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A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AMONG COLLEGE FACULTIES AND GIG FACULTIES IN EDUCATION SECTOR

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Abstract: Emotional Intelligence (EI) has emerged as an essential competency in the education sector, shaping the professional effectiveness, job satisfaction, and overall well-being of faculty members. This study investigates and compares the EI levels of two distinct groups, college faculties in stable, permanent roles and gig faculties working in flexible, contractual teaching arrangements. With the changing nature of employment in education, understanding how job structures influence emotional awareness, motivation, and empathy is critical. Using a sample of 125 respondents, the study evaluates the dimensions of self-awareness, motivation, and empathy, applying statistical tests such as t-tests and correlation analysis. The findings highlight significant differences in EI factors between the two groups, showing that gig faculties consistently score higher in self-awareness, motivation, and empathy than college faculties, likely due to the competitive and performance-driven environment in which they operate.

The study further establishes a positive, though modest, relationship between Emotional Intelligence and job satisfaction, emphasizing that higher EI leads to improved faculty engagement, adaptability, and resilience. These results have important implications for institutions, policymakers, and training bodies in developing targeted strategies to foster EI among educators across employment types. By bridging the gap between permanent and flexible teaching structures, the research underscores the relevance of EI development in enhancing both faculty performance and student learning outcomes. Ultimately, fostering emotional intelligence equips educators with stronger professional competencies and ensures the delivery of more empathetic, engaging, and effective education.

Keywords: Emotional Intelligence, Job Satisfaction, College Faculties, Gig Faculties.

Introduction: Emotional Intelligence (EI) has emerged as a critical factor in shaping professional success, particularly in fields where human interaction is central. The education sector is one such domain where faculties serve not just as knowledge transmitters but also as mentors, motivators, and role models for learners. Emotional Intelligence, broadly defined as the ability to perceive, understand, manage, and regulate emotions in oneself and others, enables educators to handle classroom challenges, maintain effective communication, and foster positive learning environments. In today's rapidly evolving educational landscape, where the roles of teachers are expanding beyond traditional boundaries, EI has become indispensable for ensuring both professional satisfaction and student development.

The nature of employment in education has also undergone substantial transformation. While traditional college faculties are engaged in permanent, stable positions within higher education institutions, a parallel workforce of gig faculties has emerged in recent years. These gig faculties, often hired on a contractual or part-time basis, represent the growing trend of flexible and on-demand teaching. They play a significant role in coaching centers, online learning platforms, and short-term academic assignments. This diversification of teaching models has made it essential to understand how employment contexts influence Emotional Intelligence, as the pressures, expectations, and support systems available to each group differ significantly.

College faculties generally benefit from structured work environments, institutional support, and long-term career progression. Their EI competencies are often shaped by interactions

with colleagues, research opportunities, administrative roles, and consistent engagement with students across semesters. Conversely, gig faculties face a different reality marked by job insecurity, performance pressures, and limited institutional backing. Their emotional challenges include balancing multiple teaching commitments, coping with unpredictable income streams, and maintaining student engagement in high-pressure settings. Such conditions may significantly impact the way Emotional Intelligence manifests in their professional and personal lives.

Comparing Emotional Intelligence across these two categories of educators thus becomes crucial to understanding the role of employment structures in shaping emotional and professional well-being. A higher degree of EI among faculties can enhance conflict management, improve adaptability, and increase overall work-life balance. On the other hand, lower levels of EI may lead to stress, burnout, and reduced teaching effectiveness. By investigating the differences and similarities between college and gig faculties, the study aims to generate insights that can inform training programs, recruitment policies, and institutional support mechanisms.

This comparative study holds practical relevance not only for academic institutions but also for policymakers, education service providers, and faculty development bodies. Understanding the Emotional Intelligence levels of faculties across employment categories can help design targeted interventions to improve professional resilience, teaching effectiveness, and student satisfaction. Ultimately, fostering Emotional Intelligence in educators contributes to creating more adaptive, empathetic, and future-ready teaching professionals, ensuring quality education delivery in both traditional and gig-based educational systems.

