

CHAPTER - V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The importance of competent teachers to the nation's school system can in no way be overemphasized. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education.

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation.

On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgement and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning.

The **Philosophical** basis provides insights to the student teachers about the implications of- the various schools of philosophy, ancient and modern philosophical thoughts, educational thoughts of philosophical thinkers on education and its various aspects such as curriculum construction and discipline. The **Sociological** basis helps the student teachers to understand the role of society and its dynamics in the educational system of a nation and the world at large. It encompasses the ideals that influence national and international scenes. The **Psychological** basis helps the student teachers develop insights into student psychological make-up. This enables the student teachers to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant learning experiences to their students.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education generally takes place under the guidance of educators, but learners may also educate themselves. Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. Most schools emphasise on exam scores and grades leading to intense competition and stress in students. Students are compelled to be tied down to endless repetitive reviewing and cramming for exams.

In today's world, rapid and wide developments in science, technology, communication and emergence of new views about social, political, economic, and cultural issues bring about fundamental changes in educational systems and teaching pedagogy.

Differentiated instruction accommodates the diverse learning needs of the students by varying the methods and materials used to teach each concept.

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives. - **Clay P. Bedford**

5.2 STATEMENT OF THE PROBLEM

Today's schools are essentially passive experiences. Teachers teach and children listen. In an ideal world, every student would learn the same content in exactly the same

way. Teachers could teach a lesson once and all students learn and understand the concept before moving on to the next topic of the day. Unfortunately, students are not like this; rather, each student has their own preferred way of learning. Learning is better when there is an opportunity provided for students' to understand the concept and to become more active and involved learners. Therefore, it is increasingly important for teachers, to differentiate their classroom instruction using different methods and materials to teach each lesson.

The literature review will define the teaching strategy of differentiated instruction and the use of social capital and knowledge sharing module as a method to differentiate instruction. Social capital and knowledge sharing module research will be reviewed and analyzed to determine whether it is an effective method to accomplish differentiated instruction. Social capital and knowledge sharing module is the need of the hour to improve socio-emotional competence and abilities of student teachers.

Hence the problem is entitled as:

“Enhancing socio-emotional competence and abilities of student teachers through social capital and knowledge sharing interventions”.

5.3 IMPORTANCE OF THE STUDY

As in the present scenario, teachers must be social and emotional competent to deal with all kinds of students. Teacher's social emotional competence mainly affects classroom environment, good integration, student's interests, academic achievement etc and hence it is necessary to measure the level of teachers' social and emotional competence. This is very important to investigate the socio-emotional competence and abilities of student teachers. According to Miller and Wiltse (1979) advocated for the incorporation of classes on self-discover and personal development in teacher preparation programs, to identify teachers who may be at risk for developing mental health problems in the classroom, in order to provide additional support for these teachers and also to maintain student-teacher relationships.

Greenberg (2009) proposed that deficits in social-emotional competence or lack of appropriate social-emotional supports may contribute to the high burnout and attrition rate seen in the teaching profession. Teachers are constantly exposed to emotionally provocative situations but have limited options for self-regulation when situations cause strong emotional reactions. This constant exposure to negative emotionally charged events might reduce a teacher's intrinsic motivation and feelings of self-efficacy leading to high rates of teacher burnout.

Therefore this study is necessary for the teachers to know their social-emotional skills such as self-awareness, self-management, social awareness, relationship skills, teaching skills, teaching goals and classroom management while handling school students which is evitable for teachers.

5.4 MAJOR OBJECTIVES OF THE STUDY

After considering the theoretical perspectives and review of the related literature, the following objectives were formulated.

1. To select appropriate tools to measure socio-emotional competence, Abilities of student teachers and to develop tools to measure social capital and knowledge sharing.
2. To design module based on social capital and knowledge sharing suitable for student teachers.
3. To assess the impact of the designed social capital and knowledge sharing intervention on socio-emotional competence and abilities of student teachers.
4. To investigate differences in socio-emotional competence and abilities with respect to marital status of student teachers.

