to analyse an individual's decision to accumulate social capital. They analysed six facts that supported the predictions of this individual- based approach: (1) social capital first rises and then falls with age, (2) social capital declines with expected mobility, (3) social capital rises in occupations with greater returns to social skills, (4) social capital is higher among homeowners, (5) social connections fall sharply with physical distance, (6) people who invest in human capital also invest in social capital.

Due Lake and Huckfeldt (1998) explored about social capital, social networks, and political participation. Social Capital is created through the patterns of interdependence and social interaction occur within a population, and we attempt to understand the participatory consequences these patterns relative to the effects of human capital and organizational involvement. Production of social capital in personal networks was examined with the use of network and participation data from the 1992 American study of the Cross National Election Project. The results suggested that politically relevant social capital (that is, social that facilitates political engagement) was generated in personal networks, that by-product of the social interactions with a citizen's discussants, and that increasing of politically relevant social capital enhance the likelihood that a citizen will be engaged politics.

Nahapiet and Ghoshal (1998) suggested that social capital has three distinct dimensions: structural, relational and cognitive. Cognitive social capital was created

through communicative language, narratives and codes which influence perceptions of meaning and reality in relationships. This research compared the discursive statements of nascent entrepreneurs based in the high-technology and creative sectors. The two groups had recently completed two very different entrepreneurship training courses. Qualitative data provides an account of how cognitive social capital was created through face-to-face and electronic communication. The authors demonstrated that entrepreneurial learning extends well beyond the classroom. Making effective use of communication, both face-to-face and electronic, was an essential element of that learning process. The data demonstrated that those experienced individuals (trainers/lecturers) responsible for organizing particular entrepreneurial courses can open-up wider networks and learning for their students.

2.4.1 OVERVIEW

Agndal and Nilsson (2006) concluded through his study that drawing on the interaction approach and the fields of intellectual capital and knowledge management, this paper developed a framework for managing relationships. Song (2011) proved that social capital was inversely associated with psychological distress, and part of that effect was indirect through subjective social status. Social capital also acts intervening mechanism to link seven social factors (age, gender, race-ethnicity, education, occupational prestige, annual family income, and voluntary participation) with psychological distress.

Paiva et al. (2014) developed and validated a quick, simple assessment tool to measure social capital among adolescent students. The total scale demonstrated very good internal consistency (Cronbach's alpha: 0.71). Reproducibility was also very good, as the Kappa coefficient was higher than 0.72 for the majority of items (range: 0.63 to 0.97). Ghashghaeizadeh (2016) showed that there was a significant relationship between psychological capital and social capital.

It is evident from the above review of literature that most of the studies on social capital have been undertaken at organizational level (Ofori and Sackey, 2010 and Glaeser, Laibson and Sacerdote, 2002). Only a very few studies were conducted in the field of education. Hence, this study has its own significance to investigate the level of social capital among student teachers.

2.5 STUDIES RELATED TO KNOWLEDGE SHARING

Alsharo et al. (2017) made an attempt to investigate the role of knowledge sharing and trust on virtual team effectiveness. This research addressed the social effects of knowledge sharing on virtual teams. Authors proposed a conceptual model which hypothesized a relationship between knowledge sharing, trust, collaboration, and team effectiveness in virtual team settings. The findings suggested that knowledge sharing positively influences trust and collaboration among virtual team members. The findings also suggested that while trust positively influenced virtual team collaboration, it does not have a significant direct effect on team effectiveness.

Arekkuzhiyil (2016) found the impact of organizational factors on the knowledge sharing practice of teachers working in higher education sector. The current study aimed to explore the various organizational factors that influence the knowledge sharing practices of teachers working in higher education sector. The study hypothesized the impact of various organizational factors on the knowledge sharing practices of teachers working in higher education sector. The data required for the study has been conveniently collected from 250 teachers working in various higher educational institutions in the Kerala state. The study used structural equation modelling for analysis and found that the organizational factors explain 63.7% the knowledge sharing practice among the teachers working in the higher education sector of the state. Each organizational factor selected in the study influenced significantly the knowledge sharing practice.

Sajjan and Hiremath (2016) made an attempt on efficient knowledge sharing in multi-user scenario. Knowledge sharing is an activity through which knowledge is exchanged among people, friends, families, communities and organizations. The biggest challenge for knowledge management was how to make sure that right knowledge could be available to the right people on the right time for any purposes. Finding a person who can give the right knowledge is a challenging part due to variety of information needs. This proposed system finds an advisor who provides a most relevant knowledge acquired by them to the user in collaborative environment. Web surfing data is clustered into tasks by using Gaussian Dirichlet process mixture model. In order to mine micro aspects in each task a novel discriminative infinite Hidden Markov Model was developed. This knowledge

sharing system helps to get the exact knowledge in less time and to save a lot of repeating efforts for the same task. Thus, it increased the performance of the system by using efficient techniques.

Portelance et al. (2016) made collaboration through knowledge sharing between cooperating teachers and university supervisors. Collaboration between student teacher trainers, the cooperating teacher, and the university supervisor, was directly connected with the sharing of respective knowledge (Gervais & Desrosiers, 2005). However, fruitful exchanges are not necessarily usual (Sanford & Hopper, 2000), which was considered the most detrimental factor in the student teacher training process (Kauffman, 1992). This paper presented some results of a study on the circulation of knowledge between the student trainers. Data was collected using audio recordings of conversations in the natural setting of secondary teacher internship. Identification and analysis of the predominant roles illustrated in their discourse reveal that inter-professional collaboration and collaborative dialog need specific competencies.

