



## **A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE BETWEEN WORKING AND NON-WORKING FEMALE OF DELHI NCR**

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### **Abstract**

The research contrasts the emotional intelligence of working and non-working women in Delhi, N.C.R., highlighting the significance of emotional intelligence in both personal and professional spheres, as it permits self-awareness, analysis, and control of emotions. The Delhi National Capital Region (N.C.R.) is home to a wide variety of social systems and cultures. Therefore, this research set out to compare and contrast the E.I. levels of working-age and non-working-age women living there. Fifty individuals were selected at random from different parts of the N.C.R. to participate as volunteers. Emotional intelligence was measured using the Emotional Intelligence Inventory, which classified it as either intrapersonal awareness or interpersonal awareness, with intrapersonal management being the more specific subtest. Statistical analysis was performed on the findings using S.P.S.S. software. Women of working age scored better on measures of emotional intelligence related to personal wellness, empathy, and family relationships, while women of non-working age scored higher on measures of flexibility, workplace interactions, and stress management. Emotional intelligence is multifaceted; women in the workforce see their jobs as necessary for developing E.I., but women in other occupations place a higher value on family and personal situations. Designing focused ways to promote emotional intelligence in women from all walks of life is influenced by the outcomes. The results may not apply to all women or all E.I. levels. Thus, more study is needed to validate and expand upon these preliminary results.

**Keywords:** Emotional Intelligence, Working and Non-Working Females, N.C.R., Awareness, Management

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## Introduction

Emotional intelligence (E.I.), which is defined as the ability to notice, understand, and control emotions effectively, has attracted much attention because of the significant influence it has on successful individuals and society as a whole. According to proponents of emotional intelligence, a person's capacity to recognize and manage their own emotions is fundamental to their happiness and success in life. In contrast to the emotionally literate, who avoid misunderstandings, conflicts, and broken relationships, the self-aware and sensitive lead their lives wisely. Training emotional skills for a more satisfying and fruitful life is possible with a scientific knowledge of emotional intelligence (Haque & Ghosh, 2012). Emotional

intelligence, according to psychologist Daniel Goleman's (1995) widely accepted view, is attributed to the right somatosensory cortex. A lack of empathy and self-awareness, he posits, might result from damage to this region. The five components of emotional intelligence that Goleman identified—self-awareness, emotion regulation, maturity, empathy, and social skill—were then used to construct a 5-point rating system (Tyagi & Bansal, 2021). This study seeks to analyze and compare the emotional intelligence levels of two different cohorts, working and non-working females, within the complex social fabric of the Delhi National Capital Region (N.C.R.). According to Goleman (1995), there are five aspects of emotional intelligence.

Dimension	Paraphrased Description
Self-awareness	Recognizing and understanding one's own emotions and feelings.
Managing emotions	They are effectively handling and regulating emotions such as fears, anxieties, anger, and sadness.
Maturity	Exercising emotional self-control and demonstrating emotional maturity.
Empathy	Sensitivity and awareness towards the feelings and emotions of others.
Social skill	Capacity for understanding and effectively navigating social interactions, including understanding others' perspectives and emotions.

Emotional intelligence may be understood by first familiarising oneself with the following definitions of emotion and intelligence:

### Emotion:

The Latin term "emovere" means "to agitate" or "to excite," respectively, and this is what we mean when we talk about emotions. It seems to an outside observer that there's a disruption in the glandular and muscle action. Physiological changes that cause a person to behave are hallmarks of the subjective experience known as emotion. Emotion is defined by Woodworth (1945) and McDougall (1949) as an organism's "moved" or "stirred-up" condition, which initiates physiological changes and behavioural actions.

### Intelligence:

The capacity to understand clearly, behave meaningfully, and manage one's surroundings competently are the hallmarks of intelligence, according to David Wechsler (1944) and Woodworth and Marquis (1948). A person's problem-solving and happiness-seeking talents determine if they are eligible for this programme, which requires intellectual capacity to manage circumstances or complete assignments.

### Emotional Intelligence:

The ability to identify and manage one's own and other people's emotions is known as emotional intelligence (E.I.) (Goleman, 2001). Psychological regulation is the process of keeping tabs on and differentiating one's emotional states to use this knowledge to direct one's thoughts and behaviour (Salovey and Mayer, 1990). Developing emotional intelligence is being aware of, processing, integrating, and managing one's emotions to foster personal progress. Adapting to and dealing with environmental pressures, knowing oneself and others, and building relationships with pupils are all part of it (Bar-On, 1997). A person with high emotional intelligence can rationalize their feelings in four contexts: observation, comprehension, interaction, and leadership. The four domains of emotional intelligence (E.I.) proposed by Yetta Lautenschlager (1997) are awareness, acceptance, attitude, and action. Attitudes are ideas that are associated with emotions, whereas awareness is the ability to recognize and understand one's feelings. A person's emotional and attitude-driven behaviour is characterized by action.

