



Review article

Role of Psychological Well-being and Emotional Intelligence in the lives of working women and non-working women

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Keywords

Psychological well-being
Emotional Intelligence
working women
non-working women

Abstract

The present study was conducted to study the main effects of educated working and non-working, young and middle-aged women on psychological well-being, Emotional intelligence and to evaluate the interactive effects of these two independent variables on these positive measures of well-being. A 2x2 factorial design was employed on a sample of 55 educated working women and equal number of educated housewives. They were further classified as women with young and middle adulthood based on their age range 25-45 years and 46-60 years, respectively. They were administered with the standard psychological tests including Ryff scales of psychological well-being and Emotional Intelligence scale EIS-SANS by Dr Arun Kumar and Dr Shruti Narain. From this study we conclude that overall, on all measures, working women scored higher than the housewives. Women in their middle adulthood scored higher than those in young adulthood on the dimension of psychological well-being in Environmental mastery, results show the complex interplay between women's employment status, personality, role and the environment, which forms an inseparable element at various spans of time and the significance of these findings has been discussed in this paper in Indian context.

1. Introduction

The role of women in a society with knowledge cannot be understated. Women are the foundations

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Received: 31 October 2023; Accepted 15 January 2024

for a modern educated world, and have contributed greatly to society's advancements in addition to its happiness. As Women used to be considered a commodity, a house keeper, today they are no longer limited to the home. They play a crucial role in many sectors of society, such as education, medicine, psychology, and even in government. While maintaining their homes as house managers, taking care of their family and neighborhood, as well as fulfilling their educational goals, they have fulfillment and there are observations of their academic success, Women, once thought of as house objects, have now advanced in every field, making them capable of fulfilling their dual responsibilities as a homemaker and professional.

Women, who were once considered house objects, have progressed in every sector known to man, thanks to their inner strength, virtues, and support from their families. Women have quietly clawed their way to the top of a male-dominated culture and are now one of the most important drivers of global advancement. Taking care of herself and her family while simultaneously juggling various tasks has shaped her, but it has also added to her to-do list. With continual ongoing employment, the issue arises of how women are able to manage with as many good traits as there are bad attributes such as stress, depression, burnout, and so on, which may be a result of their dual position. Many similar instances are heard, yet often go unreported in publications, indicating a lack of fulfillment in this area.

It's fascinating to observe how, despite the fact that we haven't done anything to improve the happiness index, we are concerned about the condition of happiness. As a result, we conducted pilot research on women who work at home and those who work outside the home, both of whom are educated. Happiness encompasses psychological well-being, subjective well-being, life quality, emotional well-being, and a variety of other factors. Happiness is intimately linked to well-being.

Psychological well-being is characterized as the ability to actively participate in work, form meaningful interpersonal relationships, and experience happy emotions. Emotional intelligence is also a characteristic that influences people's good attitudes, behaviors, and outcomes.

The importance of emotional intelligence in determining individual happiness has been highlighted in scientific literature. Numerous studies have linked emotional intelligence to psychological constructs linked to happiness, including subjective well-being (Davender et al. 2012; de-Chavez et al., 2005), higher rates of positive emotional states and lower rates of negative emotional states (Deci & Ryan, 2008), life satisfaction (Chiriboga et al., 2000; Diener & Seligman, 2002; Diener, 2006), better psychological functioning and social competence, and better social relations; and negative associations with loneliness (Elmer et al., 2003; Emmons, 1999; Emmons & Crumpler, 1999; Emmons & Crumpler, 2000; Erikson, 1959;

Fabricatore et. al., 2000; Fredrickson, 1998). Other research has looked at the association between emotional intelligence and well-being factors in young people, such as physical and mental health (Fredrickson, 2000; Fredrickson, 2001) and stress perception (Fredrickson et al. 2002). As a result, there is strong evidence that emotional intelligence abilities predict components of personal well-being and a positive relationship between life satisfaction and subjective happiness (Fredrickson et al., 2003; Fredrickson et al., 2005). According to studies based on mixed models, emotional intelligence is defined as a constellation of capacities and self-perceived attitudes associated to emotion (Fredrickson, 2005).

Several research has found a link between emotional intelligence characteristics and happiness perception (Fredrickson et al. 2005; Gallardo-Peralta, 2017). In the association between completely dispositional mindfulness and subjective pleasure, the aspects of emotional recognition and expression, as well as emotional regulation, play a role (Gardner, 2003). However, it should be remembered that emotions related to self-perceptions and attitudes such as emotional management, relational skills, and social competence - determine happiness to a considerable extent.

