

## The Relationship between Socio-Emotional Competence and Knowledge Sharing among Student –Teachers

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### Abstract

In this study, we explore the role of social and emotional learning and collaboration in the education of future teachers in Chennai district. We compared the self-awareness, communication skills, coping mechanisms, skill sets, communication, confidence, technology proficiency, and motivation of the participants in this study. First, analyses of significant relationship among student-teachers were conducted. Second, the gap between student instructors' social and emotional skills and their ability to collaborate was analysed. One thousand nine education majors were selected as the sample. The researcher, with input from the investigator and advisory committee, created the instrument used in the survey. There are no negative elements in the tool. There was a significant correlation between preservice teachers' demographic characteristics, their level of social and emotional mastery, and their tendency to share what they had learned with their peers. There are significant differences in the level of social-emotional competency and knowledge sharing of preschool teachers based on factors such as age and family income. This research supports the idea that students' social and emotional development, as well as their interpersonal and interpersonal skills, are essential for academic success as well as long-term physical and mental health.

**Keywords:** Socio-emotional competence, knowledge sharing, motivation, self-awareness, attitudes, abilities, skills, gender.

### 1. Introduction

Social and emotional learning (SEL) is a process in which student teachers acquire and effectively apply knowledge, attitudes, and skills related to understanding and controlling their emotions, identify and achieve positive goals, feel and show empathy for others, form and maintain positive relationships, and make responsible decisions. This essay explores the connection between social and emotional learning and the transfer of information among future educators. Today, educators pay more attention to students' talents, knowledge, attitudes, and skills. According to a recent discussion among educators (Humphries et al., 2018), educators want social and emotional learning programs that can be tailored to their needs. The unique needs of each classroom and student, while accurately reflecting the diverse backgrounds of students. The freedom with which a school's educators communicate their expertise can be used to evaluate the school's growth and success. Knowledge is considered a more important economic force in this century than in any previous century. Information sharing has the potential to drive innovation by fostering and discovering knowledge in many fields. Perspectives on developmental needs and social desires are useful. The current organization values knowledge exchange for a number of reasons (Greenberg et al., 2003). It is an intangible asset necessary to meet the stringent manufacturing standards of today's global organizations. The capacity of company employees is currently an important measure of the company's success. Knowledge transfer alone may not be enough to enable an individual or organization to compete effectively in global and local organizations, even with effective strategic management. This study examines the connection between students' information sharing and the social and emotional competence model with the goal of motivating students to take action. This study highlights the correlation between information

dissemination and social and emotional skills. Our goal was to study how greater influence between instructors and students affects the dissemination of information and the development of social and emotional skills. The goal of this study is to better understand the factors that encourage student teachers to engage in collaborative learning. The main objective of this study is to investigate the factors that influence individuals' actual preferences and actions regarding knowledge sharing. The authors envision significant improvements and productivity gains following a discussion of knowledge sharing in the context of student-teacher interactions.

## 2. Methodology

### 2.1 Hypothesis

The general hypothesis of our study is to find the relationship between socio-emotional competencies and knowledge sharing among student teachers with general relationship with male and female student-teachers and married and unmarried student-teachers respectively. The comparative hypothesis of our study is to find difference among student-teachers with respect to their types of institutions and family income.

### 2.2 Participants

The total participants for our study includes 1009 student-teachers from various colleges of Education from Chennai District.

### 2.3 Procedure and Materials

For assessing socio-emotional competence and knowledge sharing researcher developed tool based on student-teachers attitude, skills, abilities, interpersonal, intrapersonal components, social awareness, empathy, motivation, technology, communication skills, decision making, critical thinking, trust, behaviour and knowledge. The investigative tool allow us to assess the relationship between socio-emotional competence and knowledge sharing among student-teachers following the components like relationship skills, social awareness, self-awareness, self-management, openness in communication, interpersonal trust, motivation, technology acceptance and attitude towards knowledge sharing, in addition to the socio-emotional competence overall perspectives. Statistical analysis is done by using SPSS. The SEC questionnaire consists of 89 statements and knowledge sharing questionnaire consists of 50 statements with 5 response options: "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly disagree" respectively. The relevant score varies from 1 to 5 depending on the significance of the manifestation.

## 3. Analyses

**Hypothesis I:** There is no significant difference between male and female student - teachers with respect to factors of Socio-emotional competence and knowledge sharing.