5.5 METHOD AND DESIGN OF THE STUDY

In the present study, Quasi-Experimental Design method is employed to describe and interpret the social capital and knowledge sharing with other selected variables such as socio-emotional competence and abilities of student teachers.

Two groups are selected and one group is taken to be the experimental group and the other as the control group. Pre-test are administered to both the groups. Treatment is given to the experimental group. The control group receives traditional method teaching whereas, the experimental group are treated with social capital and knowledge sharing intervention module teaching method. After the treatment, post-test are conducted. The differences in the pre-test and post-test measures are calculated separately for the two groups. The significance of difference between the different measures of the two groups is computed.

5.6 SAMPLE

The sample consists of 126 student teachers studying in two different colleges of education. The students are from Chennai district, Tamil Nadu.

5.7 TOOLS USED

The tools chosen were found to be suitable, workable, reliable and valid. According to David Colton, Robert W. Covert (2007), “Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure”. According to Kothari (2009), “Validity refers to the ability of an instrument to measure what the researcher intend it to measure”. Reliability speaks to the consistency of researcher’s measurement, Kothari (2009). The need for construction arose as it is found that there were no suitable tests available for the assessment of the variables that is appropriate to the sample studied.

The variables chosen for the present study necessitated both construction and selection of relevant tools. The appropriate tools constructed are Socio-emotional competence and Abilities of student teachers. The investigator constructed the tools for the variables namely Socio-emotional competence, Abilities of student teachers, social capital and knowledge sharing which were found to be suitable for the present sample. The tools constructed are standardized by the investigator through pilot study. The selected tools are described in detail.

5.8 STATISTICAL TECHNIQUES USED

1. **'t' test** is applied to compare the data collected from Experimental and Control groups.

A t-test is an analysis of two groups through the use of statistical examination; a t-test with two groups is commonly used with small sample sizes, testing the difference between the groups when the variances of two normal distributions are not known.

5.9 MAJOR FINDINGS OF THE STUDY

Hypothesis: 1

It is found that control group student teachers and experimental group student teachers are similar in the pre-test scores in the dimensions of socio-emotional competence namely relationship skills, self-awareness, self-management and overall socio-emotional competence. It is found that control group student teachers and experimental group student teachers are similar in the pre-test scores in the dimension of abilities of student teachers namely classroom management, teaching goals, teaching skills and overall abilities of student teachers.

Hypothesis: 2

It is found that experimental group student teachers are better than control group student teachers in the post-test scores of socio-emotional competence and its dimensions namely relationships skills, social awareness, self awareness, self management and overall socio-emotional competence. It is found that experimental group student teachers are better than control group student teachers in the post-test scores of abilities of student teachers and its dimensions namely classroom management, teaching skills, teaching goals and overall abilities of student teachers.

Hypothesis: 3

It is found that post-test scores are found to be better than pre-test scores of experimental group student teachers in the dimensions of socio-emotional competence namely relationship skills, social awareness, self-awareness, self-management and overall socio-emotional competence. It is found that post-test scores are found to be better than pre-test scores of experimental group student teachers in the dimensions of abilities of student teachers namely classroom management, teaching skills, teaching goal and overall abilities of student teachers.

Hypothesis: 4

It is found that post-test scores are found to be better than pre-test scores of control group student teachers in the dimensions of socio-emotional competence namely relationship skills and self awareness. It is found that pre-test and post-test scores are similar in the control group student teachers in the dimensions of socio-emotional competence namely social awareness, self-management and overall socio-emotional competence. It is found that post-test scores are found to be better than pre-test scores of control group student teachers in the dimensions of abilities of student teachers namely teaching skills. It is found that pre-test and post-test scores are similar in the control group student teachers in the dimension of abilities of student teachers namely classroom management, teaching goal and overall abilities of student teachers.

