

## DETERMINING THE ROLE OF SOCIAL-SKILLS AS A DIMENSION OF EMOTIONAL INTELLIGENCE IN KNOWLEDGE CREATION AND KNOWLEDGE APPLICATION IN EDUCATIONAL INSTITUTIONS

**Prof. (Dr.) Jasbir Kaur Sodi<sup>1</sup>, Ms. Anita K Ramnani<sup>2</sup>**

<sup>1</sup> Vice-Principal of H.R College, Department of Commerce / Management, H. R College of Commerce and Economics, Churchgate, HSNC University, Mumbai.

Email: [jas.saj@hrcollege.edu](mailto:jas.saj@hrcollege.edu)

<sup>2</sup> Research Scholar, Department of Commerce / Management, H. R College of Commerce and Economics, Churchgate, HSNC University, Mumbai.

Email: [anita777ramnani@gmail.com](mailto:anita777ramnani@gmail.com)

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### Abstract

In the 21st century, teaching is not only about transferring facts and information, but it's also about inspiring the mind to think creatively and critically. In this process, Emotional Intelligence becomes important, especially its dimension of social-skills. Essential social skills include verbal and non-verbal communication, active listening, building rapport, leadership and influencing others. Teachers with well-developed social skills are often popular, creating and applying knowledge efficiently and inspiring students and empowering institutions. This study explores how socially skilled teachers help students to stay curious, believe in teamwork and prepare for the real world. Using a mixed-methods approach, the data was collected through questionnaires and classroom observations from teachers of school and colleges. Quantitative analysis provided measurable insights into the relationship between social-skills and knowledge management practices, while qualitative findings added depth by capturing real classroom experiences. Results show that social skills play a significant role in enabling teachers to share, manage, and apply knowledge meaningfully. The study highlights that effective knowledge management in education is not only about systems and processes but also about people with strong social skills who are dedicated to engaging, collaborating and innovating every day.

**Keywords:** Emotional Intelligence, Social Skills, Communication, Knowledge Management, Knowledge Creation, Knowledge Application, Teachers.

► *Corresponding Author: Prof. (Dr.) Jasbir Kaur Sodi*

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### Introduction:

Education is not only about sharing information but it transforms lives through meaningful interactions, mutual understanding and collective growth. In every classroom environment, education develops through human efforts of teachers, students and administrators together. These interactions gain real importance not only by sharing facts but with emotions, trust and connections which enables the knowledge exchange smoothly. This harmony creates an ecosystem where knowledge prospers and future shapes up. In this scenario, Emotional Intelligence (EI) becomes a vital force in changing outcomes. Emotional intelligence has 5 dimensions that includes self

awareness, self regulation, empathy, self motivation and social skills. When teachers, administrators and students effectively understand and regulate their own and others emotions they create a classroom as a place of trust, empathy, collaboration and motivation. They establish the essential and important base for meaningful knowledge exchange. At present, knowledge management has become a central priority within schools and higher educational institutions. Knowledge management maintains equilibrium between p people, content and process. It is no longer just storing information, but it is about using social skills to create, connect and share knowledge that transforms education. This approach ensures that knowledge flows effectively and smoothly across organisations. Knowledge management includes four core areas like creation, sharing, storage and application. Educational institutions adopt an active approach where knowledge is continuously exchanged, updated and applied. Knowledge management is not only about systems and databases, it also relies on one's willingness to contribute and active participation.

But even with high intelligence and well-designed and advanced knowledge systems, what makes people want to create and apply what they know? This is where social skills steps in. Strong verbal as well as non verbal communication and active listening helps in smooth and effective exchange of ideas among teachers, students and staff. It will result in efficient teamwork, builds trust, supports collaboration which will create and support dynamic learning environments. This approach will enhance thoughtful decision making, logical problem solving, positive rapport and quality education. This paper investigates how social skills as one of the dimensions of emotional intelligence influences knowledge creation and knowledge application in educational institutions. This study will inspect how schools and colleges nurture communities and encourage an environment where knowledge is not only created but shared, managed, stored and applied constantly and becomes an integral part of everyday life.

This study signifies that social skill is a critical factor of emotional intelligence that drives innovation and effective knowledge utilization.

### **Objectives:**

- To evaluate the extent of social skills among teachers in academic settings.
- To examine the connection between social skills and knowledge creation within educational institutions.
- To analyse the role of social skills in effective knowledge application within educational institutions.

### **Hypothesis:**

**H01:** There is no significant level of social skills among teachers in academic settings.

**HA1:** There is a significant level of social skills among teachers in academic settings.

**H02:** There is no significant relationship between social skills and knowledge creation within educational institutions.

**HA2:** There is a significant relationship between social skills and knowledge creation within educational institutions.

**H03:** There is no significant relationship between social skills and effective knowledge application within educational institutions.

**HA3:** There is a significant relationship between social skills and effective knowledge application within educational institutions.