**Table 3.1 t-test for significant difference between Male and female with respect to factors of Socio-emotional competence and knowledge sharing of student teachers**

Factors of Socio-emotional competence and knowledge sharing	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Relationship Skills	61.54	23.23	64.30	18.65	2.079	0.038*
Social Awareness	69.41	25.66	71.52	21.31	1.424	0.155
Self-Awareness	69.76	25.62	73.05	21.47	2.209	0.027*
Self-Management	59.77	23.15	64.58	20.39	3.501	<0.001**
Overall Socio-Emotional Competence	260.49	81.45	273.45	59.52	2.888	0.004**
Openness in Communication	45.35	17.55	48.51	15.62	3.025	0.003**

Factors of Socio-emotional competence and knowledge sharing	Gender				t value	P value
	Male		Female			
	Mean	SD	Mean	SD		
Interpersonal Trust	39.76	15.88	42.98	15.58	3.243	0.001**
Motivation	35.06	13.58	37.36	12.79	2.763	0.006**
Technology Acceptance	35.14	14.06	37.38	14.02	2.538	0.011*
Attitude towards Knowledge Sharing	30.75	10.98	31.99	10.12	1.868	0.062
Overall Knowledge Sharing	186.06	56.32	198.22	46.67	3.733	<0.001**

Note: 1. \*\*denotes significant at 1% level

2. denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to factors of self-management, overall socio-emotional competence, openness in communication, interpersonal trust, motivation and overall knowledge sharing. Hence there is significance difference between male and female student teachers with regard to factors of self-management, overall socio-emotional competence, openness in communication, interpersonal trust, motivation and overall knowledge sharing. Based on mean score, the female student teachers have better Socio-emotional competence and knowledge sharing than male student teachers in all dimensions because female student teachers have better contact with students at schools.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level, with regard to relationship skills, self-awareness and technology acceptance. Hence there is significance difference between male and female with regard to relationship skills, self-awareness and technology acceptance. Based on mean score, female is better in Socio-emotional competence and knowledge sharing, because female student teachers took more personal care with their students at schools. They also ask their problems which they are facing at home, society and in schools.

There is no significance difference between male and female student teachers with regard to factors of social awareness and attitude towards knowledge sharing, since the P value is greater than 0.05. Hence the null hypothesis is accepted at 5% level with regard to social awareness and attitude towards knowledge sharing. Student teachers should develop sharing their knowledge with their students, so that students should update themselves in their education and their daily activities.

**Hypothesis II:** There is no significant difference between married and unmarried student teachers with respect to factors of Socio-emotional competence and knowledge sharing.

**Table 3.2 t-test for significant difference between married and unmarried student teachers with respect to factors of Socio-emotional competence and knowledge sharing**

Dimensions of Socio-Emotional Competence and Knowledge sharing	Marital Status				t Value	P Value
	Married		Unmarried			
	Mean	SD	Mean	SD		
Relationship Skills	65.00	21.03	60.92	20.99	3.084	0.002**
Social Awareness	72.39	23.54	68.61	23.52	2.549	0.011*
Self-Awareness	72.85	23.88	70.02	23.42	1.901	0.058
Self-Management	63.85	21.92	60.56	21.85	2.390	0.017*
Overall Socio-Emotional Competence	274.08	70.41	260.10	72.10	3.115	0.002**
Openness in Communication	48.41	16.70	45.50	16.55	2.775	0.006**

Dimensions of Socio-Emotional Competence and Knowledge sharing	Marital Status				t Value	P Value
	Married		Unmarried			
	Mean	SD	Mean	SD		
Interpersonal Trust	42.56	15.43	40.22	16.10	2.354	0.019*
Motivation	37.53	13.46	34.94	12.90	3.115	0.002**
Technology Acceptance	36.85	14.41	35.70	13.73	1.299	0.194
Attitude towards Knowledge Sharing	32.17	10.93	30.60	10.17	2.368	0.018*
Overall Knowledge Sharing	197.51	53.32	186.96	50.30	3.234	0.001**

Note: 1. \*\*denotes significant at 1% level

2. denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to factors of relationship skill, overall socio-emotional competence, openness in communication, motivation, and overall knowledge sharing. Hence there is significance difference between married and unmarried student teachers with regard to factors of relationship skill, overall socio-emotional competence, openness in communication, motivation, and overall knowledge sharing. Based on mean score, the married student teachers have better socio-emotional competence and knowledge sharing than unmarried student teachers in all dimensions because married student teachers have better understanding in all perspectives in school and have parenting care among students and society.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level, with regard to factors of social awareness, self-management, interpersonal trust and attitude towards knowledge sharing. Hence there is significance difference between married and unmarried student teachers with regard to social awareness, self-management, interpersonal trust and attitude towards knowledge sharing. Based on mean score, married student teachers is better in socio-emotional competence, because married student teachers have more practical experience in school and society.

