

Corporate Social Responsibility: Emotional Intelligence and Life Satisfaction Among Private School Teachers

Athulya J¹, Jikku Mariam John², Amulliya Das³, Joan Mary John⁴, Ashna Augustin⁵

¹Post Graduate Department of Psychology, MES College, Marampally-683105, Kerala, India

²Post Graduate Department of Psychology, Kristu Jyothi College of Management and Technology,
Changanacherry, Kottayam, Kerala, India

³Regional College of Management, Bangalore, Karnataka, India

⁴Kristu Jayanti College, Autonomous, Bangalore, Karnataka, India

⁵Kristu Jyoti College of Management and Technology, Changanacherry, Kottayam, Kerala, India

ABSTRACT

Teaching is an emotionally challenging profession that can have a severe impact on teachers' well-being. The present study aims to find the relationship between emotional intelligence and life satisfaction among private school teachers and how CSR can enhance employee well-being. It also aims to measure the difference in emotional intelligence and life satisfaction with respect to their experience. The study was conducted on 200 private school teachers from schools in various districts of Kerala such as Kottayam, Kollam, Alappuzha, and Pathanamthitta. The tools used for the study were Emotional Intelligence Scale and Life Satisfaction Index (LSIZ). The statistical analysis used was Spearman rank correlation to find the relationship and the Mann-Whitney U test was used to find the significant difference. The study concludes that there is a positive relationship between emotional intelligence and life satisfaction. The result also reveals that emotional intelligence and life satisfaction are similar in teachers irrespective of their experience. The findings of the study have suggested that in our country there are opportunities for employment but work hygiene and employee satisfaction are rarely a concern among managers.

Keywords: CSR, Emotional Intelligence, Life Satisfaction, Teachers, Private School

I. INTRODUCTION

“Emotional intelligence can be defined as the capability to observe people’s emotions and feelings, to distinguish among them, and to use this information to guide their thinking and actions, but then they revised it as the capability to perceive emotions, combine emotion to facilitate thought, understand emotions, and regulate emotion to advance someone’s personal growth.” (Salovey, Mayer, 1990).

Goleman (1995) formed five components for emotional intelligence which are; self-awareness (the ability of an individual to know the current mood and its reasons), motivation (an inner passion that drives outward activities), empathy (the ability of individuals to respond to others based on their emotional makeup or reactions), social

skills (the extent to which relationships and networks are built and maintained) and self-regulation (ability to control unexpected or disruptive emotions or impulses by maintaining a positive outlook).

Teachers develop a sense of self-awareness as a result of emotional intelligence, allowing them to categorize their own and others' emotions. This also makes it easier for teachers to recognize their own emotions and thoughts, understand their strengths and shortcomings, and build self-confidence. Emotional intelligence is critical for the performance of teachers in the social sciences since it has a direct impact on their conduct when working in an organization.

Salovey and Mayer (1990) defined emotional intelligence as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, discriminate among them and use this information to guide one's thinking and actions. In a study conducted by them, emotional intelligence is considered as a part of the broad group of intelligence, comprising other manifestations of intellect such as social, practical, and personal intelligence. Social engagement with students and colleagues is an important dimension of a teacher's engagement in the classroom (Muhammed Abdullah, Dur-e-Sameen, and Muhammed Aslam, 2020). Emotionality existed at a high level in the teacher's emotional intelligence as compared to other factors (Imtiaz H. Naqvi, Muhammed Iqbal, and Shafqat Naeem Akhtar, 2016). Emotional intelligence has a significant impact on teachers' performance (Muhammed Asrar-ul-Haq, Sadia Anwar, and Misbah Hassan, 2017).

"Life satisfaction can be defined as an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive" (Buetell, 2006). Life satisfaction is an individual's assessment of the cognitive and emotional situation which is being subjectively good, that includes the cognitive direction, the evaluation of the quality of life that is determined by the individual, it can also be defined as life satisfaction as a person's work, free time and other emotional reactions that involve the time out of work. Life satisfaction is the most important part of life in which satisfaction is gathered from all areas of life. Research shows that life satisfaction is a combination of collective action, individual behavior, simple sensory experiences, higher cognition stable characteristics of the individual, and environmental chance factors.