Santosh and Panda (2016) undertook a study on sharing of knowledge among faculty in a Mega Open University. The present study was undertaken to explore the sharing behaviour of the faculty of the National Open University in India. Data was collected through a structured questionnaire on knowledge sharing behaviour and barriers to sharing from 62 faculty members belonging to various disciplines. The findings suggested that sharing was less preferred voluntarily and in networks; publishing was most preferred knowledge sharing mechanism; sharing of learning materials was more encouraged in the institution; and borrowing from Internet was more preferred. The important perceived barriers included lack of recognition and absence of organizational knowledge sharing culture.

Yu and Zhou (2015) examined the tacit knowledge sharing modes of university teachers from the perspectives of psychological risk and value. Tacit knowledge sharing (TKS) was important to improve the teaching skill and researching knowledge of university teachers. The tacit knowledge sharing of university teachers is catalogued as four modes from perspectives of the psychological risk and psychological value which are measured by two grades – high and low. The four modes are named “Peer-review”,

“Learning Community”, “Thumb-a-lift” and “Academic Conference”, which are characterized by different values and risks.

Latif Kassim et al. (2015) developed the association between attitude towards the implementation of staff development training and the practice of knowledge sharing among lecturers. This study was aimed to identify the association of teachers’ attitude towards the implementation of staff development training with knowledge sharing practices among the lecturers of the Teacher Training Institution (TTI). In addition, this study was also to examine the differences in attitudes towards the implementation of staff development training and differences of knowledge sharing practices of lecturers based on demographic factors (gender, teaching experience, and academic qualifications). This was a quantitative approach in cross-sectional survey to collect data on the attitude towards staff development training and knowledge sharing practices among lecturers. The population of this study involved 748 lecturers from TTI in Perlis, Kedah, and Pulau Pinang. Stratified random sampling technique was used to select 336 samples from the population. The instruments used in this research were Attitude of Staff Development Training (Siti-Zanariah, 2010) and Knowledge Sharing (Siti-Zanariah, 2010). Statistical Package for Social Science (SPSS) Version 19.0 was used for analysis of data. The descriptive data analysis involved the description of the respondents such as frequency and percentage, while the second part of inferential analysis was to test the hypotheses, using Pearson correlation, t-test, and ANOVA. This study had found that there was a significant and positive association between attitude towards staff development training with knowledge sharing practices, a significant difference and positive attitude towards staff development training based on gender and teaching experience and a significant and positive difference in terms of knowledge sharing practices based on gender, teaching experience, and academic qualifications. However, the results revealed that there were no significant differences in the attitudes of staff development training based on academic qualifications.

Bisgin (2014) conducted a study on the examination of knowledge sharing levels of physical education and sports teachers according to various variables. This study aimed to examine the knowledge sharing levels of physical education and sports teachers on the basis of different variables. For this aim, 169 Physical Education and Sports Teachers

working in Kutahya Province of Turkey in 2013-2014 school year volunteered for the study. In the study as data gathering tool knowledge sharing scale developed by Yi, was used. Obtained data were analyzed using one-way analysis of variance (ANOVA) and independent sample t-test. In this study, statistical significance was set at ($\alpha= 0.05$). Analyses showed that the knowledge sharing levels of the participant Physical Education and Sports Teachers differed at a significant level in the sub-dimensions of organizational communication, interpersonal interaction and connecting with communities of practice (cops) in favor of male participants and in the sub-dimension of organizational communication in favor of the participants having master's degree. In addition, knowledge sharing levels of the study participants showed a significant difference in the sub-dimension of interpersonal interaction in favor of those older than 36 years and those teaching for more than 11 years. In conclusion, sex, age, professional experience and educational background variables are thought to be predictive of the knowledge sharing levels of physical education and sports teachers.

Hart (2014) examined how digital equity and workplace learning influence acceptance of a knowledge sharing technology in the higher education workplace. This study used an extended Unified Theory of Acceptance and Use of Technology (UTAUT) model to explain to what extent and under what conditions employees accept and use a knowledge sharing technology, Microsoft SharePoint (SharePoint), in the higher education workplace. In an effort to understand the complexities of employee acceptance and use of technology in the higher education workplace two additional moderators were incorporated into the context of UTAUT – digital equity (i.e., individual level) and workplace learning climate (i.e., organizational level) factors. The rollout of SharePoint as a knowledge sharing technology at the University of Illinois provided the opportunity for this study. Using a mixed-methods approach, data was collected from 390 survey respondents and 18 focus group participants from three campuses at the University of Illinois. Using multiple regression analysis, this data was examined to answer three research questions: To what extent and under what conditions do digital equity factors influence predictors (i.e., performance expectancy, effort expectancy, and social influence) of intent to use a knowledge sharing technology (SharePoint) in the higher education workplace? To what

extent and under what conditions does workplace learning climate affect predictors (i.e., performance expectancy, effort expectancy, and social influence) of intent to use a knowledge sharing technology (SharePoint) in the higher education workplace? Which moderator (digital equity factors or workplace learning factors) would better influence the use of a knowledge sharing technology (SharePoint) in the higher education workplace? The results suggested that gender, job position, and workplace learning climate factors influenced employees' acceptance and use of a knowledge sharing technology in the higher education workplace. Specifically as moderators to effort expectancy and social influence. Focus group participant responses provided a more in-depth understanding of these quantitative data results.