Hypothesis: 5

It is found that experimental group student teachers are found to be higher than control group student teachers in the gain scores of socio-emotional competence and its dimensions. It is found that experimental group student teachers are found to be higher than control group in the gain scores of abilities of student teachers and its dimensions.

Hypothesis: 6

Unmarried student teachers are found to be better than married student teachers with respect to socio-emotional competence and its dimensions. Unmarried student teachers are found to be better than married student teachers with respect to abilities of student teachers and its dimensions.

5.10 EDUCATIONAL IMPLICATIONS

The findings of the study explored that pre-test scores of control group student teachers and experimental group student teachers are similar in their socio-emotional competence and abilities of student teachers. Hence, students will be enhanced with the activities which can foster their socio-emotional competence and abilities in the classroom.

It is evident that experimental group student teachers have high socio-emotional competence and abilities in their post test scores. It is proved that use of social capital and

knowledge sharing intervention programme enhance socio-emotional competence and abilities of student teachers. Hence, it is recommended that the teachers should adapt appropriate instructional strategies, modules and intervention programme to foster socio-emotional competence and abilities of student teachers. Teachers who use these strategies on a daily basis produce students who are more confident in their achievement skills. Teachers with a high sense of competency about their teaching capabilities may motivate their students and enhance their competencies and abilities. Teacher educators in educational institutions should improve the competencies and abilities like relationship skills, social awareness, self awareness, self-management and classroom management, teaching skills and teaching goals respectively among student teachers.

The findings of the present investigation revealed that the post-test scores of control group student teachers showed no enhancement in their socio-emotional competence and abilities. Hence, it is evident that the traditional way of teaching does not create any interest among student teachers in fostering socio-emotional competence and abilities.

Ways to enhance Socio-Emotional Competence among student teachers

As Merrell (2008) poignantly states that the role of assessment of teachers' socio-emotional competence is to help teachers to solve problems and take proper decision making.

Assessment results should inform interventions that provide opportunities for teachers to develop their social-emotional skills (eg. Through teachers' education programs and continuing education programs). Currently teachers report that they receive very little training on managing their own emotions in the classroom (Garner 2010) and this can have negative consequences for both teachers and students.

A few studies have investigated, interventions that have shown to influence teacher socio-emotional competence. For example, mindfulness practices may help to develop teacher socio-emotional competence by developing the core competencies that compose the construct of teacher socio-emotional competence; self awareness, self-management, social awareness and relationship skills.

The fundamental goal of mindfulness practices is to train the mind to become more aware and present, freeing the mind from usual responses and thoughts (Kristeller & Johnson 2005). Through training the mind to become consciously aware and inhibiting automatic responses, mindfulness practices promote both physical and psychological self regulation while at the same time enhancing responsible decision-making through more choices.

Specific mindfulness studies with teachers have found decreases in self- reports in stress and increases in wellbeing. Gallego (2010) implemented a 10 week mindfulness intervention. The results of their intervention included large decreases in psychological distress specifically in the areas of somatization, interpersonal, sensitivity and hostility as well as smaller reductions in obsessive compulsion, depression, anxiety, psychosis, phobic anxiety and paranoid ideation as compared to a control group. These results were observed at the 4 month follow up.

Likewise, Gold, Smith, Hopper, Herne, Tansey and Hulland (2010) investigated the use of a mindfulness based stress reduction intervention on primary school teachers and found significant improvements in teacher report of anxiety, depression and stress.

Teachers also reported positive feelings towards the intervention nothing benefits such as increased time during the day, enjoyment of present moments, decreases in stress, and improvements in responding to difficult situation (Goild et al 2010)

The interventions illustrate how an assessment measuring teacher socio-emotional competence may be used within a system that supports teacher socio-emotional competence through interventions such as MBSR (Mindfulness-based stress Reduction) or other social-emotional development activities.