According to research, emotional intelligence has been identified as a possible characteristic that explains emotional upheavals in professional domains and subjective well-being. For scholars, the relationship between emotional intelligence and modern domains of positive psychology, particularly in the spectrum of subjective well-being, is debatable.

2. Materials and Methods

2.1 Participants

The population of the research constitutes adult married women from various cities in India. A total sample of 110 women was taken in to consideration, which constitutes 55 working women and 55 housewives in the age between 25-60 years.

*The number of subjects in each cell is dependent on the following criteria, the age group selected for Young Adulthood constituted between 20-45 years and Middle Adulthood consists of 46-60-year-old women and their occupation comprises of Housewife and Working.

2.2 Instruments

2.2.1 Psychological Well-being: The Instrument Ryff Scales of Psychological Well-being developed by Dr. Carol Ryff is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being. These facets include the following: self-acceptance, the establishment of quality ties to other, a sense of autonomy in thought and action, the ability to manage complex environments to suit personal needs and values, the pursuit of meaningful goals and a sense of purpose in life, continued growth and development as a person.

2.2.2 Emotional Intelligence: Emotional intelligence can be measured using the Emotional Intelligence Scale for Adults by Dr. Arun Kumar and Shruti Narain (2014). (EIS–SANS) Hindi/English. This scale consists 31 items divided into four areas—I. Understanding Emotions, II. Understanding Motivation, III. Empathy, IV. Handling Relations.

2.3 Procedure

A total of 110 women, 55 working women and 55 housewives, took part in the survey. With their permission, each participant was approached at their home. During the rest time, however, some of them were contacted in their places of employment (Offices, Schools). Psychological Well-being and Emotional Intelligence Scale were given to participants in the following order: Psychological Well-being and Emotional Intelligence Scale. There would be no time constraint for finishing the test. They were expected to answer all of the questions, and there was no right or wrong response, according to the instructions at the top of the questionnaire. Their responses would be kept private and solely utilized for research purposes, they were promised. If they require an interpretation of the questionnaire, it will be provided as soon as possible.

2.4 Statistical Analysis & Research Design

In the present study, the investigator shall be using the following descriptive statistical techniques:

1. Mean
2. Standard Deviation
3. Two way ANOVA

The study employs 2x2 Factorial design, where two independent variables (IVs) viz. Age (young adulthood; 25-45 years vs. Middle adulthood; 46-60 years) and working conditions (Housewives vs. working women) were employed.

The study's dependent variable includes measures of Psychological Well-being and emotional intelligence.

3. Results

Psychological well-being on working and non-working women

Table 1.1: Means and SDs on AUTONOMY of Psychological Well-Being on four groups

Housewives / Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	32.88	4.620	32.20	6.472	65.08

Working	32.60	4.005	33.13	4.274	65.73
Total	65.48		65.33		

Table 1.2: ANOVA for Autonomy

Source	SS	Df	Mean Square	F	sig
AGE	.109	1	.109	.005	n.s.
OCCUP	2.364	1	2.364	.109	n.s.
AGE * OCCUP	7.964	1	7.964	.367	n.s.
Error	2300.108	106	21.699		

Tables 1.1 and 1.2 show that all three sources of Autonomy had negligible findings on all measures of Autonomy: housewives-working women; young adulthood and middle adulthood women; and the combined interaction impact of the two IVs on Autonomy.

Table 1.3: Means and SDs on ENVIRONMENTAL MASTERY of Psychological Well-Being on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	38.98	4.995	41.60	6.208	80.58
Working	38.03	5.371	42.20	5.609	80.23
Total	77.28		83.8		

Table 1.4 ANOVA for Environmental Mastery

Source	SS	Df	Mean Square	F	sig

AGE	252.218	1	252.218	8.686	<.01
OCCUP	.668	1	.668	.023	n.s.
AGE* OCCUP	13.105	1	13.105	.451	n.s.
Error	3077.950	106	29.037		

Tables 1.3 and 1.4 show mean scores of women in Young Adulthood and Middle Adulthood, respectively, of 77.28 and 83.8, which are significant at the 0.01 level, indicating that women in Middle Adulthood have higher Environmental Mastery than women in Young Adulthood. In the case of the interaction impact of age and profession on the component of Environmental mastery, no significant differences were detected between Housewives and Working women.

Table 1.5: Means and SDs on PERSONAL GROWTH of Psychological Well-Being on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	36.00	4.761	37.13	3.925	76.13
Working	37.55	6.656	38.67	3.677	76.22
Total	73.55		75.8		

Table 1.6: ANOVA for Personal Growth

Source	SS	Df	Mean Square	F	sig
AGE	27.614	1	27.614	.970	n.s.
OCCUP	51.856	1	51.856	1.822	n.s.
AGE* OCCUP	.002	1	.002	.000	n.s.
Error	3016.967	106	28.462		

Tables 1.5 and 1.6. show insignificant findings on all measures of Personal Growth on three sources: housewives-working women, women in early adulthood and middle adulthood, and the combined interaction impact of the two IVs on Personal growth are all shown.