Review of Literature

1. **Jaeger, A. J. (2003),** In the research titled "An Inquiry into Emotional Intelligence in Graduate Education" This study concluded that emotional intelligence plays a vital role in graduate education, particularly in developing leadership skills, interpersonal communication, and professional competence. Jaeger emphasized that beyond intellectual ability, the ability to understand and regulate emotions enhances collaboration and resilience in academic environments. The research suggested incorporating EI-based training into graduate curricula to better prepare students for real-world challenges where emotional and social competencies are just as important as technical knowledge.
2. **Mérida-López, S., et.al (2017),** In the research titled "Contributions of Work-Related Stress and Emotional Intelligence to Teacher Engagement: Additive and Interactive Effects" The authors found that emotional intelligence significantly reduces the negative effects of work-related stress and fosters higher levels of teacher engagement. Teachers with stronger EI were better able to manage stress, regulate emotions, and maintain motivation in demanding work contexts. The interactive effect highlighted that EI not only mitigates stress but also amplifies positive workplace outcomes, leading to greater job satisfaction and sustained professional performance.
3. **Gunasekara, A. (2022),** In the research titled "Impact of lecturers' emotional intelligence on students' learning and engagement in an online learning environment" This research concluded that lecturers' emotional intelligence directly impacts students' learning outcomes and their engagement, especially in online education environments. Faculties with higher EI were more effective in creating interactive, empathetic, and supportive virtual classrooms. The study underscored that emotional intelligence enables educators to overcome barriers of physical distance and

technological mediation, ensuring meaningful student participation and improved academic success in digital platforms.

4. **Nwosu, K. C. (2023),** In the research titled "Teachers' emotional intelligence as a predictor of their attitude, concerns and sentiments about inclusive education" The study revealed that teachers' emotional intelligence is a strong predictor of their attitudes, concerns, and sentiments about inclusive education. Teachers with higher EI displayed more openness, empathy, and adaptability when working in inclusive classrooms. The findings emphasized that EI empowers educators to manage diverse student needs effectively, reduce biases, and create supportive learning environments. This highlights the need for EI development in teacher training programs to promote inclusive education practices.
5. **Tasci, G., & Titrek, O. (2021),** In the research titled "Investigation of Faculty Members' Emotional Intelligence" This investigation concluded that faculty members' emotional intelligence levels influence both their teaching effectiveness and professional relationships. Higher EI was associated with better classroom management, improved communication with students, and stronger collegial collaboration. The study stressed that EI is not merely a personal trait but a professional competency that enhances the academic and social climate of higher education institutions, ultimately leading to better learning outcomes.
6. **Mohamadkhani, K. (2010),** In the research titled "An emotional-intelligence-based model for improving faculty members' effectiveness" The study proposed and validated an EI-based model aimed at improving faculty members' effectiveness. The findings concluded that emotional intelligence enhances decision-making, problem-solving, and leadership among academic staff. Faculty members with higher EI demonstrated greater adaptability to institutional challenges and better alignment with organizational goals. The model emphasized EI training as an essential tool for enhancing both individual faculty performance and overall institutional effectiveness.
7. **Romanelli, F., et.al (2006),** In the research titled "Emotional Intelligence as a Predictor of Academic and/or Professional Success" The review concluded that emotional intelligence is a significant predictor of academic and professional success, complementing cognitive intelligence and technical expertise. In professional education, EI facilitates better teamwork, empathy with clients or students, and effective stress management. The authors argued for integrating EI training into professional programs, noting that it can enhance students' personal development, career readiness, and ability to navigate complex interpersonal dynamics in their chosen fields.

Research Gap

The Study highlighted the importance of emotional intelligence in enhancing teaching effectiveness, reducing stress, fostering student engagement, and predicting professional success, most of the existing research has focused either on traditional college faculties or teachers within structured institutional contexts. There is a limited body of work that comparatively explores emotional intelligence across different employment models in the education sector, particularly between permanent college faculties and gig faculties who work on contractual or flexible arrangements. Moreover, while the role of EI in inclusive education, online teaching, and academic leadership has been established, the contextual variations in how employment stability, job security, and institutional support shape the development and application of EI remain underexplored. This creates a clear gap for research that investigates the comparative levels and impacts of emotional intelligence among college and gig faculties, offering insights into how employment conditions

influence emotional competencies and, in turn, affect teaching outcomes and faculty well-being.