There is no significance difference between married student teachers and unmarried student teachers with regard to factors of self-awareness and technology acceptance, since the P value is greater than 0.05. Hence the null hypothesis is accepted at 5% level with regard to factors of self-awareness and technology acceptance. Student teachers have to encourage the students in schools to develop their awareness in the field of education and develop their competency level.

*Hypothesis III:* There is no significant difference among type of institutions with respect to socio-emotional competence and knowledge sharing of student teachers.

**Table 3.3 ANOVA for significant difference among type of institutions with respect to socio-emotional competence and knowledge sharing of student teachers.**

Factors of Socio-emotional competence and knowledge sharing	Type of Institution			F value	P value
	Boys	Girls	Co-Education		
Relationship Skills	45.49 <sup>a</sup> (16.38)	74.82 <sup>c</sup> (17.73)	68.44 <sup>b</sup> (16.70)	278.497	<0.001**
Social Awareness	58.39 <sup>a</sup> (20.56)	81.88 <sup>c</sup> (23.32)	71.13 <sup>b</sup> (20.72)	99.826	<0.001**
Self-Awareness	59.87 <sup>a</sup> (22.42)	85.05 <sup>c</sup> (20.15)	69.31 <sup>b</sup> (21.28)	119.910	<0.001**
Self-Management	50.18 <sup>a</sup> (20.57)	74.29 <sup>c</sup> (19.08)	62.07 <sup>b</sup> (19.19)	126.931	<0.001**

Factors of Socio-emotional competence and knowledge sharing	Type of Institution			F value	P value
	Boys	Girls	Co-Education		
<b>Overall Socio-Emotional Competence</b>	<b>213.93<sup>a</sup></b> <b>(67.61)</b>	<b>316.05<sup>c</sup></b> <b>(53.69)</b>	<b>270.94<sup>b</sup></b> <b>(51.98)</b>	<b>260.015</b>	<b>&lt;0.001**</b>
Openness in Communication	42.09 <sup>a</sup> (16.49)	50.84 <sup>c</sup> (17.34)	47.85 <sup>b</sup> (14.97)	25.078	<0.001**
Interpersonal trust	36.51 <sup>a</sup> (15.33)	44.85 <sup>b</sup> (15.88)	42.75 <sup>b</sup> (15.03)	26.597	<0.001**
Motivation	32.44 <sup>a</sup> (12.36)	37.83 <sup>b</sup> (13.71)	38.36 <sup>b</sup> (12.81)	21.390	<0.001**
Technology Acceptance	34.10 <sup>a</sup> (13.71)	38.71 <sup>b</sup> (14.95)	35.97 <sup>a</sup> (13.17)	9.269	<0.001**
Attitude towards Knowledge sharing	28.22 <sup>a</sup> (10.33)	33.59 <sup>b</sup> (11.09)	32.29 <sup>b</sup> (9.51)	24.696	<0.001**
<b>Overall Knowledge Sharing</b>	<b>173.37<sup>a</sup></b> <b>(53.19)</b>	<b>205.83<sup>c</sup></b> <b>(55.00)</b>	<b>197.22<sup>b</sup></b> <b>(41.52)</b>	<b>37.634</b>	<b>&lt;0.001**</b>

Note: 1. The Value within bracket refers to SD

2. \*\* denotes significant at 1% level.

3. \* denotes significant at 5% level.

4. Different alphabet among Type of Institution denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to the factors of relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing. Hence there is significance difference among socio-emotional competence and knowledge sharing of student teachers with regard to the dimension of relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing. Based on Duncan Multiple Range Test (DMRT), up to boys is significantly differed with girls and co-education institutions at 5% level in overall socio-emotional competence and overall knowledge sharing.

Since the P value is less than 0.01. Hence the null hypothesis is rejected at 1% level with regard to factors of socio-emotional competence and knowledge sharing.

**Hypothesis IV:** There is no significant difference among family income with respect to socio-emotional competence and knowledge sharing of student teachers.