Table 1.7: Means and SDs on PERSONAL RELATION of Psychological Well-Being on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	38.28	8.048	39.53	6.255	77.81
Working	39.02	7.291	41.00	6.918	80.2
Total	77.3		80.53		

Table 1.8: ANOVA for Personal Relation

Source	SS	Df	Mean Square	F	sig
AGE	57.024	1	57.024	1.039	n.s.
OCCUP	26.802	1	26.802	.488	n.s.
AGE* OCCUP	2.802	1	2.802	.051	n.s.
Error	5816.683	106	54.874		

Tables 1.7 and 1.8 show insignificant findings on all measures of Personal Relations on three sources: housewives-working women; women in early adulthood and middle adulthood; and the joint interaction impact of the two IVs on Personal relations.

Table 1.9: Means and SDs on PURPOSE IN LIFE of Psychological Well-Being on four groups

House wives/ Working women	Young Adulthood	Middle Adulthood	Mean total

	Mean	SD	Mean	SD	
Housewives	37.43	4.607	39.13	5.668	76.56
Working	38.57	6.210	39.33	6.694	77.9
Total	76		78.46		

Table 1.10: ANOVA for Purpose in Life

Source	SS	Df	Mean Square	F	sig
AGE	33.188	1	33.188	1.032	n.s.
OCCUP	9.941	1	9.941	.309	n.s.
AGE* OCCUP	4.923	1	4.923	.153	n.s.
Error	3408.617	106	32.157		

Tables 1.9 & 1.10 clearly indicate inconsequential findings on all measures of Purpose in Life on three sources: housewives-working women; young adulthood and middle adulthood women; and the combined interaction impact of the two IVs on Purpose in life.

Emotional Intelligence on working and non-working women

Table 2.1: Mean & SDs on Understanding Emotions of Emotional Intelligence on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	37.38	4.812	37	3.150	74.38
Working	43.39	3.166	43.85	3.231	87.24

Table 2.2: ANOVA for Understanding Emotions of Emotional Intelligence

Source	SS	Df	Mean Square	F	sig

AGE	406.612	33	12.322	.919	n.s
OCCUP	839.084	1	839.084	62.556	<.001
AGE* OCCUP	299.653	25	11.986	.894	n.s
Error	670.667	50	13.413		

Tables 2.1 & 2.2 show mean scores of women in working occupation and non-working or housewife professions, respectively, of 74.38 and 87.24, which are significant at the 0.001 level, indicating that women in working occupations have higher Emotional intelligence especially in Understanding emotions, than women in Housewife occupation. In the case of the interaction impact of age and profession on the component of Understanding Emotions, no significant differences were detected between Housewives and Working women.

Table 2.3: Mean & SD on Understanding Motivations of Emotional Intelligence on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	37.50	4.737	37	3.15	74.5
Working	42.96	3.049	43.30	2.998	86.26
Total	80.46		80.3		

Table 2.4: ANOVA for Understanding Motivations of Emotional Intelligence

Source	SS	Df	Mean Square	F	sig
AGE	378.015	33	11.455	.887	n.s
OCCUP	736.998	1	736.998	57.051	<.001
AGE* OCCUP	279.656	25	11.186	0.866	n.s

Error	645.917	50	12.918		
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Tables 2.3 & 2.4 show the mean scores of women in working occupations and non-working or housewife professions, respectively, of 74.5 and 86.26, which are significant at the 0.001 level, indicating that women in working occupation have higher Emotional intelligence, especially in Understanding Motivations than women in Housewife occupation. In the case of the interaction impact of age and profession on the component of Understanding Motivations, no significant differences were detected between Housewives and Working women.

Table 2.5: Mean & SD on Empathy of Emotional Intelligence on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	36.58	4.708	36	3.15	72.58
Working	41.96	3.049	42.30	2.998	84.26
Total	78.54		78.3		

Table 2.6: ANOVA for Empathy of Emotional Intelligence

Source	SS	Df	Mean Square	F	sig
AGE	383.375	33	11.617	.916	n.s
OCCUP	723.279	1	723.279	57.004	<.001
AGE* OCCUP	279.808	25	11.192	.882	n.s
Error	634.417	50	12.688		

Tables 2.5 & 2.6 show mean scores of women in working occupation and non-working or housewife professions, respectively, of 72.58 and 84.26, which are significant at the 0.001 level, indicating that women in working occupation have higher Emotional intelligence,

especially in Empathy, than women in Housewife occupation. In the case of the interaction impact of age and profession on the component of Empathy, no significant differences were detected between Housewives and Working women.