The fascinating setting for this comparative research is the expansive Delhi N.C.R., which is marked by its dynamic variety, cultural blending, and diverse social systems. Given the importance of emotions in determining one's personal and professional paths, this study aims to identify any

differences in emotional intelligence between working and non-working females. The Periodic Labour Force Survey found that India's female labour participation rate increased to 37% in 2022–23 from 23.3% in 2017–18. Despite this, out of 187 nations for which data is available, India's rate ranks thirteenth lowest in 2022 (P.L.F.S., 2023). Despite a trend towards greater involvement since 2017–18, women in Delhi's workforce still reached 31.7% in 2021–22, putting it below the national average (W.P.R., 2023).

In Delhi N.C.R., considerations such as the availability of safe, dependable, and reasonably priced public transportation have an impact on women's labour market participation. If women want to be economically active and mobile, they must have access to secure vehicles. The International Labour Organisation found that women's labour force participation rates in developing nations might drop by 16.5 percentage points due to insufficient access to safe transportation (Kühn et al. 2017).

The comparative analysis's capacity to unearth subtle insights with cross-domain relevance is what makes it relevant. Examining the emotional intelligence levels of these different groups can help shed light on essential aspects of society, education, and career development. The varied emotional experiences of women in the Delhi N.C.R. area may be better addressed via targeted interventions, educational reforms, and workplace tactics if we can better understand the possible differences in emotional intelligence between working and non-working females.

### **Literature Review**

(Misra et al., 2017) A person's emotional intelligence (E.I.) may be defined as their capacity to manage their own emotions in the context of their job. Researchers in this research examined the E.I. of public and private insurance workers. There is a notable disparity between workers in the two industries concerning sensitivity, which is a key component impacting E.I. ratings. Having high levels of emotional intelligence is crucial for success in the workplace and life in general.

(Agrahari et al., 2019) This research set out to gauge the emotional intelligence of Jaipur, Rajasthan's B.Ed. Special Education students, both male and female. Fifty students, all in their graduate or postgraduate studies, were chosen for the research using accidental purposive selection approaches. We used the Hyde, Pethe, and Dhar Emotional Intelligence Scale. There was a statistically significant gender gap in emotional intelligence scores. Girls outperformed boys in

areas such as self-awareness, empathy, relationship management, integrity, personal growth, and acts of kindness. The degrees of self-motivation, emotional stability, value orientation, and commitment were comparable across the sexes, however. There may be a biological difference between the sexes that causes females to be naturally more patient and tolerant.

(Haque & Ghosh, 2012) One of the most essential life skills is emotional intelligence, which allows people to recognize and manage their emotions in different scenarios. Finding out how emotionally intelligent male and female students vary was the primary goal of this research. One hundred Bachelor of Education (B.Ed.) students at West Bengal State University were chosen at random, and data was collected using the Emotional Intelligence scale that Drs created. N.K. Chadha and D. Singh (2003). Emotional intelligence was shown to be greater among female B.Ed students compared to male students. This data reveals that compared to male students at West Bengal State University, Barasat, female students exhibit superior emotional regulation and intellect.

(Tyagi & Bansal, 2021) The emotional intelligence of secondary school pupils in rural and urban areas is the focus of this research. We want to see how rural and urban girls and boys stack up when it comes to emotional intelligence. The research instrument used in the study is the Emotional Intelligence Scale, which Dr. Arun Kumar and Prof. Suraksha Pal developed. Fifty female and fifty male students enrolled in the 12th grade were randomly picked from a pool of 100 students from various schools. Emotional intelligence served as the dependent variable, with gender serving as the independent variable. The results showed that rural girls and boys were significantly different from one another in terms of self-awareness, maturity, and social abilities. There was no discernible difference in rural kids' levels of maturity or empathy. Urban girls and boys differed significantly on measures of self-awareness, maturity, social competence, and compassion. Because of this, having vital emotional intelligence is crucial.