Frustration should not sneak into a teacher's life, according to Verma and Suri (1981), because it can have a direct impact on students and the teacher himself. Living satisfaction is a wide phrase that encompasses job satisfaction as well as contentment with basic life necessities (Singh and Mulay, 1982). But, the teacher's perception of life satisfaction is at a moderate level (Abidin Dagh and Nigah Bayasal, 2017). Husne Demirel (2013), found that the job satisfaction levels of teachers were slightly higher than life satisfaction.

Corporate Social Responsibility (CSR) is the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.

II. NEED AND SIGNIFICANCE OF THE STUDY

Teachers provide a variety of roles, all of which are vital. A teacher's impact on a student's life is long-lasting. Emotional intelligence implicates emotional empathy, and the ability to concentrate on one's emotions and recognize both feelings of themselves and others. Further, it described how well a person can adapt to various life challenges, like pressure and stress. Education quality suffers as a result of low teacher morale. This study is relevant to the present scenario to determine emotional intelligence and life satisfaction. Life satisfaction is considered a variable that affects teachers' job satisfaction as well as life satisfaction. It may also predict teachers'

attitudes toward their profession. CSR is ensured in the government sector. So, in the present study, we are focusing on participants in the private sector whose CSR is not in a coordinated way and we have to ensure that.

III. AIM OF THE STUDY

The study aims to analyze the relationship between emotional intelligence and life satisfaction among private school teachers.

Research Gap

Teachers are the backbone of the education system. They can bring huge changes in the behavior and discipline of students. Therefore, it is important to analyze the emotional intelligence of teachers. Unfortunately, the emotional intelligence and well-being of teachers are not given much attention by the education system and mental health researchers. The same is with life satisfaction, only highly satisfied teachers can guide their students to become successful and responsible citizens. It is also found that no study has been conducted on the topic 'of emotional intelligence and life satisfaction of private school teachers in Kerala.

Research Question

Is there any significant difference in emotional intelligence and life satisfaction among private school teachers?

Objectives

1. To assess the relationship between emotional intelligence and life satisfaction among private school teachers.
2. To assess the difference in self-awareness between private school teachers who have an experience above 15 and below 15 years.
3. To assess the difference in self-management between private school teachers who have an experience above 15 and below 15 years.
4. To assess the difference in social awareness between private school teachers who have an experience above 15 and below 15 years.
5. To assess the difference in relationship management between private school teachers who have an experience above 15 and below 15 years.
6. To assess the difference between the life satisfaction of private school teachers who have an experience above 15 and below 15 years.

Hypothesis

The hypothesis of the study are:

H1: Emotional Intelligence has a significant relationship with life satisfaction among private school teachers.

H2: Self-Awareness has a significant difference between private school teachers who has an experience above 15 years and below 15 years.

H3: Self-Management has a significant difference between the private school teachers who has an experience above 15 years and below 15 years.

H4: Social-Awareness has a significant difference between private school teachers who has an experience above 15 years and below 15 years.

H5: Relationship Management has a significant difference between private school teachers who has an experience above 15 years and below 15 years.

H6: Life satisfaction has a significant difference between private school who has an experience above 15 years and below 15 years.

Sample

The sample of the present study comprises 200 private school teachers within an age group of 40- 60 years old from various schools in the districts of Kerala, such as Alappuzha, Kollam, Kottayam, and Pathanamthitta. From the sample, 100 teachers with above 15 years of experience, and the other 100 are with below 15 years of experience. The sampling technique used for the study is convenience sampling.

Inclusion Criteria

1. CBSE and ICSE school teachers were included.
2. Teachers within an age group of 40-60 years.
3. Teachers from districts of Kottayam, Kollam, Alappuzha, and Pathanamthitta were included.

Exclusion Criteria

1. Government school teachers were excluded.
2. Teachers under 40 years of age were excluded.
3. Teachers out of Kerala state were excluded.

Assessment Tools

Tools used here are:

1. Emotional Intelligence Self-Assessment Tool (Adapted from Emily A. & Sterrett, (2000))
2. Life Satisfaction Index-Z (Adapted from Bernice Neugarten, Robert J. Havighurst, & Sheldon S Tovin)

Research Design

A descriptive research design is used to study the relationship between emotional intelligence and life satisfaction among private school teachers.