A study conducted by Chen, Fan and Tsai (2014) explored the role of community trust and altruism in knowledge sharing of teacher professionals. This study aimed to explore the mechanism of how individuals' knowledge sharing intention and behaviors might be altered with a sample of 332 teachers within a virtual community of teacher professionals in Taiwan. After controlling for the technology support factors (i.e., perceived usefulness and perceived ease of use), authors found that community trust impacts knowledge sharing intention, which in turn improves knowledge sharing behavior. Furthermore, altruism augmented the relationship between community trust and knowledge sharing intention. Results revealed a positive relationship between community trust and knowledge sharing intention was stronger when teachers perceived a high level of altruism than it was with a low level of altruism.

Usman and Oyefolahan (2014) examined a study on encouraging knowledge sharing using web 2.0 technologies in higher education. The main aim of this study focused on the determining the ways to encourage knowledge sharing through web 2.0 technologies from students' point of views. A total of 287 students responded to the online questionnaire in International Islamic University Malaysia (IIUM). Descriptive statistics was used in data analysis. The results showed that students used web 2.0 technologies in learning and sharing knowledge among them. In addition, the study found eight items on ways to encourage and enhance knowledge sharing among students in the University. These items include Create Awareness, Provide facilities, Internet Accessibility, Ease of

use, Encourage Teamwork, Materials Availability, Improved and Response, and Motivation.

Jabbari and Madhoush (2014) developed a short form of the questionnaire on determinants of knowledge sharing practices in Iranian samples. The present study aimed to develop and identify psychometric characteristics of a questionnaire on the determinants of knowledge sharing practices in universities consistent with Iranian social-cultural criteria. The present study was a methodological research conducted in three stages. Firstly, the researchers set to identify the determinants of knowledge sharing practices in universities using the qualitative technique of grounded theory, which led to the development of a representative framework. Secondly, questionnaire items were written based on the data obtained from unstructured interviews with faculty members and appealing to experts' opinion. Thirdly, psychometric attributes of the questionnaire were examined using face, content and construct validities as well as internal consistency (reliability). In the third stage, a number of 92 faculty members were selected as the participants from Islamic Azad University, Golestan University and Gorgan University of Medical Sciences using quota sampling. The results supported the suitability of 20 items on the questionnaire. This short form of the Determinants of Knowledge Sharing Practices Questionnaire (DOKSPQ) in Iranian faculty members was found to have an appropriate factorial structure.

Tseng and Kuo (2014) conducted a study of social participation and knowledge sharing in the teachers' online professional community of practice. In this study, they have collected self-reported knowledge-sharing behaviors from 321 members of the largest online professional CoP of teachers in Taiwan. The results showed that closer connections among online CoP members can lead to greater recognition of and altruism towards others. Moreover, performance expectation and self-efficacy belief play essential roles in knowledge-sharing participation. Thus, the development of social relationships among online teacher members helps them obtain potential resources and reliable support through their social network. Also, teachers' membership in the online professional CoP fosters a prosocial attitude that heightens their willingness to share useful resources and solve other members' problems, both emotionally and instrumentally. Consequently, knowledge-

sharing behaviors, in terms of knowledge giving and knowing receiving, are significantly predicted by prosocial commitment and performance expectation respectively.

Abdul Razak et al. (2014) explored the theories of knowledge sharing behavior in business strategy. This paper reviewed the nature of knowledge sharing and theories underlying knowledge sharing behavior to understand the factors that influences individual behavior to share their knowledge. Several theories have been applied to study knowledge-sharing behavior included theory of reasoned action (TRA), theory of planned behavior (TPB) and social exchange theory (SET). The literature review was conducted to identify the association of the theories practices and knowledge sharing behavior. Initial discussion in this paper, was discuss the nature of knowledge sharing and common practices of knowledge sharing behavior. The literature review determined willingness, business citizenship behavior and commitment represent as an individual knowledge sharing behavior. While, the theories identified that attitude, subjective norms, perceived behavioral control, and exchange of maximize benefit and minimize cost in turn leads to drive individual towards knowledge sharing behavior. The finding contributed to the individual and business in understanding the factors that drive to knowledge sharing behavior.

Nya-Ling Tan and Ramayah (2014) identified the role of motivators in improving knowledge-sharing among academics. This research addressed a primary issue that involves motivating academics to share knowledge. Adapting the theory of reasoned action, this study examined the role of motivation that consisted of intrinsic motivators (commitment; enjoyment in helping others) and extrinsic motivators (reputation; organizational rewards) to determine and explain the behaviour of Malaysian academics in sharing knowledge. A self-administered questionnaire was distributed using a non-probability sampling technique. A total of 373 completed responses were collected with a total response rate of 38.2%. The partial least squares analysis was used to analyze the data. The results indicated that all five of the hypotheses were supported. Analysis of data from the five higher learning institutions in Malaysia found that commitment and enjoyment in helping others (i.e., intrinsic motivators) and reputation and organizational rewards (i.e., extrinsic motivators) have a positive and significant relationship with attitude

towards knowledge-sharing. In addition, the findings revealed that intrinsic motivators are more influential than extrinsic motivators. This suggested that academics are influenced more by intrinsic motivators than by extrinsic motivators.

Wan Ismail and Hosseini (2014) focused on understanding online knowledge sharing intention a factor analysis in e-learning system. The purpose of this thesis was to examine the knowledge sharing enablers and individual factors influence intention to knowledge sharing in E-Learning system. Moreover, its objective was to identify the individual influence on intention to share knowledge in E-Learning system and to recognize relationships among them. The current research expanded a theoretical framework of online knowledge sharing factors with the Decomposed Theory of Planned Behaviour (DTPB). An online questionnaire survey was applied to collect data and the analysis was completed according to 583 responses from students who act in EL system of Open University Malaysia (OUM). A semi-structured interview was constructed with 10 participants who were facilitators and teachers in EL system of OUM as the case study to achieve knowledge sharing comprehensible and understandable intention.