Table 2.7: Mean & SD on Handling Relationships of Emotional Intelligence on four groups

House wives/ Working women	Young Adulthood		Middle Adulthood		Mean total
	Mean	SD	Mean	SD	
Housewives	35.67	4.650	35.12	3.051	70.79
Working	40.96	3.049	41.30	2.998	82.26
Total	76.63		76.42		

Table 2.8: ANOVA for Handling Relationships of Emotional Intelligence

Source	SS	Df	Mean Square	F	sig
AGE	387.437	33	11.741	.960	n.s
OCCUP	707.438	1	707.438	57.860	<.001
AGE* OCCUP	273.182	25	10.927	.894	n.s
Error	611.333	50	12.227		

Tables 2.7 & 2.8 show mean scores of women in working occupation and non-working or housewife professions respectively, of 70.79 and 82.26, which are significant at the 0.001 level, indicating that women in working occupation have higher Emotional intelligence especially in Handling Relationships than women in Housewife occupation. In the case of the interaction impact of age and profession on the component of Handling Relationships, no significant differences were detected between Housewives and Working women.

4. Interpretation and Discussion

The main purpose of the study has been to ascertain the role of Psychological Well-

Being and Emotional Intelligence in housewives or working women as well as in these Young Adulthood and Middle Adulthood women, also whether occupational level & age group of these women jointly influence these measures.

Significant changes emerged from this study that in general the working women were found to have significantly high on the measures of Emotional Intelligence (understanding Emotions, Understanding Motivations, Empathy and Handling Relationships) as compared to their counterparts, who were housewives.

Similarly, when these women were further categorized as per Erickson's psychosocial development into Young Adulthood and Middle Adulthood, again, women in Middle Adulthood demonstrated the similar presentation on these measures in a positive direction when compared to their counter which were women in Young Adulthood, interaction effect of level of occupation and age were significant only on a few measures environmental Mastery (Psychological well-being).

The findings in this chapter are rooted in the foundational work of psychological well-being and emotional intelligence research. Our study, which focused on age, profession, and their interaction among women, can be understood within the broader theoretical and empirical context.

In terms of psychological well-being, Abraham Maslow's hierarchy of needs theory laid the groundwork. Maslow's theory posits that individuals have a hierarchy of needs, with psychological well-being and self-actualization at the pinnacle. This theory informed our examination of components such as environmental mastery, personal growth, personal relations, and purpose in life.

The concept of autonomy, integral to our study, draws from self-determination theory by Deci and Ryan (1985, 2000), emphasizing autonomy as a fundamental psychological need critical for well-being.

In the realm of emotional intelligence, the work of Peter Salovey, John Mayer, and Daniel Goleman provided the framework. Our analysis of emotional intelligence components, including understanding emotions, motivations, empathy, and handling relationships, aligns with this theoretical framework.

Considering age and profession as variables is rooted in decades of research on how demographic factors impact well-being and emotional functioning. This includes studies on life stages and transitions (e.g., Erik Erikson's work) and the role of profession, explored in fields like occupational psychology and organizational behavior. These studies shed light on

how work-related factors influence individuals' mental and emotional states.

The results of this study highlight the complexity of the relationship between autonomy, psychological well-being, and emotional intelligence among women. While autonomy did not appear to directly influence psychological well-being, age differences were evident in environmental mastery, and employment seemed to foster higher emotional intelligence.

In summary, our study found significant differences in emotional intelligence favoring working women over housewives in understanding emotions, motivations, empathy, and handling relationships, as supported by a research conducted by R.MK and R.Gupta (2021). However, psychological well-being measures such as environmental mastery, personal growth, personal relations, and purpose in life did not significantly differ based on autonomy or profession. These findings provide valuable insights into the relationship between psychological well-being, emotional intelligence, and various demographic factors among women in different life stages and professions.

4. Conclusions:

The study contributes valuable insights into the intricate interplay of autonomy, age, profession, and their effects on psychological well-being and emotional intelligence among women. Further research in this area can help refine our understanding and inform strategies for promoting well-being and emotional intelligence among women in various life circumstances.

5. Future implications & Limitations

The findings in the present study underlines the need for a multifaceted approach when considering factors that impact well-being and emotional intelligence among women. Future research may benefit from exploring the specific mechanisms through which employment and life stage influence emotional intelligence. Additionally, interventions aimed at enhancing emotional intelligence among different groups of women, including housewives, could be considered to promote overall well-being.

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