Data Collection Procedures

The process of data collection began by selecting the sampling technique, which is convenient sampling. Then the population sample was selected which includes 200 private school teachers from various districts of Kerala among which there were 100 teachers with above 15 years of experience and 100 teachers with below 15 years of experience. The data were collected with the help of google forms and direct participation. For direct participation, permission to conduct the study was taken from various schools by the means of telephone calls and e-mail requests. After getting permission from each school to conduct the study, the group members went to their assigned schools, met the teachers, and established rapport with them. The participants were informed about the purpose of the study and were asked to read the consent form and fill in the demographic details. Confidentiality of the data shared by the participant was ensured. Then the participants were instructed as follows, the questionnaire consists of two parts, and the participants were asked to fill it given order they were required to answer each question in such a manner i.e., when the participants read a question, the answer first comes to

his or her mind needs to be provided. The participants were not allowed to skip any of the questions. They were also asked to respond as sincerely and accurately as possible. The data collected were scored, analyzed, and interpreted using statistical techniques.

Statistical Techniques

Descriptive and inferential techniques were used in this study.. The descriptive test used in this study is the Spearman correlation coefficient technique The inferential technique used in the study is the Mann-Whitney U test. The statistical analysis was done using SPSS (Statistical Package for Social Sciences) version 26.0.

IV. RESULT

Table 1: Analysis of Spearman correlation between emotional intelligence and life satisfaction among private school teachers.

Variables	Life satisfaction
Emotional intelligence	r-value 0.212**
	p-value 0.003

** The value is significant at the 0.01 level

Table 1 shows the Spearman correlation between emotional intelligence and life satisfaction among private school teachers. The p-value is found to be 0.003 which indicates that there is a significant relationship between emotional intelligence and life satisfaction among private school teachers. The Spearman's rho (r) value was found to be 0.212, which shows that there is a positive relationship between emotional intelligence and life satisfaction among private school teachers.

Table 2: Analysis of the difference in life satisfaction among private school teachers with an experience of above 15 years and below 15 years.

Variable	Experience	N	Mean ranks	U	Sig
Life satisfaction	Above 15 years	100	105.52		
	Below 15 years	100	94.54	4403.5	.176

Table 2 shows the analysis of the significant difference in life satisfaction of private school teachers with an experience of above 15 years and below 15 years. The mean rank of variable life satisfaction among teachers with an experience of above 15 years and below 15 years are 105.52 and 94.54 respectively. The U value was found to be 4403.5 and the significance value was found to be 0.176.

Table 3: Analysis of the difference in emotional intelligence among private school teachers with an experience of above 15 years and below 15 years.

Variables	Experience	N	Mean rank	U	p-value
Self-awareness	Above 15 years	100	93.53		
	Below 15 years	100	106.41	4309.5	0.112
Self-management	Above 15 years	100	106.25		

	Below 15 years	100	93.82	4309.5	0.112
Social-awareness	Above 15 years	100	101.67		
	Below 15 years	100	98.35	4331.5	0.125
Relationship management	Above 15 years	100	101.28		
	Below 15 years	100	98.73	4785	0.682

Table 3 shows the analysis of the significant differences in emotional intelligence among private school teachers with an experience of above 15 years and below 15 years. The mean ranks of self-awareness among teachers who have above 15 years of experience and below 15 years of experience are 93.53 and 106.41 respectively. The U value was found to be 4785 and the significance value was found to be 0.112 for self-awareness. The mean ranks of self-management among teachers who have above 15 years of experience and below 15 years' experience are 106.25 and 93.82 respectively. The U value was found to be 4331.5 and the significance value was found to be 0.125 for self-management. The mean ranks of social awareness among teachers who have above 15 years of experience and below 15 years of experience are 98.35 and 101.67 respectively. The U value was found to be 4785 and the significance value was found to be 0.682 for social awareness. The mean ranks of relationship management among teachers who have above 15 years of experience and below 15 years of experience are 101.28, and 98.73 respectively. The U value was found to be 4823 and the significance value was found to be 0.753 for relationship management.

V. DISCUSSION

Table 1 shows the Spearman correlation between emotional intelligence and life satisfaction among private school teachers. The obtained p-value is 0.03 which is significant at a 0.01 level. It is inferred that there is a positive correlation between emotional intelligence and life satisfaction among private school teachers. This indicates that teachers with high self-awareness, self-management, social awareness, and relationship management have high life satisfaction.