**Table 3.4 ANOVA for significant difference among family income with respect to socio-emotional competence and knowledge sharing of student teachers.**

Dimensions of Socio-emotional competence and knowledge sharing	Family Income			F Value	P Value
	Below 10,000	10,000-25,000	Above 25,000		
Relationship Skills	60.23 <sup>a</sup> (21.50)	65.65 <sup>b</sup> (20.83)	60.76 <sup>a</sup> (20.51)	7.752	<0.001**

Dimensions of Socio-emotional competence and knowledge sharing	Family Income			F Value	P Value
	Below 10,000	10,000-25,000	Above 25,000		
Social Awareness	66.98 <sup>a</sup> (23.38)	73.20 <sup>b</sup> (23.49)	69.32 <sup>a</sup> (23.48)	6.822	0.001**
Self-Awareness	67.26 <sup>a</sup> (23.56)	74.79 <sup>b</sup> (23.29)	69.78 <sup>a</sup> (23.72)	10.167	<0.001**
Self-Management	59.76 <sup>a</sup> (22.64)	64.35 <sup>b</sup> (21.43)	60.82 <sup>a</sup> (21.71)	4.627	0.010**
<b>Overall Socio-Emotional Competence</b>	<b>254.23<sup>a</sup></b> <b>(74.03)</b>	<b>277.99<sup>b</sup></b> <b>(69.68)</b>	<b>260.68<sup>a</sup></b> <b>(69.02)</b>	<b>11.516</b>	<b>&lt;0.001**</b>
Openness in Communication	45.03 <sup>a</sup> (16.32)	48.53 <sup>b</sup> (17.04)	46.08 <sup>ab</sup> (16.11)	4.461	0.012*
Interpersonal trust	39.48 <sup>a</sup> (15.56)	42.28 <sup>b</sup> (15.84)	41.94 <sup>ab</sup> (15.91)	3.077	0.047*
Motivation	34.77 <sup>a</sup> (12.61)	37.78 <sup>b</sup> (13.73)	34.85 <sup>a</sup> (12.65)	6.449	0.002**
Technology Acceptance	34.35 <sup>a</sup> (13.51)	37.18 <sup>b</sup> (14.46)	36.83 <sup>b</sup> (13.82)	3.989	0.019*
Attitude towards Knowledge sharing	30.05 <sup>a</sup> (10.44)	32.43 <sup>b</sup> (10.81)	30.88 <sup>ab</sup> (10.06)	5.027	0.007**
<b>Overall Knowledge Sharing</b>	<b>183.67<sup>a</sup></b> <b>(50.32)</b>	<b>198.19<sup>b</sup></b> <b>(54.06)</b>	<b>190.57<sup>ab</sup></b> <b>(48.47)</b>	<b>7.380</b>	<b>0.001**</b>

Note: 1. The Value within bracket refers to SD

2. \*\* denotes significant at 1% level.

3. \* denotes significant at 5% level.

4. Different alphabet among family income denotes significant at 5% level using Duncan Multiple Range Test (DMRT).

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to the factors of relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, motivation, attitude towards knowledge sharing and overall knowledge sharing. Hence there is significance difference among family income of student teachers with regard to the dimensions of relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, motivation, attitude towards knowledge sharing and overall knowledge sharing. Based on Duncan Multiple Range Test (DMRT), family income 10,000-25,000 is significantly differed with below 10,000 and above 25,000 at 5% level, but there is no significant difference between below 10,000 and above 25,000 in overall socio-emotional competence. Family income below 10,000 is significantly differed with 10,000-25,000, but there is no significant difference between below 10,000 and above 25,000 and also 10,000-25,000 and above 25,000 in overall knowledge sharing.

Since P value is less than 0.05, the null hypothesis is rejected at 5% level with regard to openness in communication, interpersonal trust and technology acceptance. Hence there is significant difference among family income with regard to the dimensions of openness in communication, interpersonal trust and technology acceptance.

#### 4. Results

Thus the result shows, there is significance difference between male and female student teachers with regard to factors of self-management, overall socio-emotional competence, openness in communication, interpersonal trust, motivation, overall knowledge sharing ( $P < 0.001$ ). Since the results shows there is significance difference between male and female with regard to relationship skills, self-awareness and technology acceptance ( $P < 0.005$ ). There is no significance difference between male and female student teachers with regard to factors of social awareness and attitude towards knowledge sharing (at  $P > 0.005$ ). Meanwhile, scores on socio-emotional competence and knowledge sharing were higher in the group of female student teachers. Furthermore, there is significance difference between married and unmarried student teachers with regard to factors of relationship skill, overall socio-emotional competence, openness in communication, motivation, and overall knowledge sharing ( $P < 0.001$ ). Hence, there is significance difference between married and unmarried student teachers with regard to social awareness, self-management, interpersonal trust and attitude towards knowledge sharing ( $P < 0.0005$ ). Also, there is no significance difference between married student teachers and unmarried student teachers with regard to factors of self-awareness and technology acceptance ( $P > 0.005$ ).