Research Methodology

The study employed a descriptive and analytical research design using primary data collected through structured questionnaires administered to 125 faculty members, comprising 65 college faculties and 60 gig faculties. A simple random sampling method was adopted to ensure fair representation across gender, age, teaching experience, and income levels. Data were analyzed using descriptive statistics to understand demographic characteristics and inferential tests, including independent samples t-tests and Pearson's correlation, to test the hypotheses. The t-tests revealed significant differences in EI factors (self-awareness, motivation, and empathy) between the two groups, while correlation analysis demonstrated a positive and statistically significant relationship between EI and job satisfaction. This robust methodological approach ensured reliability and validity in drawing meaningful insights on the comparative EI levels of college and gig faculties.

Data Analysis

Demographic Factor

Sr No.	Particular	Category	Frequency	Percent
1	Gender	Male	57	45.6
		Female	68	54.4
2	Age of the Respondents	Up to 25 Years	24	19.2
		26 to 35 Years	43	34.4
		36 to 45 Years	34	27.2
		Above 45 Years	24	19.2
3	Teaching Experience	Up to 5 Years	5	4.0
		6 to 10 Years	37	29.6
		11 to 15 Years	44	35.2
		16 to 20 Years	27	21.6
		More than 20 Years	12	9.6
5	Current Role	College Faculty	65	52.0
		Cochin classes faculty	60	48.0
4	Average Annual Income	Up to 5 Lakhs	21	16.8
		6 to 10 lakhs	40	32.0
		11 to 20 lakhs	51	40.8
		More than 20 lakhs	13	10.4

The demographic profile of the respondents reveals a balanced distribution across gender, age, experience, role, and income. Out of the 125 respondents, 57 (45.6%) were male and 68 (54.4%) were female, indicating a slight female majority. In terms of age, the largest group falls in the 26–35 years range with 43 respondents (34.4%), followed by 36–45 years with 34 respondents (27.2%), while both the younger group up to 25 years and the older group above 45 years had 24 respondents each (19.2%). Teaching experience is skewed toward mid-level professionals, with 44 respondents (35.2%) having 11–15 years of experience, 37 (29.6%) in the 6–10 years bracket, 27 (21.6%) with 16–20 years, 12 (9.6%) having more than 20 years, and only 5 (4.0%) in the early-career group of up to 5 years. Regarding professional roles, 65 respondents (52.0%) were college faculties, while 60 (48.0%) were coaching faculties, showing near equal representation. In terms of annual income, the majority earn between 11–20 lakhs with 51 respondents (40.8%), followed by 40 (32.0%) earning 6–10 lakhs, 21 (16.8%) earning up to 5 lakhs, and 13 (10.4%) earning above 20 lakhs. This distribution

highlights that the study sample covers diverse demographic categories, with a concentration in mid-age, mid-experience, and mid-to-higher income groups.

Objective and Hypothesis

Reliability Test

Test of reliability of scale: This test is used for validation of Likert scale used in the questionnaire.

To validate the scale in this study Cronbach Alpha test is applied. Test is applied for all 125 respondents. Following table represents the results of the test:

Sr.no	Variables	No. of Question	Cronbach Value	Accept
1	Self-awareness	5	0.873	Scale is reliable and accepted
2	Motivation	5	0.767	Scale is reliable and accepted
3	Empathy	5	0.749	Scale is reliable and accepted
4	Job Satisfaction	5	0.805	Scale is reliable and accepted

Above results indicate that all the Cronbach Alpha values for all the six variables is more than the required value of 0.700. Hence the test is accepted. Conclusion is **scale is reliable and accepted.**

Objective and Hypothesis

Objective 1 To Study and compare the factors of emotional intelligence according to type of respondents.

Null Hypothesis H_{01}: There is no significant difference in factors of emotional intelligence according to type of respondents.

Alternate Hypothesis H_{11}: There is a significant difference in factors of emotional intelligence according to type of respondents.

The study the above Null hypothesis Independent Samples test is obtained and t-test is applied and shown below.

Independent Samples Test					
	t-test for Equality of Means				
	t	df	P-value	Mean Difference	Std. Error Difference
Self-awareness	-3.909	123	.000	-13.159	3.366
Motivation	-4.704	123	.000	-11.959	2.542
Empathy	-4.594	123	.000	-11.251	2.449

Interpretation: The above results indicate that calculated p-value is 0.000. It is less than 0.05. Therefore, t-test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

Conclusion: There is a significant difference in factors of emotional intelligence according to type of respondents.