Table 2 shows the life satisfaction among private school teachers with above 15 and below 15 years of experience. From the table, it is inferred that teachers with above 15 years of experience have slightly high life satisfaction. The significance value is 0.176. This value is not significant, which indicates that there is no significant difference in life satisfaction among private school teachers with above 15 and below 15 years of experience. This shows that teachers with above 15 years and below 15 years of experience are happy, skilled, confident, have higher performance, have stronger social relationships, and have good coping strategies. This result is consistent with the study conducted by Dr. A.C. Lal Kumar (2016) which revealed that higher secondary teachers have an above-average level of life satisfaction.

Table 3 shows the mean and SD values of subscales of emotional intelligence among private school teachers with below 15 years and above 15 years of experience. Self-awareness is found to be slightly higher for teachers with below 15 years of experience. The obtained significance value is 0.112 for self-awareness. This value is not significant which indicates that there is no significant difference in self-awareness among teachers with above 15 years and below 15 years of experience. Thus, it can be said that teachers with above 15 years of experience as well as below 15 years of experience are equally well aware of their own emotions, thoughts, and actions. The equal value of self-awareness in teachers with above 15 years of experience and above 15 years of experience, can

be explained by the fact that, even though teachers vary in years of experience, they work in a similar environment and face similar challenges.

Self-management is found to be slightly higher for teachers with above 15 years of experience. The significance value is 0.125. this value is not significant which indicates that there is no significant difference in self-management among private school teachers with above 15 and below 15 years of experience. This indicates that teachers with above 15 years of experience and below 15 years of experience are skilled at self-management and can expand their network, make goals for their lives and motivate themselves. The equal value for self-management in teachers above 15 years and below 15, might be because of the similar professional settings and job stress along with learned self-control which is developed as a part of their job.

Social awareness is higher for teachers with above 15 years of experience. The significance value is 0.682. this value is not significant which indicates that there is no significant difference in social awareness among private school teachers with above 15 and below 15 years of experience. This shows that teachers with above 15 years of experience can identify students' social cues such as physical, and verbal cues which help to determine their feelings. They can take others' perspectives and are high in empathy and compassion. The equal degree of social awareness in teachers with an experience of above 15 years and below 15 years might be because of the teacher's general ability to build a positive attitude toward students. As a part of their profession teachers regardless of their experience might try to understand the thoughts and behavioral characteristics of students.

Relationship management is slightly higher for teachers with below 15 years of experience. The significance value is 0.753. this value is insignificant which indicates that there is no significant difference in relationship management among private school teachers with above 15 and below 15 years of experience. This shows that teachers with above 15 years of experience and below 15 years can equally initiate effective communication and can handle conflicts well. The equal degree of relationship management in teachers with above 15 and below 15 years of experience might be because of the years of experience in older teachers and the willingness to be open to new experiences in younger teachers.

The study was aimed at understanding the relationship between emotional intelligence and life satisfaction among private school teachers. From the study, it was found that there is a positive correlation between emotional intelligence and the life satisfaction of private school teachers. This indicates that emotional intelligence enhances the life satisfaction of teachers.

Emotional intelligence and life satisfaction are two factors contributing to CSR. CSR initiatives allow employees to express interest in things like community, environmental sustainability, and philanthropy which can make the employee feel more themselves and thereby it can increase life satisfaction.

From the result, it is clear that in private sector organizations particularly in the education sector, CSR is rarely considered. This is reflected in the present study, even years of experience don't bring life satisfaction to the workers. CSR activities can help forge a stronger bond between employees and corporation, boost morale and provide connection to the world around them, i.e., it is high time for private sector organizations to cater to the need and facilities of the employees so that the organization can enhance the CSR, thereby different stakeholders of organization can facilitate from that.

VI. CONCLUSION

The findings of the present study concluded that there is a positive correlation between emotional intelligence and life satisfaction among private school teachers and is also found that years of experience don't contribute to

emotional intelligence and thereby life satisfaction. Unless an effective strategy to implement CSR is done life satisfaction of employees cannot be enhanced.