Liu et al. (2014) investigated about knowledge sharing among university students facilitated with a creative commons licensing mechanism. By gathering 40 university students' feedbacks and their behaviors, this study found that, in terms of trust, sharing self-efficacy and outcome expectations, the students had a more positive perception of the CC-integrated platform than that of conventional online sharing. In addition, the students were more likely to favor the CC-integrated sharing platform in which they believed that individual identification and profit were more effectively sustained and protected in the process of knowledge sharing. The students' activities on these platforms and their perception of knowledge sharing also revealed relationships that differed from those found in their performance of programming tasks on other online sharing platforms.

Rungrojngarmcharoen (2013) conducted a study on theoretical synthesis of knowledge sharing and educational leadership for sustaining learning communities. With the aim of sustaining a learning community, it necessitates synthesizing the creative mechanism of knowledge sharing with the application of authentic educational leadership that encompasses a process of influencing, sharing knowledge of new concepts, practices,

ideas, insights, abilities, and values for personal development and of facilitating ongoing learning, communicating certain values and useful information for people's well-being in a community, enhancing academic progress, and inculcating sound awareness of continuous lifelong education. The purposes of this study through content analysis were to raise the awareness of the eminent power of sharing knowledge that required a strong sense of educational leadership and to emphasize the significance of sustaining learning communities for the academic achievement of learners in particular and for the intellectual well-being of people in a community in general.

Ramayah, Yeap and Ignatius (2013) conducted an empirical inquiry on knowledge sharing among academicians in higher learning institutions. The purpose of this study was to uncover the factors that propel knowledge sharing among academicians in higher learning institutions of Malaysia. Using the Theory of Reasoned Action as the basis for this study's research framework, data was gathered from 447 academicians in 10 public universities scattered throughout the country. Findings from the Partial Least Squares analysis revealed that extrinsic motivation, reciprocal relationships, sense of self-worth and subjective norm are vital determinants of an academician's attitude towards knowledge sharing. In turn, this attitude that is formed will largely determine whether the academician engages in knowledge sharing behaviors or not. Besides having a positive effect on attitude, sense of self-worth also exhibited a positive impact on the subjective norm to share knowledge.

Kim et al. (2012) conducted a study on diagnosis framework for identifying the current knowledge sharing activity status in a community of practice. The concept of Communities of Practice (CoPs) has been highlighted as an effective method for knowledge sharing in Knowledge Management and strategically utilized by many organizations. Therefore, the need to diagnose knowledge sharing activities in CoPs has increased. Previous research on CoP strategies has generally suggested broad guidelines without diagnosing the current knowledge sharing status of individual CoPs. Furthermore, diagnosis methodologies are not connected to strategic direction and require too much time and effort to conduct regularly.

Huda Mohd et al. (2012) designed the factors affecting motivations to share knowledge among university students. Based on a survey of 270 students in a Malaysian university, this study looked at the knowledge sharing behaviour of students when completing their assignment, tutorials, laboratory work as well as examination. The findings suggested that the knowledge sharing behaviour of students varies according to the factors that motivated them to share their knowledge and the factors in which inhibit them in sharing knowledge. Learning from others and helping other students are among the agreed factor or motivations towards knowledge sharing. Lack of information factors would have been the main reason of not sharing knowledge because the students are afraid that they will provide the wrong information.

Elizabeth (2012) investigated a study on cultivating knowledge sharing and trust in online communities for educators. Innovative uses of technology to support teacher learning are emerging through professional learning communities that leverage social networking technologies. The purpose of this qualitative case study was to examine in-depth successful online learning communities for K-12 educators to better understand ways in which knowledge sharing and trust are cultivated and supported. Cross-case findings indicated knowledge sharing and trust were cultivated and sustained through a clear purpose and common identity, multiple options and opportunities for social learning, the active involvement of an experienced and credible moderator, as well as modeling and enforcement of appropriate online behavior.

Karam (2012) made an attempt on community knowledge sharing wiki for Higher Education Information Technology Professionals. The goals of the wiki are to improve the knowledge of IT professionals and the services of IT organizations in higher education. A structure for the wiki was developed and the wiki was promoted to IT professionals via established community mailing lists and other outreach activities. The success of this knowledge sharing wiki implementation depended upon identifying a core group of professionals interested in establishing and updating the wiki. Once the wiki was established, others in the community would also be encouraged to contribute and participate in the wiki to ensure the tool was effective and useful for professionals and organizations to improve their IT services. Although many IT professionals expressed

interest in the wiki, a core group of professionals could not be identified to establish the knowledge sharing wiki. A survey was conducted to identify the barriers with establishing the wiki and determine criteria for the wiki to be a beneficial tool to professionals. Professionals primarily lacked the time to participate and also cited an abundance of other resources already available in the field. Some of the professionals may have contributed if an incentive of some type was offered. While the establishment of the wiki has not been realized, the knowledge gained through developing the foundations for the wiki, promoting the wiki and analyzing the challenges with establishing the wiki have been beneficial to the IT community.

Ling (2011) speculated at culture and trust in fostering knowledge-sharing. The purpose of this paper was to understand and explore the co-existence of two influential elements in knowledge sharing, namely, 'culture' and 'trust' in inculcating a culture that shares. A review of literature managed to highlight and examine the need for organizations to extend a deeper understanding of the interactions between these two elements, which are often regarded as crucial factors that supported the tradition to share knowledge (both tacit and explicit) originating from organizations' valuable assets - workers.