Teachers' social-emotional competence may play an important role in the classroom environment through classroom management, forming positive teacher-student relationships. Teachers play an integral role in the cognitive, social and emotional development of children. They have a considerable amount of contact with the children and help them to enter into the classroom with confidence.

State and national policy makers are also beginning to recognize the benefits of incorporating SEL programs into the larger framework of schools and are taking action to ensure that schools are teaching social-emotional skills. Illinois was one of the first states to pass comprehensive legislation for this purpose, with the Illinois Children Mental Health Act in 2003. This legislation required schools in the state to incorporate SEL into their school mission and take definitive steps toward developing the social and emotional competencies of their students (O'Brien & Resnik, 2009). More recently the Academic, Social and Emotional Learning Act of 2011 (HR 2437) was proposed to Congress, and if passed, will allow the Secretary of Education to award funding toward creating a National Technical Assistance and Training Center that will provide training and support to states and local educational agencies that want to adopt and promote evidence-based SEL learning as well as create social and emotional learning standards and programs.

These new developments are paving the way for SEL implementation in schools. It is now essential that research focus on the finer details of effective implementation that will allow schools to adopt SEL practices successfully. One overlooked area that may affect the implementation of SEL programs is the social-emotional competence (SEC) of teachers. Teachers' SEC influences important components of SEL program delivery such as teachers' ability to implement behavior management strategies, encourage problem solving and cooperation among students, design appropriate instruction, and develop supportive and encouraging relationships with their students (Jennings & Greenberg, 2009). Understanding the relationship between teacher SEC and SEL programming will become important as more states start following Illinois' lead and begin mandating SEL programs in schools.

At an individual-level, professional development focused on teachers' social and emotional competence is an avenue that is gaining support for improving teachers' wellbeing and their ability to create a more positive and supportive classroom environment. For example, mindfulness-based professional development programs involve training in emotional skills (e.g., role plays to help teachers to recognise and be aware of their

emotions), mindfulness (e.g., deliberate practice of present moment awareness), and caring and compassion (e.g., mindful listening to others without judgment).

At a school-wide level, it is also important to create an environment where teachers' social and emotional competence is supported. This lays a foundation for teachers' own wellbeing and in turn their students' learning.

□ **ABILITIES OF STUDENT TEACHERS**

Teaching ability continues to be a challenge in many colleges. Student teachers in this study reported they were more controlling in their classroom management including instructional management, people management and behaviour management. This result highlighted the reliance of the traditional or authoritarian methods of classroom management by student teachers that may be effective yet. The student teachers over all may have felt confident with this style but outcomes being reported in the school do not support this confidence. The finding of this study may help administrators become aware of the present atmosphere in classroom and assist them to expose teachers to additional management styles or styles. Teachers need support to implement styles that can maximize student outcomes.

Student teachers perceptions of ability exist in varying degrees. Yet, the range of these degrees is narrow rather than widely dispersed. Student teachers perceive themselves to have high degree of ability, and feel that their efficaciousness, to a degree, helps students achieve. A limited number of student teachers labeled themselves as possessing low ability or as inefficacious.

Researchers have shown that teacher efficacy has been linked to a variety of teaching behaviour. Further, extensive research on ability of teachers suggests that teachers with a high sense of ability are more willing to implement instructional innovations and competent teaching method to be effective student teachers. This study can be provided a fundamental understanding of self-ability for teachers and administrators especially as it relates to classroom management. In addition, this study may help teachers and educational leaders to understand the sources through which ability is built, increased and developed.

Teaching ability has been reported extensively in the research to be a powerful construct related to teacher behaviors and student outcomes. If support is given to student teachers to help them develop strong ability beliefs early in their career, it will provide long-term benefits to both student teachers and students.

Research has indicated that student teachers had high expectation (ability) regarding their own ability to successful instruct students. As a result, when teachers have high efficacy they set more with new instructional techniques, take more responsibility for the teaching and display more persistence through obstacles. This suggests that providing support to teachers who display these behaviors will promote the development and reinforcement of positive ability beliefs.