Implications

The present study provides insight into how emotional abilities influence life satisfaction and well-being and which might help to improve the abilities of teachers. Perceiving, understanding, and managing emotions are important to a profession that requires sensitivity within relationships (Freshwater & Strickley 2004, McQueen 2004, Reeves 2005). As a result, it becomes fair to develop specific EI training programs based on the EI ability model to assist instructors in dealing with the challenges they face. EI programs focus on emotional capacities such as the ability to recognize, use, comprehend, and regulate emotions to improve a variety of important aspects of psychosocial adjustment and well-being.

Limitations of the Study

This study was conducted for a limited period. Since self-report measures were used to collect the data, so there will be chances for the participants to engage in social desirability and to give biased answers. The data were collected through google forms also, so the lack of rapport establishment and assurance of confidentiality may also influence the research.

Suggestion for Further Research

The study can be further expanded by considering other demographic, socio-economic, and cultural factors. Also, future research can be expanded with other age categories. The study can also be conducted by measuring other psychological aspects among teachers. Finally, the study can be conducted using other qualitative methods like interviews and meta-analysis.

VII. REFERENCES

- [1]. Asrar-ul-Haq, M., Anwar, S., & Hassan, M. (2017). Impact of emotional intelligence on teacher's performance in higher education institutions of Pakistan. *Future Business Journal*, 3(2), 87-97. <https://doi.org/10.1016/j.fbj.2017.05.003>
- [2]. Baird, B. M., Lucas, R. E., & Donnellan, M. B. (2010). Life Satisfaction Across the Lifespan: Findings from Two Nationally Representative Panel Studies. *Social Indicators Research*, 99(2), 183-203. <https://doi.org/10.1007/s11205-010-9584-9>
- [3]. Büyükşahin Çevik, G. (2017). The Roles of Life Satisfaction, Teaching Efficacy, and Self-esteem in Predicting Teachers. *Universal Journal of Educational Research*, 5(3), 338-346. <https://doi.org/10.13189/ujer.2017.050306>
- [4]. Dağlı, A., & Baysal, N. (2017). Investigating Teachers. *Universal Journal of Educational Research*, 5(7), 1250-1256. <https://doi.org/10.13189/ujer.2017.050717>
- [5]. Demirel, H. (2014). An Investigation of the Relationship between Job and Life Satisfaction among Teachers. *Procedia - Social and Behavioral Sciences*, 116, 4925-4931. <https://doi.org/10.1016/j.sbspro.2014.01.1051>

- [6]. Huang, L. (2020). Peer Victimization, Teacher Unfairness, and Adolescent Life Satisfaction: The Mediating Roles of Sense of Belonging to School and Schoolwork-Related Anxiety. *School Mental Health*, 12(3), 556-566. <https://doi.org/10.1007/s12310-020-09365>
- [7]. Ignat, A. A., & Clipa, O. (2012). Teachers' satisfaction with life, job satisfaction, and their emotional intelligence. *Procedia - Social and Behavioral Sciences*, 33, 498-502. <https://doi.org/10.1016/j.sbspro.2012.01.171>
- [8]. Kaur, G. (2012). Study of life satisfaction of teachers to their spiritual intelligence in secondary school teachers. *PsycEXTRADataset*. <https://doi.org/10.1037/e670282012-020>
- [9]. Life Satisfaction Theory and 4 Contributing Factors (Incl. SWLS Scale). Retrieved May 13, 2022, from <https://positivepsychology.com/life-satisfaction/>
- [10]. Paliwal, D. S. (2020). A Study of Life Satisfaction among Elderly: A Comparison between those Practicing Yoga and those Not Practicing Yoga. *International Journal of Psychosocial Rehabilitation*, 24(5), 6632-6637. <https://doi.org/10.37200/ijpr/v24i5/pr2020649>
- [11]. Rey, L., Extremera, N., & Pena, M. (2011). Perceived Emotional Intelligence, Self-Esteem and Life Satisfaction in Adolescents. *Psychosocial Intervention*, 20(2), 227-234. <https://doi.org/10.5093/in2011v20n2a10>
- [12]. Sankar, A. (2015). *Environmental Management*. Oxford University Press.
- [13]. Siddique, A., Taseer, N., & Siddique, M. (2020). Teachers' Emotional Intelligence and Teaching Effectiveness: A Correlational Study. <https://doi.org/10.17051/ilkonline.2020.03.735399>