Tutkun (2011) investigated a study on internet access, use and sharing levels among students during the teaching-learning process. The purpose of this study was to determine the awareness among students and levels regarding student access, use, and knowledge sharing during the teaching-learning process. The triangulation method was utilized in this study. The population of the research universe was 21,747. The student sample population was 1,292. Two different data collection methods were used from two different sources. Quantitative data were collected using a set form distributed to the students titled "The Internet in Teaching-Learning Processes Questionnaire". Qualitative data were also collected through a structured interview with 24 faculty members. The following results were obtained: i) Instances of knowledge access, use and sharing by students during the teaching-learning process rank high. ii). Female students use the internet in a more functional sense than males. iii. The levels of students accessing, using, and sharing knowledge during the teaching-learning process differ. iv. Internet access, use, and knowledge sharing levels vary between academic departments. v. Internet access, use and

knowledge sharing levels differentiate according to type of education. vi. The opinions of faculty members and students overlap regarding the level of accessing knowledge via the internet, but differ on the subject of use and knowledge sharing.

Chao et al. (2011) supported interaction among participants of online learning using the knowledge sharing concept. In this study, the concept of knowledge sharing was applied to achieve the appropriate interaction among participants in an online learning environment. By evaluating and integrating the differences between interaction considerations and knowledge sharing, the proposed methodology transforms the interactions into knowledge flows to easily apply the concept of knowledge sharing. Then, the corresponding activities can be acquired following the conformable analysis. According to experimental results, the learners assigned with interaction supported by knowledge sharing flows have better success in terms of learning effectiveness. That is, the concept of knowledge sharing significantly influenced the interaction throughout the use of a learning platform and was a way to enhance the learning effectiveness.

Rismark and Sølvsberg (2011) studied about knowledge sharing in schools as a key to developing professional learning communities. The purpose of this study was to explore how schools can become professional learning communities, involving teachers who continuously engage in building and sharing knowledge. The presented findings were based on a research project in a Norwegian secondary school. The data analysis discussed two circumstances of knowledge sharing, captured in the categories creation moments and bumpy moments. While knowledge sharing activities at team levels led to knowledge creation moments, whole staff assemblies proved to be challenging meeting places and bumpy moments occurred. They suggested that knowledge sharing as a key to developing professional learning communities needs to be organizationally supported.

Cornelissen et al. (2011) conducted a study on the aspects of school-university research networks that play a role in developing, sharing and using knowledge based on teacher research. This paper reported on 21 participants of a school-university research network embedded in a Master's program. The main question was which aspects of a school-university research network play a role in processes of developing, sharing and

using knowledge based on research by Master's students. Fifteen network aspects were distinguished, which together provided a useful framework for better understanding.

Chen and Hung (2010) explored the factors influencing members' knowledge sharing and community promotion in professional virtual communities. Data collected from 323 members of two communities were used in our structural equation modeling (SEM). The results suggested that norm of reciprocity, interpersonal trust, knowledge sharing self-efficacy, and perceived relative advantage were significant in affecting knowledge sharing behaviors in PVCs. The knowledge contributing and collecting behaviors were positively related to knowledge utilization. Furthermore, while the collecting behavior had a significant effect on community promotion, the influence of contributing behavior on community promotion was limited.

Ryan et al. (2010) focused on organizational practices that foster knowledge sharing across distinct national cultures. Using the knowledge-based view (KBV) as the theoretical foundation, the study investigated how organizational practices in two distinct national cultures support knowledge sharing activities and the associated supporting organizational practices that are widely transferable. The authors proposed and empirically tested a model that examined the relationships among strategic, decision and technology practices and organizational knowledge sharing in two distinct national cultures (US and Japan). The results of the study suggested that despite the existing cultural contrasts in these two countries there are some common organizational practices that positively impact an organization's knowledge-sharing environment. While these results support a model of core organizational practices that foster knowledge sharing and that are transferable across national cultures, findings also support the need for careful consideration of the type of practices applied across different cultures.

Ogata et al. (2009) studied the factors that influence knowledge sharing among university students. The objective of this study was to investigate the factors that influence knowledge sharing among students. The factors covered individual, classroom, and technological aspects. A questionnaire was used for collecting data. There were 207 students from a university in Bangkok, Thailand participated in this study. It was found that technology support, student's ability to share, and degree of competition with the

classmates significantly influence knowledge sharing of students respectively. In contrast, student's willingness to share, instructor support, and technology availability have no influence on knowledge sharing of students.

Ramayah et al. (2009) examined the knowledge sharing among academics in institutions of higher learning. This paper presented a research agenda for a funded research project on knowledge sharing among academics in Malaysia. One of the main objectives was to develop validate and measure of knowledge sharing which is suitable for academicians. Previous studies on knowledge sharing have used standard measurement items which do not cater for the multiple roles held by academics such as teaching, mentoring, supervising, publishing, networking etc. We will present the proposed methodology of achieving the objectives stated and round it up with the expected outcomes.

Aalst (2009) distinguished knowledge-sharing, knowledge construction, and knowledge-creation discourses. The study reported sought to obtain the clear articulation of asynchronous computer-mediated discourse needed for Carl Bereiter and Marlene Scardamalia's knowledge-creation model. Distinctions were set up between three modes of discourse: knowledge sharing, knowledge construction, and knowledge creation. These were applied to the asynchronous online discourses of four groups of secondary school students (40 students in total) who studied aspects of an outbreak of Severe Acute Respiratory Syndrome (SARS) and related topics. The participants completed a pretest of relevant knowledge and a collaborative summary note in Knowledge Forum, in which they self-assessed their collective knowledge advances. A coding scheme was then developed and applied to the group discourses to obtain a possible explanation of the between-group differences in the performance of the summary notes and examine the discourses as examples of the three modes. The findings indicated that the group with the best summary note was involved in a threshold knowledge-creation discourse. Of the other groups, one engaged in a knowledge sharing discourse and the discourses of other two groups were hybrids of all three modes.