Meanwhile, there is significance difference among age groups in years with regard to the dimensions of social awareness and overall socio-emotional competence. Based on Duncan Multiple Range Test (DMRT), up to 21-25 age group and 26-30 age group in years is significantly differed with above 30 age group in years. Also, there is significant difference among age groups in years with regard to relationship skills, interpersonal trust, attitude towards knowledge sharing and overall knowledge sharing. Based on Duncan Multiple Range Test (DMRT), 26-30 age group significantly differed with above 30 age group in years. There is no significance difference among self-awareness, self-management, openness in communication, motivation and technology acceptance. Similarly, there is significance difference among family income of student teachers with regard to the dimensions of relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, motivation, attitude towards knowledge sharing and overall knowledge sharing. Based on Duncan Multiple Range Test (DMRT), family income 10,000-25,000 is significantly differed with below 10,000 and above 25,000 of student teachers. Also family income below 10,000 is significantly differed with 10,000-25,000 and above 25,000. Likewise, family income below 10,000 is significantly differed with 10,000-25,000. As well, there is significant difference among family income with regard to openness in communication, interpersonal trust and technology acceptance among student teachers.

#### 5. Discussion

In this study, we addresses the relationship and difference among student-teachers of socio-emotional competence and knowledge sharing. The present research revealed that some significant relationships in socio-emotional competence and knowledge sharing with respect to gender of the study participants could be detected, with female student-teachers are better characterized by relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, Openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing than male student-teachers. Thus, to ensure access to a holistic personality, more attention should be paid to strengthening relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, Openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing for boys of these psychological perspectives in everyday situation.

Based on the mean score of married student-teachers have better relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, Openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing than unmarried student teachers in socio-emotional competence and knowledge sharing. Thus more importance, support and basic emotional needs should be provided for unmarried student teachers for the expression of socio-emotional abilities and knowledge sharing skills.

Furthermore, with regard to type of institution there is significant difference among student teachers with respect to relationship skills, social awareness, self-awareness, self-management, overall socio-emotional competence, Openness in communication, interpersonal trust, motivation, technology acceptance, attitude towards knowledge sharing and overall knowledge sharing in psychological perspectives. Based on DMRT test there is significant difference among three groups with respect to type of institution in socio-emotional competence and knowledge sharing. Meanwhile, the results of the ANOVA statistical analysis revealed, there is significant difference with respect to their age groups of student teachers in overall socio-emotional competence and overall knowledge sharing differed significantly between two groups.

The main limitations of this study are that the study was performed in only one of the regions of Chennai. Therefore, the results can be summarized only for the population of this region. Therefore, the results can be summarized only for the population of Chennai district. The research tool used, provided the number of constituent statements in specific dimensions, also does not allow for full disclosure of the phenomenon, so different research approaches and tools for a comprehensive assessment of socio-emotional competence and knowledge sharing should be combined in future. From this perspective, it is appropriate to repeat the study covering different regions of the country, thus obtaining more representative results that reflect the situation of the school teachers population in the whole country. It would also be possible to compare data for analysis with other variables.

## 6. Conclusion

The present study has shown that there is significant relationship between socio-emotional competence and knowledge sharing among student-teachers, those who choose their carrier in teaching and serving for the society. Student-teachers should learn and practice socio-emotional competence and knowledge sharing to share their knowledge and to know how to control their emotions socially. The practice of developing knowledge sharing starts from our school, home and society. So that, parents and educators are played major role in social interaction, developing abilities, emotional expression, maintain relationship and self-regulation. Educators can use students common, everyday disagreements as a teaching opportunity to help students develop the social and emotional skills they need to get along with others (Jennings & Greenberg, 2009). Other skills, such as creating rules, provide a regulated atmosphere in which abilities can be honed. To prevent further emotional or knowledge sharing problems in students, future programs should be conducted. Not only does this help with cognitive development, but it also helps students better prepare for sharing knowledge and get better emotional control over the society.

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