The demand for skillful teachers is increasing. The quality of teacher too is improving. Good teachers are keen and enthusiastic, well organized and firm, fair and stimulating their ability and interested in the welfare of the students. Teaching skill is essential in order to cope up with the existing demands of the learning communities. During the course of training apart from academics various skills required for enhancing their teaching abilities should be made mandatory in the B.Ed., curriculum.

The above findings reflect that many teaching skills are totally neglected. No care is given to them while writing comments. The reason may be that, the supervisors do not observe the lessons completely and they rarely put detailed observation on lesson plan (Mohanty, 1984). Similarly the observation of Mohan (1980) revealed that the supervisors do not observe the lesson for adequate time also holds well. The findings of this study also get support from the study of Singh (2008) where the problem of pupil teachers during PTP have been highlighted and they reflect that supervisors are not well prepared for the supervision work of PTP. Singh and Gardia (2008) have also suggested for curricular reform to improve the quality of teacher education in India. Therefore the above findings can contribute greatly in preparation of teacher educators for supervision work. Even the refresher courses organized for teacher educators can be enriched through taking care of these findings.

Classroom management, as measured by the BIMS (Martin & Sass, 2010), assessed the degree to which teachers held a controlling and interventionist approach to instruction and behavioral management. It was hypothesized that teachers with higher SEC would have less controlling attitudes toward instruction and would manage classrooms through motivating students intrinsically. In terms of instructional management, this hypothesis was supported. Higher levels of teacher SEC were related to lower levels of controlling instructional practices. Suldo et al. (2009) found that sensitive teachers who used instructional practices that promoted adolescent well-being used diverse teaching practices, provided responsive feedback to students, and created a classroom that encouraged student questions. Likewise, teacher sensitivity has been related to greater self-reliance, more positive effect, and fewer negative behaviors from socially bold children. Current findings suggested that higher teacher SEC may be related to teachers' abilities to be responsive, sensitive, and use a more interactive style of teaching that promotes positive teacher-student relationships and classroom climate.

On the other hand, higher teacher socio-emotional competence was related to significantly higher levels of a controlling and interventionist approach to behavioral management. Literature in this area has been mixed with research suggesting that differing views on behavioral management style may be a function of the culture of the school and community. For example, one study found that authoritarian beliefs were related to less conflict between 113 teachers and students with high level of problem behaviors (Hamre et al., 2007). In addition, students from a predominately urban, economically disadvantaged, African American background were found to perceive teachers as caring when they were strict and tightly controlled student misbehavior. Future studies could investigate how the interplay between culture and demographic features relates to teachers' beliefs on behavioral management styles.

Support for student learning can take many different forms. Some support activities can be directly perceived by the students. Other activities are less apparent, but still important since they help create good working conditions for teachers and students and

thereby have an influence on student learning. Teaching (including supervision and examination), the preparation of study guides and learning material, the development of courses and new methods, efficient administration and good pedagogical leadership are examples of different types of pedagogical work. Of importance is also what the teacher has done to develop and maintain his or her pedagogical competence.

The different pedagogical activities a teacher has performed are all part of his or her teaching qualifications. These teaching qualifications are what the teacher presents as a basis for an assessment of teaching skills. Teaching skills are related to the way in which the teacher has performed the activities. The assessment of teaching skills should focus on how the teacher works, not what the teacher has done.

Every assessment requires both general knowledge about the nature of the phenomenon to be assessed and specific knowledge about what aspects are important for the assessment. In this respect there is no difference between the assessment of academic skills and teaching skills. However, the tradition and consensus that exist in connection with judging academic skills do not exist in relation to teaching skills.

The scientific approach characteristic of research should be applied also in relation to teaching. This means that decisions on e.g. teaching methods or forms of examination and evaluation should be based on what research has shown will best support student learning.