Parirokh et al. (2008) identified knowledge-sharing requirements in academic libraries. The purpose of this paper was to provide an evaluation of the existing state of

practice in knowledge sharing in university libraries. This was survey research which was based on an electronic questionnaire. Results revealed that the majority of libraries investigated are quite friendly towards knowledge sharing, and the majority of librarians value the importance of knowledge sharing. Results also confirmed that the knowledge that they mostly use was mainly intangible knowledge. If knowledge-sharing requirements of librarians while collaboratively performing reference and information services can be acknowledged, guidelines for enhancing conceptual collaborative process would be suggested.

Hew and Hara (2007) investigated the empirical study of motivators and barriers of teacher online knowledge sharing. The focus of this study was to understand knowledge flows among teachers by examining what types of knowledge was shared by teachers, as well as what motivates or hinders teachers to share knowledge online. They examined an electronic mailing list (listserv) supporting a community of practice of literacy teachers. Data were gathered on the teachers in the listserv through online observations. Additional data were collected through semi-structured telephone interviews with 20 teachers. Findings suggested that two motives of community involvement-collectivism, and principlism appear to be the main motivators for knowledge sharers to share knowledge, while lack of knowledge and competing priority appear to be the main barriers. Practical implications for knowledge sharing and suggestions for future research are discussed. The findings of this study inform teachers, listserv moderators, teacher associations, as well as researchers of educational technology who are interested in knowledge sharing among teachers within communities of practice mediated by computer networks.

Chiu et al. (2006) focused on understanding knowledge sharing in virtual communities through integration of social capital and social cognitive theories. This paper integrated the Social Cognitive Theory and the Social Capital Theory to construct a model for investigating the motivations behind people's knowledge sharing in virtual communities. Data collected from 310 members of one professional virtual community provide support for the proposed model. The results helped in identifying the motivation underlying individuals' knowledge sharing behavior in professional virtual communities.

Jewels and Ford (2006) examined the factors influencing knowledge sharing in information technology projects. Using a combined qualitative/quantitative method of data collection in multiple case studies spanning four continents and comprising a variety of organizational types, the focus of this current research centered on the question of why individuals working within IT project teams might be motivated towards, or inhibited from, sharing their knowledge and experience in their activities, procedures, and processes. The research concluded with the development of a new theoretical model of knowledge sharing behavior, the Alignment Model of Motivational Focus. This model suggested that an individual's propensity to share knowledge and experience was a function of perceived personal benefits and costs associated with the activity, balanced against the individual's alignment to a group of institutional factors. These factors are identified as alignments to the project team, to the organization, and, dependent on the circumstances, to either the professional discipline or community of practice to which the individual belongs.

Chaudhry and Sivakamasundari (2004) aimed at perceptions of teachers about knowledge sharing in schools. This paper explored how teachers in schools share their knowledge, experiences, and ideas; what are their preferences in knowledge sharing practices; what tools they use, and what problems they face in sharing knowledge. Unstructured interviews were conducted to gain an in-depth understanding of the perceptions of teachers. Teachers saw sharing with colleagues as a way to increase their learning and also viewed their own learning as worthy of sharing with colleagues. They preferred casual sharing, online communication, peer coaching, and interactive workshops. Time constraint was the major hurdle according to teachers while stress, reluctant to share and fear of criticism also contributed to the low frequency of knowledge sharing. Majority of teachers use e-mail and "Teachers Network" for knowledge sharing. Teachers supported the view that information technology had improved their communication with their counterparts.

Weijnen, Herder and Thissen (2001) investigated knowledge sharing in education, research and industry by bringing knowledge management down to earth. The SEPA curriculum of the Delft University of Technology provided students with a solid background in systems engineering and complex problem solving. This multi-disciplinary

curriculum contains basic courses in mathematics, economics, policy analysis, organization and management and (statistical) data research and processing. The students specializing in process systems engineering are taught topics from the physical and chemical engineering fields. The curriculum provided a good basis for students' research into knowledge management in the process industry described in this paper. The students took the design process of chemical plants as their research subject for their Masters thesis. The design process of industrial facilities is a large, complex topic involving many people and disciplines. The students analyzed the status of knowledge management in the companies and looked for ways to improve upon those strategies. The multi-disciplinary background of the students turned out to be very effective in analyzing the problem and designing solution strategies for the companies.

2.5.1 OVERVIEW

From the above exhaustive review of literature on knowledge sharing, most interesting results were found by the investigators. It is clear that most of the studies have been done with organizations, university students, working staffs and teacher educators. Arekkuzhiyil (2016) found the impact of organizational factors on the knowledge sharing practice of teachers working in higher education sector. The impact of various organizational factors on the knowledge sharing practices of teachers working in higher education sector. Sajjan and Hiremath (2016) made an attempt on efficient knowledge sharing in multi-user scenario. Knowledge sharing is an activity through which knowledge is exchanged among people, friends, families, communities and organizations.