Findings: To understand the findings of hypothesis, mean score of factors of emotional intelligence according to type of respondents.

Group Statistics

	5. Current Role:	N	Mean	Std. Deviation	Std. Error Mean
Self-awareness	College Faculty	65	71.51	23.146	2.871
	Cochin classes faculty	60	84.67	12.480	1.611
Motivation	College Faculty	65	56.31	14.938	1.853
	Cochin classes faculty	60	68.27	13.355	1.724
Empathy	College Faculty	65	59.02	12.943	1.605
	Cochin classes faculty	60	70.27	14.438	1.864

Self-Awareness: The mean score for self-awareness among college faculty is 71.51 with a standard deviation of 23.146, while for coaching faculties it is much higher at 84.67 with a lower standard deviation of 12.480. This indicates that coaching faculties, on average, demonstrate stronger self-awareness compared to college faculties, and their responses are more consistent, as shown by the smaller spread in scores. The difference suggests that gig faculty members are more conscious of their strengths, weaknesses, and emotions in their teaching practices than their college counterparts.

Motivation: College faculty reported a mean motivation score of 56.31 with a standard deviation of 14.938, whereas coaching faculties showed a higher mean score of 68.27 with a standard deviation of 13.355. This highlights that coaching faculties tend to be more motivated in their roles compared to college faculties, possibly because of the competitive nature of gig employment, where personal drive and self-initiative play a critical role. The relatively lower variability among coaching faculties also suggests greater consistency in their motivational levels compared to college faculty.

Empathy: For empathy, college faculties scored a mean of 59.02 with a standard deviation of 12.943, while coaching faculties scored significantly higher with a mean of 70.27 and a standard deviation of 14.438. This reflects that coaching faculties show greater capacity to understand and respond to the emotions of students and colleagues. The higher empathy among coaching faculties could be linked to their direct interaction with students in result-oriented environments, which requires higher emotional sensitivity. Despite slightly greater variability in their scores, the overall higher mean emphasizes stronger empathetic qualities among coaching faculty compared to their college counterparts.

Objective 2 To Study the relationship between emotional intelligence and job satisfaction.

Null Hypothesis H_{02A}: There is no relationship between emotional intelligence and job satisfaction.

Alternate Hypothesis H_{12A}: There is a relationship between emotional intelligence and job satisfaction.

The study the above Null hypothesis Correlations test is obtained and applied and shown below.

Correlations			
		Emotional Intelligence	Job satisfaction
Emotional Intelligence	Pearson Correlation	1	.223*
	P-value		.012
	N	125	125
Job satisfaction	Pearson Correlation	.223*	1
	P-value	.012	
	N	125	125
*. Correlation is significant at the 0.05 level (2-tailed).			

Interpretation: The above results indicate that calculated p-value is 0.012. It is less than 0.05. Therefore, correlation test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

Conclusion: There is a relationship between emotional intelligence and job satisfaction.

Findings: The Pearson correlation analysis shows a positive and statistically significant relationship between Emotional Intelligence and Job Satisfaction among the respondents. The correlation coefficient (r = 0.223) indicates a weak but positive association, meaning that as the emotional intelligence of faculties increases, their job satisfaction also tends to improve. The significance value (p = 0.012) is below the threshold of 0.05, confirming that this relationship is statistically significant and not due to chance. With a sample size of 125, the results provide evidence that emotional intelligence plays a role, though modest, in influencing the level of job satisfaction among college and gig faculties in the education sector.

Null Hypothesis H_{02B}: There is no relationship between factors of emotional intelligence and job satisfaction.

Alternate Hypothesis H_{12B}: There is a relationship between factors of emotional intelligence and job satisfaction.

The study the above Null hypothesis Correlations test is obtained and applied and shown below.