**Literature Review:**

**“Social Skills as a Dimension of Emotional Intelligence” By Goleman (1998)** this study identified social skills as a core component of emotional intelligence. It helps in managing relationships and building effective rapport. In this model, social skills include communication, leadership, conflict management and collaboration. He also argued that people with strong social skills are more able to understand and respond to others’ emotions which will foster trust and cooperation in an educational context. They share ideas, get engaged in meaningful interactions which is essential for effective knowledge exchange and learning. Thus, social skills are nominated as a key to enhance smooth social functioning and organisational performance.

**“Social Skills within Emotional-Social Intelligence” By Bar-On (2006)** this study defined emotional social intelligence encompassing both intrapersonal and interpersonal skills. Within this framework, social skills are presented through interpersonal dimensions such as empathy, social responsibility, interpersonal relationship, rapport building. He argued that these abilities facilitate how an individual is able to understand others, maintain positive relationships and contribute meaningfully to achieve group goals. This model highlights social skill as a crucial element of emotional social intelligence that supports successful execution and achievement in a social and professional environment.

**“A Dynamic Theory of Organisational Knowledge Creation” By Iujiro Nonaka in Journal of Organisational Science vol-5 no-1** This paper proposes a paradigm for managing the dynamic aspects of organizational knowledge creating process. The central idea is that organisational knowledge is created through a continuous process between implied and direct knowledge. It is argued that when new knowledge is developed by an individual, an organisation plays a key role in articulating, expanding and amplifying that knowledge. A theoretical framework is presented to provide an analytical approach to the dimensions of knowledge creation. This would be facilitated through applied operational models which are designed to reinforce the development of appropriate organisational knowledge.

**“Social relationship and its role in knowledge management systems usage” Journal of Information and Management vol-46, issue-3, April 2009, pg 175-180** this study examines how employees use knowledge management systems through the help of social capital theory. This study argues that technology alone does not ensure knowledge sharing. It requires social relationship as a core component and it significantly influences employees attitude towards knowledge sharing and continued use of KMS. This study also focuses on the human and social factors that are essential for the success of KM, particularly in organisational context. This paper strongly supports the idea that social skills are antecedents of effective knowledge management. Together all these studies highlight the importance of social skills and knowledge creation but there is a lack of empirical research examining how educators and administrators use social skills to influence knowledge creation, application and sharing in academic environments. This gap points to the need for studies that bridge emotional intelligence and knowledge management theories within the educational context to better understand how social skills contribute to effective collaboration, innovation and institutional performance.

**Research Methodology:**

This study supports mixed method design to capture measurable values and deeper insight of patterns to evaluate the influence of Emotional intelligence, emphasizing on social skill dimension on teachers knowledge creation and application attitude. Primary data is collected from teachers of different schools and colleges using a structured questionnaire. The 5 point Likert scale is used

to collect responses where 1= strongly disagree to 5= strongly agree where questions are related to social skills and knowledge application attitudes. A stratified random sampling method is used to ensure minimizes bias and enhances generalizability with teacher demographic variables such as age, gender, years of teaching experience, highest educational qualifications. A structured classroom observation is used as a qualitative component using a check-list with different indicators of knowledge creation and application practices. social skill is studied as an independent variable whereas knowledge creation and application are dependent variables with different parameters like innovation, idea generation, knowledge sharing, problem solving, conflict management. Quantitative techniques such as descriptive statistics and correlation analysis are used to analyse the data and examine the relationship between social skills and knowledge creation and management. The chosen design guides the study with the help of systematic data collection and insightful analysis to fulfill the goals. While keeping ethical consideration in mind, ensuring voluntary involvement, confidentiality and anonymity is maintained with secured data storage and restricted access to the data, institutional approval taken and followed ethical guidelines to protect the dignity of teachers and administrators.

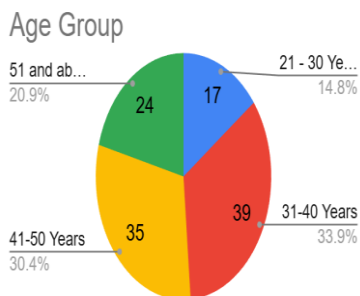
**Data Analysis and Interpretation:**

A google form was created and circulated to different schools and colleges teachers in the different age groups, years of teaching experience in Mumbai and responses were recorded. The sample consists of 115 teachers and administrators only. To summarize these demographic variables descriptive statistics were used as per strata.