Portelance et al. (2016) made collaboration through knowledge sharing between cooperating teachers and university supervisors. Collaboration between student teacher trainers, the cooperating teacher, and the university supervisor, was directly connected with the sharing of respective knowledge (Gervais & Desrosiers, 2005). Santosh and Panda (2016) undertook a study on sharing of knowledge among faculty in a Mega Open University. Yu and Zhou (2015) examined the tacit knowledge sharing modes of university teachers from the perspectives of psychological risk and value. Tacit knowledge sharing (TKS) was important to improve the teaching skill and researching knowledge of university teachers.

Latif Kassim et al. (2015) developed the association between attitude towards the implementation of staff development training and the practice of knowledge sharing among lecturers. Hart (2014) examined how digital equity and workplace learning influence acceptance of a knowledge sharing technology in the higher education workplace. A study conducted by Chen, Fan and Tsai (2014) explored the role of community trust and altruism in knowledge sharing of teacher professionals. Usman and Oyefolahan (2014) examined a study on encouraging knowledge sharing using web 2.0 technologies in higher education. Tseng and Kuo (2014) conducted a study of social participation and knowledge sharing in the teachers' online professional community of practice. Therefore, no researchers have attempted the research in the sample of teacher education population to study the level of knowledge sharing. Hence, the investigators made an attempt to apply this concept in the student teacher population. This study helps in enhancing the quality of teacher education.

2.6 RELATIONSHIP BETWEEN SOCIAL CAPITAL AND KNOWLEDGE SHARING

Zimmermann et al. (2017) explored the sourcing in or out and the implications for social capital and knowledge sharing. The sharing of knowledge between a firm and its internal or external service suppliers has become an important element of contemporary sourcing arrangements. Moreover, the knowledge based view (KBV) has long suggested that due to stronger cognitive links within firms, internal compared to external service provision creates better conditions for knowledge sharing. To scrutinize the possible knowledge sharing advantages of internal sourcing in more depth, we turn to social capital research. There are some theoretical claims that social capital and knowledge sharing are stronger within than between firms, and there was ample evidence that social capital facilitates knowledge sharing. Our survey results suggested that the extent of knowledge sharing and social capital are indeed stronger in a captive than in an external sourcing mode, and that structural (tie strength), cognitive (shared understanding), and relational (trust) aspects of social capital mediated the effect of sourcing mode on the extent of knowledge sharing. By contrast, network stability (a structural aspect) mediated knowledge sharing only indirectly, by reinforcing the other social capital aspects.

Lefebvre et al. (2016) conducted a study on social capital and knowledge sharing performance of learning networks. The purpose of this study was to empirically investigate the relationship between the social capital accumulated among network members and the performance of learning networks in terms of their ability to enhance knowledge sharing among network members. A network level perspective guided the sampling strategy adopted for this survey involving 150 members of 16 European learning networks. Hierarchical multiple regression and structural equation modelling were employed to investigate the inter-relationships between dimensions of social capital and knowledge sharing in learning networks. The results revealed that social interaction and cognitive social capital are positively and significantly related to knowledge sharing in learning networks. Social interaction is also shown to play an important role in the development of shared vision and shared language (i.e. cognitive social capital) in learning networks.

Prasetio (2014) aimed at understanding knowledge sharing and social capital in social network sites. This research was intended to explore whether the intensity of use of social networking service is related to users' social capital dimension: structural (social interaction ties), relational social capital (trust, norms of reciprocity, and identification), cognitive (shared vision) and furthermore their relation with knowledge sharing. The result was analyzed using PLS-SEM method to examine the hypotheses. Authors found that the use of SNSs raise all dimensions of social capital. They also found that structural and cognitive dimensions of social capital positively related to knowledge sharing.

Tsai et al. (2014) assessed a group social capital in virtual teaming contexts: A moderating role of positive affective tone in knowledge sharing. This study examined the interplay of social capital and positive affective tone in virtual group working contexts. This study integrated social capital theory with positive affective tone to postulate an integrated model that captures the main effects of social capital and the moderating effects of positive affective tone in the formation of knowledge sharing. Our empirical analysis confirmed the duality between social and affective considerations in influencing knowledge sharing, as well as demonstrates a complex pattern of interdependencies between these two effects. The empirical tests showed that knowledge sharing was positively influenced by positive affective tone, trust, and shared vision. Meanwhile, the

effects of trust and social interaction on knowledge sharing are moderated by positive affective tone.

Aslam et al. (2013) conducted a study on social capital and knowledge sharing as determinants of academic performance. Current study empirically examined the relationship between social capital and knowledge sharing, and how knowledge sharing impacts academic performance. For this purpose, multiple linear regression analysis has been performed. The results of the analysis highlighted various aspects of the relationship between social capital, knowledge sharing and academic performance. Understanding how students learn to share knowledge in their respective social networks and the motivation behind this knowledge sharing, can help the university authorities in identifying the steps that can facilitate the process of knowledge sharing which in turn can lead to enhancement in the quality of the learning process.

Chang et al. (2011) aimed at social capital and individual motivations on knowledge sharing. To attempt to understand this paradox, authors combined the theories of social capital and individual motivation to investigate the factors influencing knowledge sharing behavior in a virtual community, applying a participant involvement concept to analyze the moderating effects of individual motivation on knowledge sharing behavior. By analyzing the results of a survey using a questionnaire, they found that altruism, identification, reciprocity, and shared language had a significant and positive effect on knowledge sharing. Reputation, social interaction, and trust had positive effects on the quality, but not the quantity, of shared knowledge. Participant involvement had a moderating effect on the relationship of altruism and the quantity of shared knowledge.