Correlations

		Self-awareness	Motivation	Empathy	Job satisfaction
Self-awareness	Pearson Correlation	1	.593**	.149	.266**
	P-value		.000	.097	.003
	N	125	125	125	125
Motivation	Pearson Correlation	.593**	1	.093	.196*
	P-value	.000		.302	.029
	N	125	125	125	125
Empathy	Pearson Correlation	.149	.093	1	-.009
	P-value	.097	.302		.923
	N	125	125	125	125
Job satisfaction	Pearson Correlation	.266**	.196*	-.009	1
	P-value	.003	.029	.923	
	N	125	125	125	125

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation: The above results indicate that calculated p-value is less than 0.05 for self-awareness and job satisfaction. Therefore, correlation test is rejected. Hence Null hypothesis is rejected and Alternate hypothesis is accepted.

The above results also indicate that calculated p-value is more than 0.05 for Empathy. Therefore, correlation test is accepted. Hence Null hypothesis is accepted and Alternate hypothesis is rejected.

Conclusion: For self-awareness and job satisfaction, there is a relationship between factors of emotional intelligence and job satisfaction.

For Empathy, there is no relationship between factors of emotional intelligence and job satisfaction.

Findings: The correlation analysis reveals meaningful relationships among the variables of emotional intelligence and job satisfaction. Self-awareness shows a strong positive and highly significant correlation with motivation ($r = .593$, $p < .01$), suggesting that individuals who are more self-aware are also more motivated. Self-awareness also has a weak but significant positive relationship with job satisfaction ($r = .266$, $p < .01$), indicating that higher self-awareness contributes to greater professional fulfillment. Motivation, in turn, has a weak yet significant positive correlation with job satisfaction ($r = .196$, $p < .05$), meaning that more motivated faculties tend to feel more satisfied in their roles. Interestingly, empathy shows weak and non-significant correlations with all variables, including a negligible and negative correlation with job satisfaction ($r = –.009$, $p = .923$), suggesting it does not play a substantial role in influencing job satisfaction in this context. Overall, the results highlight that self-awareness and motivation are the key emotional intelligence factors linked to job satisfaction, while empathy does not demonstrate a significant impact.

Regression Model -1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.275[a]	.076	.053	20.326

a. Predictors: (Constant), Empathy, Motivation, Self-awareness

The model summary indicates that the predictors, self-awareness, motivation, and empathy, collectively explain about 7.6% of the variance in job satisfaction ($R^2 = .076$), with the adjusted R^2 slightly lower at 5.3%, accounting for the number of predictors in the model. The correlation coefficient ($R = .275$) suggests a weak but positive relationship between the set of predictors and job satisfaction. The standard error of the estimate is 20.326, reflecting the average distance between the observed and predicted values, which indicates moderate variability not captured by the model. Overall, while self-awareness, motivation, and empathy have some influence on job satisfaction, their combined predictive power is limited, implying that other factors beyond emotional intelligence dimensions also play a significant role in determining job satisfaction.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4092.142	3	1364.047	3.302	.023[b]
	Residual	49989.650	121	413.138		
	Total	54081.792	124			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Empathy, Motivation, Self-awareness

Above results indicates that p-value is 0.000. It is less than 0.05. It indicates that linear regression model is good to fit.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.627	10.866		4.107	.000

	Self-awareness (SA)	.251	.115	.239	2.187	.031
	Motivation (M)	.080	.148	.059	.542	.589
	Empathy (E)	-.071	.125	-.050	-.564	.574
a. Dependent Variable: Job satisfaction						

Above table indicate the values of coefficients and corresponding significance. According to p-value of the emotional intelligence factors it is observed that except "Motivation" "Empathy" all remaining variables has significant impact on Job satisfaction.

The mathematical equation to estimate the Job satisfaction factors is presented as follows:

Job satisfaction = 44.627 + 0.251*SA + 0.080* M – 0.071*E

Conclusion

The overall analysis concludes that there is a significant difference in emotional intelligence factors between college and gig faculties, with gig faculties showing higher levels of self-awareness, motivation, and empathy. Further, emotional intelligence is positively related to job satisfaction, with self-awareness and motivation emerging as the key predictors, while empathy does not significantly influence job satisfaction. The regression results confirm that the model is statistically significant ($p = .023$), though it explains only a modest portion of the variance in job satisfaction ($R^2 = 7.6\%$). Among the predictors, self-awareness has a significant positive impact on job satisfaction, whereas motivation and empathy do not show significant effects. This indicates that self-awareness plays the most crucial role in enhancing job satisfaction among faculties, while other dimensions of EI may contribute indirectly or be overshadowed by additional factors not included in the model.

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