Demonstrating teaching skills involves among other things familiarizing oneself with the research-based knowledge that exists concerning the best way to support student learning.

The assessment of teaching skills should also be based on research findings. The validity of the definition of teaching skills used, as well as of the criteria applied in an assessment, should be supported by research findings. Making expert assessment of teaching skills means considering both tested experience and research-based knowledge of student learning.

Teaching a class of students is much harder than most people imagine. Not only do you need the knowledge of different subjects in order to pass it on, but a wide range of other skills is also necessary to keep control over a large group, and engage them - even when the topic isn't the most exciting. This can provide you with a real challenge, but as we are about to find out, it becomes far easier when you begin to develop new teaching skills and techniques.

Improving your skills as a teacher takes effort, but once you begin to gain a better understanding of the 'tricks of the trade', you can implement countless simple measures to increase the effectiveness of your lessons - in no time at all.

One of the areas where most people slip up when it comes to being a success in the teaching industry is time management. Organizing yourself in the right way actually saves time in the long run, though at that moment, it can seem too strenuous to bother with. Create yourself an easy-to-follow, realistic schedule; by putting aside time slots during the week where you will dedicate yourself to specific jobs, you can ensure you complete all of your tasks in advance - something which benefits both you and your students.

For instance, it may be a good idea to save a couple of hours per week to prepare for any practical activities you plan to carry out with your class in the coming days, with some additional time allocated to talking with students about any concepts they didn't quite grasp. Remember: your teaching skills will often be measured by the success of your pupils; are they meeting their targets?

Another simple measure you can take to enhance your skill collection is through analyzing all of the work you do. Look at all the activities you have done with a class, be they practical or theoretically based. Note what went well, and what could have been better. If you refer to this next time you do something similar, you can incorporate the bits which seemed to have a positive effect, and try something else in replacement of the things that needed to be improved. This way, you will end up with an array of exercises that are productive and worthwhile.

Being resourceful is instrumental should you want to ascend to the ultimate layer of teaching. Don't be afraid to ask others with experience what approach they take with their classes, about activities that they think were very successful, or for details on any courses or books they read that helped them understand the classroom environment more than beforehand.

By combining these easy suggestions with your own personal knowledge and experience, you could well start to bank more and more teaching skills straight away. Hopefully, you can implement these in your classroom, simply adapting them for different age and ability groups. Students enjoying themselves - but still achieving their anticipated targets - is one of the most accurate signs in telling you that your teaching is going well.

□ **SOCIAL CAPITAL**

The concept of social capital offers a way to bridge sociological and economic perspectives and to provide potentially richer and better explanations of economic development. One important way it does this is by showing that the nature and extent of social interactions between society and institutions shape academic performance. This, in turn, has important implications for development policy, which has long focused exclusively on an academic dimension. A social capital perspective stresses that technical and financial soundness is a necessary but insufficient condition for acceptance of a project. Six broad recommendations can be offered for incorporating the concept of social capital into development policy. For development of interventions in all sectors and at all levels, social institutional analysis should be used to identify correctly the range of institutions and their interrelations. Understanding how proposed policy interventions will affect the power and political interests of the institutions is a vital consideration, since all policy interventions occur in a social context characterized by a delicate mix of informal organizations, networks, and institutions. The design of an intervention needs to pay special attention to the potential for dominant groups to mobilize in ways that undermine the educational institutions. It is critical to invest in the organizational capacity to help build bridges between peers and social groups. To this end, the use of participatory

processes can facilitate consensus-building and social interaction among student teachers with diverse interests and resources.