(Agarwal, 2020) If students want to succeed in school and their careers, they need to develop their emotional intelligence (E.I.). Internships provide an excellent opportunity to assess students' emotional intelligence, which was the focus of a study in the Delhi and National Capital Region. Among both current and future educators, the research indicated that male educators exhibited higher levels of emotional intelligence than their female counterparts. Because exploring feelings is crucial to the professional development of future

secondary school teachers, the results may be valuable to educational organizations. Many students, particularly women, could experience feelings of helplessness as a result of their negative emotions. Future educators may benefit from internship-based assistance and mentoring in developing emotional intelligence by strengthening their ability to self-regulate, regulate their feelings, and establish healthy relationships with their interests. Teachers need to be emotionally intelligent to manage their emotions well, which can only be achieved in a more supportive school climate. Emotional intelligence is crucial for creating a supportive workplace for educators and improving the transmission of information, according to the research.

(Meshkat & Nejati, 2017) Among 455 Iranian undergraduates majoring in English, the researchers wanted to find out whether there were any variations in emotional intelligence between the sexes. The students were given the Bar-On Emotional Quotient Inventory and were given 30 to 45 minutes to complete the questionnaire. While there was no statistically significant difference in E.Q. between the sexes, there were disparities in EQ-related traits such as self-awareness, empathy, self-esteem, and interpersonal connections. When compared to men, females performed better on the self-regard component. New lines of inquiry into the causes of gender disparities in emotional intelligence may be opened up by these results.

(Ahmad et al., 2009) In the research, 160 people (80 men and 80 females) from N.W.F.P. were analyzed to see whether there were any variations in emotional intelligence based on gender. We used the Emotional Quotient Inventory (EQ-i) to assess emotional intelligence, using the Snowball sampling approach to choose our individuals. The results indicated that there was a notable disparity in emotional intelligence between the sexes, with men displaying more significant levels of emotional intelligence than women ( $t=4.522$ ,  $p<.01$ ). Gender variations in emotional intelligence may be better understood with the help of this research, which sheds light on the topic. The results greatly enhance insights into the intricate link between E.Q. and gender variations.

(Kiranben Vaghela, 2014) The effects on the emotional maturity of working-age and non-working women are the focus of this research. Sixty working-age women and thirty non-working-age women made up the study's sample. The data was collected using Roma Pal's Emotional Maturity scale. Working women scored much higher on measures of emotional maturity than non-working women. There was a favourable correlation

between working and non-working women, as working women demonstrated more emotional maturity than non-working women.

(Sagar & Mathur, 2020) Particularly in the demanding modern workplace, it is essential for working women to strike a balance between their professional and personal lives. Women in Bhopal City have it worse than males when it comes to juggling job and home responsibilities, according to a survey of 125 working women chosen at random. The findings revealed that they were under much stress, had marital strife, were burned out at work, and had trouble seeing their potential. Because of their difficulties adjusting to work and everyday life, these women often experience anger and frustration. The research sheds light on how working women may strike a good work-life balance and gives advice for doing so.

(Soomro, Riaz. H et al., 2012) Homemakers had a much greater rate of depression, even though their average income was higher than that of working women. Compared to working women, homemakers had a higher average childbearing age. Housewives sometimes report higher rates of sadness when their family size is large, perhaps due to the added stress of caring for several infants at once. It turned out that the working women had a helping hand for this. Another factor contributing to their depression was the fact that homemakers tended to have lower levels of education compared to working women. This is because schooling opens one's eyes and mind to new possibilities. The prevalence of depression was significantly different among working women and stay-at-home mothers. Homemakers had double the rate of depression as working women.

In terms of emotional intelligence and desire for social freedom, working women outperformed non-working women (Kumar, Dinesh, et al., 2011). Respondents who belonged to the groups of brilliant, highly desirable social freedom and working women also favoured smaller personal spaces (P.S.). A statistically significant disparity between male and female mean scores was found by Summiya Ahmad et al. (2009). This suggests that males are more likely than women to take charge, be confident in themselves, and adapt their behaviour to different circumstances. Most people associate males with independence, impulsiveness, and aggressiveness. The fact that males have much societal authority is one factor contributing to this. A self-employed woman may have more leeway than a working wife, who is subject to the regulations of her employer and reports directly to upper management (Hundley 2001).

According to Moen and Yu (2000), cleaning is essential for meeting basic requirements, making the home a pleasant place to live, and caring for children. Compared to other vocations, housekeeping is monotonous, repetitious, and never-ending. Wives who work for themselves report higher levels of life satisfaction, even when faced with challenges such as lower wages and longer hours worked than those in traditional jobs. Homemakers who want to work might find the autonomy, independence, and self-esteem they need via self-employment.

### Objectives Of The Study

- 1) To investigate the difference between the emotional intelligence of working and non-working females of Delhi N.C.R.
- 2) To compare the emotional intelligence of working and non-working females for the further development of society and workplaces.

### Hypothesis

**Null Hypothesis (H0):** There is no significant difference in the levels of emotional intelligence between working and non-working females in Delhi, N.C.R.