Hao et al. (2010) adopted a multilevel approach on the effect of social capital on knowledge sharing in work teams. Given the nested nature of work teams, this study distinguished social capital between team-levels and individual-levels to investigate their effects on individual knowledge sharing in work teams. A survey was conducted to test the hypotheses involving 343 participants who were nested in 47 knowledge-intensive teams across 9 Chinese organizations. Our results revealed that social capital at different levels conjointly influences individuals' sharing of their explicit and tacit knowledge and also played distinct roles on the individuals' sharing behavior in work team context. The results

also demonstrated that an optimal social network configuration maximizes team members' knowledge sharing. Our investigation from a multilevel approach articulated how social capital at different levels in conjunction influences individual sharing behavior, contributing to the existing social capital and social network theories as well as the literature of knowledge management.

Wah et al. (2009) carried out a study on social capital and knowledge sharing in knowledge-based organizations. The study aimed to understand the social and organizational factors that influence knowledge sharing. A model of knowledge management and knowledge sharing was developed inspired by the work of Nahapiet and Ghoshal. Data on knowledge sharing processes and various social capital measures were collected from a sample of 262 members of a tertiary educational institution in Singapore. Rewards and incentives, openmindedness, and cost-benefit concerns of knowledge hoarding turned out to be the strongest predictors of knowledge sharing rather than pro-social motives or organizational care. Individuals who are highly competent in their work abilities are less likely to share what they know when they perceive that there are few rewards or when sharing was not recognized by the organization.

2.6.1 OVERVIEW

Chen, Fan and Tsai (2014) revealed that positive relationship between community trust and knowledge sharing intention was stronger when teachers perceived a high level of altruism than it was with a low level of altruism. Zimmermann et al. (2017) in his study highlighted important contributions to research and practice of internal sourcing and social capital. Lefebvre et al. (2016) conducted a study on social capital and knowledge sharing performance of learning networks where he found that social interaction and cognitive social capital are positively and significantly related to knowledge sharing in learning networks.

Aslam et al. (2013) highlighted the relationship between social capital and knowledge sharing, and how knowledge sharing impacts academic performance and also discussed various aspects of the relationship between social capital, knowledge sharing and academic performance. Wan Ismail and Hosseini (2014) supported the fundamental statement that superior altitudes of individual motivational factors including trust,

perceived ease of use, perceived usefulness, and educational compatibility direct to influence intention to share knowledge well. Chaudhry and Sivakamasundari (2004) found that majority of teachers use e-mail and “Teachers Network” for knowledge sharing.

Hew and Hara (2007) suggested teachers, moderators, teacher associations, as well as researchers of educational technology who are interested in knowledge sharing among teachers within communities of practice are mediated by computer networks. Wah et al. (2009) concluded individuals who are highly competent in their work abilities are less likely to share what they know when they perceive that there are few rewards or when sharing is not recognized by the organization. Santosh and Panda (2016) suggested that sharing was less preferred voluntarily and in networks; publishing was most preferred knowledge sharing mechanism; sharing of learning materials was more encouraged in the institution; and borrowing from Internet was more preferred. Huda Mohd et al. (2012) suggested that the knowledge sharing behaviour of students varies according to the factors that motivated them to share their knowledge and the factors in which inhibit them in sharing knowledge.

Reviewing many studies on knowledge sharing, it is evident that more number of studies have been done on knowledge sharing in institutional and organizational practices. But only a very few studies have been conducted on teacher education. Since knowledge sharing is very important for the student teachers who are going to produce to future citizens of our country, this study assumes its importance to investigate the extent of knowledge sharing among student teachers particularly in the Indian context.

2.7 REFLECTION OF RESEARCHES REVIEWED

An overview of related research studies reviewed in this chapter confirmed that sizeable number of research studies have been carried out on socio emotional competence and abilities of student teachers both in India and Abroad. All the research undertaken has provided enriched understanding of various factors that influence socio emotional competence and abilities of student teachers. The present study shed light on the development of social capital and knowledge sharing in enhancing socio emotional competence and abilities of student teachers. This would go a long way in creating a bright future for citizens which in turn would pave way for the nation’s scientific and

technological development on the whole. Student teachers should keep in mind that socio emotional competence and their abilities have pivotal role in tackling the school students but also to lead their life better.

The present study is a unique attempt made by the investigator by providing intervention modules of social capital and knowledge sharing so as enhance socio-emotional competence and abilities of student teachers which seems to be a very rare effort in the Indian context. Such a combination of assessing the variables like socio emotional competence and abilities through social capital and knowledge sharing intervention among student teachers is very rare in TamilNadu. So, the present study fills the major gap by examining the factors that enhances the abilities of student teachers.

As far this review is concerned, no researcher has attempted to investigate the socio emotional competence and abilities by using intervention modules of social capital and knowledge sharing in teacher education colleges. The present study ensures that there is a methodology based gap which needs to be speculated.

A bird's eye view presents a picture of a bunch of studies which, though they bring out significant conclusions. It is also inferred that most of the studies on social capital have been investigated at the organizational level. Hence, the present study is the most viable and practical means by investigating socio emotional competence and abilities of student teachers through intervention modules of social capital and knowledge sharing which is the need of the hour to improve the quality of teacher education.

2.8 CONCLUSION

In this chapter, an attempt has been made to highlight some of the important researches conducted on the different aspects of socio emotional competence, abilities of student teachers, social capital and knowledge sharing. The findings and the procedure adopted in these studies enable the investigator to comprehend the problem on hand in a much better way and to view the problem in the larger perspective. The present chapter deals with the exhaustive reviews of literature related to the study and the following chapter is presented with the methodology adopted for the present investigation.