Finding ways and means by which to transcend social divides and build social cohesion and trust is crucial for educational development. One of the great virtues of the idea and discourse on social capital is that it provides a common language for these different educationalists, enabling them to communicate more easily with one another. A social capital perspective adds its voice to those calling for information disclosure policies at all levels to encourage informed citizenship and accountability of both private and public institutions who purport to serve the students. Improvements in physical access and modern communications technology that can foster information exchange across social groups should be emphasized to complement social interaction based on face-to-face interchange. Developmental interventions should be viewed through a social capital lens, and assessments of their impact should include the potential effects of the intervention on the social capital of institutions. The social networks of the institutions are one of the primary resources they have for managing risk and vulnerability, and outside agents therefore need to find ways to complement these resources, rather than substitute for them.

□ **KNOWLEDGE SHARING**

Our study illustrates the superiority of captive centers compared to external service provision with regards to the extent of knowledge sharing. Educationalists may of course have a range of factors affecting their ‘make or buy’ decision in the sourcing context. When it comes to the extent of knowledge sharing however, our findings suggest that educationalists have to be more concerned about the boundaries between firms than intra-organisational boundaries between a captive centre and the parent firm. There may be cases where a decision for external sourcing has been made even though a great deal of knowledge sharing is required. For example, due to other pressures such as lack of internal expertise, or to pursue strategic aims such as increasing business model flexibility and responsiveness to changing educational conditions. In such cases, educationalists have to invest most heavily in developing social capital with the external supplier.

Our study shows that in practice, the extent of knowledge sharing in external sourcing settings does not reach the level of captive settings, regardless of the number of contracts with the partner, the duration of the collaboration, and aspects of strategic intent. However, educators can do a lot to improve knowledge sharing by building social capital between firms, for example by using boundary spanners, staff exchanges, and enterprise partnering. Nevertheless, if educators do have the option to choose between internal/captive and external sourcing, they should give the knowledge sharing criterion the weight that it deserves. Educators can also do a lot to strengthen network stability, for example by designing long-term interaction plans and education plans, and ensuring regular catch up meetings.

Our findings suggest that student teachers have a good chance to thereby achieve the same degree of network stability in an external as in a captive sourcing mode. Through the effect on trust and shared understanding, this is likely to improve knowledge sharing in both sourcing modes. Our study further demonstrates the importance of cognitive, relational, and structural aspects in facilitating knowledge sharing. Investment in cognitive factors such as processes to facilitate a shared understanding between the peers, visibility of processes, shared codes of communication etc. will thus be crucial. At the same time, however, educators should be aware that investments in stable networks, frequent and close interactions and in trust building activities (e.g. face to face workshops) will also improve knowledge sharing. Resultant stable networks, strong ties and trust are likely to facilitate knowledge sharing not only on their own account, but also by reinforcing the cognitive elements that benefit knowledge sharing.

5.11 LIMITATIONS OF THE STUDY

- The present research study is confined to student teachers only.
- The sample is restricted only to Chennai District, Tamil Nadu.
- The population of the sample is restricted only to 126 students.

- Although there may be many factors that affect socio-emotional competence and abilities of students teachers, this study will be restricted to those factors that are not beyond the control of investigator.

5.12 RECOMMENDATIONS

1. The study could be extended to other districts of Chennai and different grades of educational institutions i.e. the secondary, senior secondary or even at the college level and universities level also.
2. It will be a useful endeavour to compare different college systems such as government and private on the phenomenon studied in that investigation. In order to improve the college organizational climate there is a need to change its socio psychological dynamics which calls for further research to look into student teachers perceptions with regard to college conditions vis-à-vis student teachers own personality make-up comprising of teaching competencies. Attitude towards profession, value pattern, job satisfaction and psychological well-being.
3. The teaching effectiveness in the present study was based on self-perceptions of student teachers. Learning outcomes could be a useful measure of teaching effectiveness. Therefore a study could be conducted to find out the relationship between teaching effectiveness and achievement of student teachers.
4. Similarly, effect of college organizational climate on student teachers achievement and teachers' morale could be studied.
5. Knowledge sharing behaviour could be studied in relation to sex, academic qualification and years of experience of the student teachers.
6. District institutions of education and training often conduct various seminars or training programmes for teachers to increase the quality and standard of teaching. Teaching effectiveness after such type of trainings will establish the usefulness of training programmes.