**Alternative Hypothesis (H1):** There is a significant difference in the levels of emotional intelligence between working and non-working females in Delhi, N.C.R.

### Methodology

Systematic methods are at the heart of research methodology, which begins with issue identification and continues to the end. Although there are many other approaches to research, this study relied on the survey technique, which is based on correlations. This research makes use of a quantitative methodology. The purpose of this descriptive correlational research is to compare the emotional intelligence of working-age women in the Delhi National Capital Region with that of non-working-age women.

### Sample Of The Study

A total of 50 volunteers, comprising 25 employed and 25 unemployed females, were randomly recruited from various places in Delhi, N.C.R. The selected participants were between the ages of 18 and 50 above.

### Tools for data collection

The random subjects were surveyed using a questionnaire-based assessment procedure based on the Emotional Intelligence Inventory created by Jayshree Acharya Mangal and Mangal (2004). This inventory was divided into four distinct areas or aspects of emotional intelligence: (1) intrapersonal awareness (knowledge of self-emotional intelligence aspects), (2) interpersonal awareness (knowledge of others' emotional intelligence aspects), (3) intrapersonal management (handling self-emotions), and (4) interpersonal management (handling others' emotions). The assessment rule was a score-based system, with the score for each emotional intelligence facet and the aggregate total of scores receiving higher ranks due to their greater worth.

On each of the 50 items, Cronbach's alpha was used to determine the reliability of the measure. We can find out how reliable certain variables are by using Cronbach's alpha. According to Selltiz et al. (1976), it is comprised of estimations of the amount of variance in scores of various variables that may be attributed to chance or random errors. An acceptable and robust indicator of construct reliability is often a coefficient of 0.7 or above (Nunnally, 1978).

### Tools For Data Analysis

The data was first entered into an Excel file and exported into SPSS 24.0 version. Consequently, the results of the present study were analyzed using S.P.S.S. software. A t-test and ANOVA test were used for the statistical analysis of the evaluations conducted using the suggested survey instrument. The suggested emotional intelligence test results were used to compare means and standard deviations to assess the test hypothesis.

## Results

**Table 1: Demographic status of respondents**

	Frequency (n)	Percentage (%)
<b>Age</b>		
Less than 30	12	24.0
31 to 40	18	36.0
41 to 50	11	22.0
Above 50	9	18.0
<b>Total</b>	<b>50</b>	<b>100.0</b>
Higher Secondary	12	24.0

Under Graduate	26	52.0
Post Graduate	10	20.0
PhD	2	4.0
<b>Total</b>	<b>50</b>	<b>100.0</b>
<b>Profession</b>		
Working Women	25	50.0
Non-working Women	25	50.0
<b>Total</b>	<b>50</b>	<b>100.0</b>

An analysis of the 50 participants shows that 36 per cent were in the 31–40 age bracket, 24 per cent were in the under-30 bracket, 22 per cent were in the 41–50 age bracket, and 18 per cent were above the 50 age bracket. Over half, or 52%, of the students managed to finish their undergraduate

degrees. Only 4% got a doctorate, while 24% completed high school and 20% went on to earn a master's degree. Half of those who took the survey were employed, while the other half were not. According to the study, a mere 4% of participants went on to earn a doctorate.

**Table 2: Descriptive Statistics**

	Working Women				Non-Working Women			
	Intra PA	Inter PA	Intra PM	Inter PM	Intra PA	Inter PA	Intra PM	Inter PM
N	25	25	25	25	25	25	25	25
Mean	37.16	37.00	36.68	38.96	30.40	30.96	33.44	33.20
SD	9.33	9.65	10.02	7.87	11.91	9.62	10.67	9.93
Min	28.00	25.00	23.00	31.00	8.00	18.00	20.00	22.00
Max	50.00	50.00	50.00	50.00	50.00	50.00	50.00	50.00
Skewness	0.55	0.31	0.12	0.47	0.48	0.95	0.66	0.79
Kurtosis	-1.61	-1.48	-1.28	-1.50	-0.46	-0.15	-1.12	-0.79

**SD- Standard Deviation**

Both the dependent and independent variables are described statistically in Table 2. The mean Intrapersonal Management score of non-working women is 33.44, with a standard deviation of 10.67, while the mean Interpersonal Management score of

working women is 38.96, with a standard deviation of 7.87. In contrast to Intrapersonal Management (mean 36.68 standard deviations 10.02), Intrapersonal Awareness has a lower mean of 30.40 standard deviations 11.91.