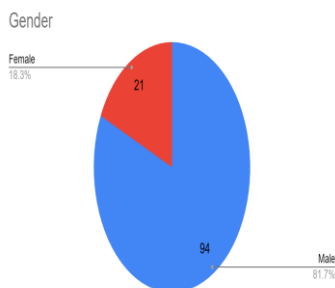
Table 1.1 Demographic Variables

Age Group	No. of responses	Years of experience	No. of responses	Gender	No. of Responses
21 - 30 Years	17	Less than 1 year	8	Male	94
31-40 Years	39	1-5 Years	25		
41-50 Years	35	5-10 Years	23	Female	21
51 and above	24	6-10 Years	59		
<b>Total</b>	<b>115</b>	<b>Total</b>	<b>115</b>	<b>Total</b>	<b>115</b>

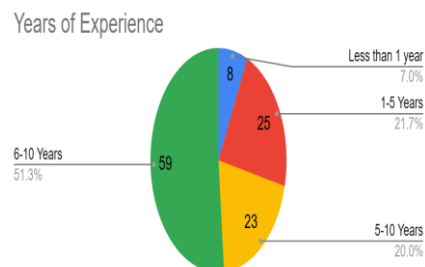
Metric	Values	Metric	Values
Mean	4.085	Skewness	-0.464
SD	0.585	N ( sample size)	115
Min-Max	3.201 - 4.711	Cornbach $\alpha$	0.75



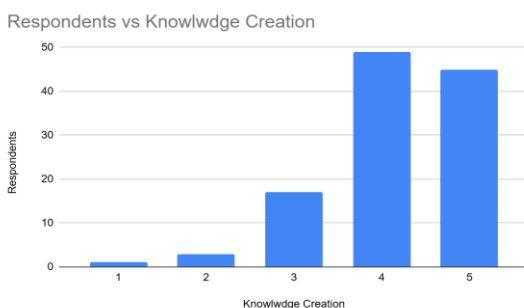
(Figure: 1.1 Age Group)



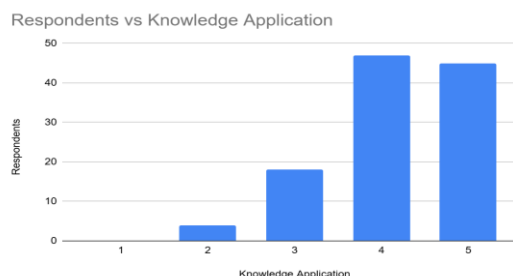
(Figure: 1.2 Gender)



(Figure: 1.3 Years of Experience)



(Figure: 1.4 Mean of Knowledge Creation)



(Figure: 1.5 Mean of Knowledge Application)

(Note: All the above charts were made with the help of google sheet)

The social skills score from 115 respondents indicates strong interpersonal competence, here 76% scoring more than 4 points on 5 point Likert scale. The standard deviation (SD= 0.585) shows relatively low variability in responses. The minimum and maximum values were above the midpoint of the scale confirms a positive perception of the respondents. The scale reliability met acceptable standards. (Cronbach’s alpha = 0.75). This confirms a solid support for knowledge management in educational settings. Mean scores were calculated for knowledge creation and knowledge application variables. Results indicate that a positive relation, suggesting that higher levels of social skills score is associated with greater knowledge creation and application. Structured classroom observations were conducted using a checklist with indicators of knowledge creation and application. It proves that teachers with high social skills demonstrated determination in adopting innovative teaching methods and encouraging students to share and apply knowledge as well. The results provide sufficient evidence to reject the null hypothesis and support alternative hypotheses. By triangulating quantitative and qualitative results, the study confirms that **social skills as a dimension of Emotional Intelligence plays a crucial role in knowledge creation and application.**

**Suggestions:**

Educational institutions should design workshops and mentoring systems that help teachers to develop social skills in daily practice. Professional development sessions can involve modules on empathy, communication, conflict management and collaboration to strengthen knowledge creation and application. This implementation will strengthen innovation, collaboration and learning outcomes. It will also improve interpersonal relationships and effective knowledge exchange. In addition, educational institutions should administer policies that support teamwork,

group projects, communication and rapport building to create a knowledge sharing environment. Future study perspectives may include larger samples across different cities and may explore other dimensions of emotional intelligence beyond social skills.

**Limitations:**

The sample size is limited to 115 respondents only, which may restrict the generalizability of findings beyond Mumbai. Data collection has relied on self-reported questionnaires, which may cause bias due to subjective misinterpretation. Classroom observations were conducted, which may not have documented all minor attributes of the teacher's behavior. The research has captured data at a single slice of time, which may fail to observe a change in knowledge management behaviour over time. The study focuses only on social skills within emotional intelligence without exploring other dimensions such as empathy, self-awareness, self-regulation or self-motivation. External factors such as institutional policies, cultural differences, the type of institute or technological influences were not deeply examined, although they can also impact knowledge creation and its application in educational institutions.

**Conclusion:**

This study exhibits that social skills are a core dimension of emotional intelligence that plays a beneficial role in how teachers create and apply knowledge within educational institutions. Social-skilled teachers bring energy and innovation into classrooms, making learning more engaging and meaningful. Knowledge management excels when people are willing to share and collaborate. Schools and colleges excel when trust, empathy and curiosity are nurtured. Thus, social skills are widely recognised as an essential element of knowledge management in educational settings. As Albert Einstein wisely said,

*“Education is not the learning of facts, but the training of the mind to think.”*

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