7. The results of the present study throw a valuable light on the improvement of teaching effectiveness and B.Ed student teachers. But the present study is based on a sample drawn from limited geographical area and confined to the B.Ed colleges only. It would be appreciable if similar research efforts are put in with a sample drawn from wider geographical and other levels such as: Government and Private level education.
8. The present study was conducted on a sample of student teachers belonging to government B.Ed colleges only. It may be replicated on sample of student teachers studying in private colleges for drawing the comparative pictures.
9. A research study can be undertaken to study the differences in the demographic factors in relation to the investigated variables.
10. The study though extended to a period of four years may not be sufficient to give complete information regarding teaching effectiveness, knowledge sharing and teaching competence. Hence, an exhaustive study may be taken up by some national educational agency like NCERT, NCTE etc.
11. It should be emphasized that any activity or measure for developing and improving social capital in an organization should give student teachers the feeling that management, particularly top management, considers them important and does not regard them as tools. This will encourage them to internalize organizational values and to build a trust-based relation with others. Of course, top management has a key role in creating this feeling among student teachers.
12. Social capital is strongly related to ethics. Therefore, management should be committed to ethics and behave ethically. This will cause student teachers more trust toward management.
13. Social capital can be further developed by creating feeling of organizational belongingness in student teachers through management sensitivity toward their academic achievement and academic skills needs, such as competency and abilities.

14. Clarity of expectations from student teachers and giving them frank and honest feedback about their performance can lead to increase of social capital in organizations.
15. Social capital can be improved through involving and engaging student teachers, particularly knowledge students, in group and organizational decisions. This will strengthen their social identity and fulfill their need for team-working.

NUEPA, and UGC to develop essential non-cognitive skills along with cognitive skills in student teachers from time to time.

5.13 SUGGESTIONS

Have a proper reward system as it is an effective move to motivate the academic staff to share knowledge especially in terms of publishing papers from the research conducted (written contributions) and reaching out to communities by contributing ideas and innovative solutions (communities of practice). Promotion exercise, for instance should be justified openly, demonstrating that the policy is purely performance-driven.

Emphasize efforts to cultivate organizational citizenship behavior among the student teachers. High levels of organizational citizenship can likely foster mutual social exchange relationships among fellow colleagues within the faculty as well as other academicians throughout the university. Close reciprocal relationships that are developed between academicians facilitate the sharing of knowledge.

Support the provision of feedback from referent communities to the academicians who participate in knowledge sharing. The opinions and feedback from the academicians referent groups are important in the sense that they can exert the necessary pressure on academicians to engage in knowledge sharing as well as enhance their individual sense of self-worth.

University administrators such as Faculty Deans and Department Heads should maintain an open and conducive environment that welcomes new ideas, considers criticism and constantly strives for unity among staff. When Faculty Deans and Department Heads

are impartial without being humiliated, the academic staff will feel more at ease to engage in knowledge sharing behaviors.

5.14 CONCLUSION

In social capital and knowledge sharing setting, as compared with traditional teaching setting, students are encouraged to participate and allowed to explore different issues, offer their views, and gain clear understanding of modules through different methods. Moreover, building awareness of their social capital and knowledge sharing components and social capabilities, knowledge sharing among student teachers helps them learn study methods and find their strengths and weakness. Also, our findings highlighted that social capital and knowledge sharing module teaching creates enormous impact on socio-emotional competence and abilities of student teachers. As encouraging environment is provided in social capital and knowledge sharing settings and student teachers are allowed to learn contents on the basis of their abilities, social well being they do not feel great anxiety when encountering learning difficulties, they find class environment enjoyable, in which they are not forced to learn. Social capital and knowledge sharing theory suggests significance of personal differences, variety of learning, and assessment on the basis of individual abilities which ultimately improve the quality of teacher education as well.