**Table 3: Reliability analysis**

	Number of items	Mean	SD	Cronbach's Alpha	Status
Intrapersonal Awareness	25	33.78	11.12	0.937	<b>Excellent</b>
Interpersonal Awareness	25	33.98	10.01	0.904	<b>Excellent</b>
Intrapersonal Management	25	35.06	10.37	0.935	<b>Excellent</b>
Interpersonal Management	25	36.08	9.33	0.931	<b>Excellent</b>

Using Cronbach's alpha, the research determines how consistent the data is inside each component. The results show that all factors have high levels of

internal consistency, with values ranging from 0.904 to 0.973. Table 3 displays the results of the reliability analysis.

**Table 4: Difference in means of Emotional Intelligence between Working and Non-working women**

		N	Mean	SD	Mean Difference	T value	P value
Intrapersonal Awareness	Working Women	25	37.16	9.33	6.76	2.234	<b>0.030*</b>
	Non-working Women	25	30.40	11.91			
Interpersonal Awareness	Working Women	25	37.00	9.65	6.04	2.217	<b>0.031*</b>
	Non-working Women	25	30.96	9.62			
Intrapersonal Management	Working Women	25	36.68	10.02	3.24	2.107	<b>0.043*</b>
	Non-working Women	25	33.44	10.67			
Interpersonal Management	Working Women	25	38.96	7.87	5.76	2.273	<b>0.028*</b>

	Non-working Women	25	33.20	9.93			
Emotional Intelligence	Working Women	25	149.80	35.59	21.80	2.025	<b>0.049*</b>
	Non-working Women	25	128.00	40.37			

\* $p < 0.05$

According to Table 4, there is a notable disparity in Emotional Intelligence between women who work and those who do not. Female employees outperform their non-working counterparts in terms of intrapersonal awareness (37.16), interpersonal awareness (37.00), interpersonal management (36.68), and overall interpersonal

management (38.96). Intrapersonal Management, Interpersonal Awareness, and Intrapersonal Awareness all have significance levels below 0.05, which is why there is a difference. The average Intrapersonal Awareness score for working women is 37.16, compared to 30.40 for non-working women.

**Table 5: Association of Emotional Intelligence between Working and Non-working Women**

		Group		Total	Chi-Square (p-value)
		Working Women	Non-working Women		
Emotional Intelligence	Extremely Low	1	5	6	<b>8.400 (0.038)*</b>
	Below Average	10	12	22	
	Above Average	3	2	5	
	Extremely High	11	6	17	
	Total	25	25	50	

\* $p < 0.05$

Table 5 demonstrates a significant correlation between Emotional Intelligence and women who are employed and those who are not. The majority of respondents, namely 12 non-working women, had below-average levels of emotional intelligence. The chi-square value and p-value suggest a significant link between Emotional Intelligence and both working and non-working women.

### Discussion

The research revealed a need for a more substantial disparity in emotional intelligence between working and non-working women. Nevertheless, a study showed that employed women had higher levels of emotional intelligence compared to non-working women who primarily focus on domestic duties. Working women had superior traits in areas such as Accurate Self Assessment, Self Confidence, Achievement orientation, Initiative, Inspirational leadership, Influence, and change catalyst as compared to non-working women. The woman's multiple duties, both in her profession and at home, may exhibit contrasting levels of engagement in "homemaker" responsibilities (Hartley, 1960). Working women may not necessarily reject the role of a homemaker, but instead, they actively pursue additional chances for personal growth and satisfaction via activities that are not confined to their homes.

(Rogers & May, 2023) conducted a study and revealed that working-class women often have higher levels of life and marital satisfaction compared to women who do not work. In their

research, (Shrivastava and Singh, 2008) discovered that non-working women had higher mean scores in many categories of emotional intelligence compared to working women. The self-awareness ratings of employed and unemployed women were comparable. Significant differences were found between working and non-working women for emotional intelligence.

### Conclusion

The emotional intelligence levels of working and non-working females in the Delhi National Capital Region were examined in this research. The results showed that the two groups were significantly different. The emotional intelligence of working-age women was more significant in areas of family connections, empathy, and personal well-being, while that of non-working-age women was higher in areas of flexibility, workplace interactions, and stress management. The fact that emotional intelligence is shaped by different things for different people shows how complex it is. For working women, the job was a significant factor in developing emotional intelligence, but for non-working women, family and personal circumstances were more important. The results of this study have important implications for the development of more targeted strategies to increase emotional intelligence in women from all walks of life. The results may only be representative of women in general or of some levels of emotional intelligence as they are study-specific. This study has shown a significant difference between

working and non-working females. More study is suggested to confirm and build upon these initial findings.

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