

Emotional Intelligence: A Comparative Study on Age and Occupational Status

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ABSTRACT

The aim of the research is to find the relationship between Emotional Intelligence among working women and non-working women. The analysis is based on the sample size of 100 participants collected through snowball sampling via google forms. the procedures include collection of data and analysis of data. The research design is a comparative design. the hypothesis is statistically tested using t-test. The conclusion of the analysis stated the hypothesis was rejected, accepting the alternative hypothesis. the profession will have significant impact on emotional intelligence in women of different age. therefore, the research's aim acknowledged the fact that is emotional intelligence is important for both the profession regardless of the age and gender.

Keywords: *Emotional Intelligence, Working women, non-working women*

This chapter states the details of the concept's explanation included in the present study. The study investigates the Emotional Intelligence and Age Differences in the occupational status of specific gender. It briefly explains the Emotional intelligence theories and definitions explained by different authors. Over the years, Emotional Intelligence has involved and became important as Artificial Intelligence.

Concepts Included in Study

Emotional Intelligence is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. (EI) involves using cognitive functions and emotional abilities to function in interpersonal relationships, and social groups as well as manage one's emotional states. A person with high EI ability can perceive, comprehend and express emotion accurately, and also has the ability to access and generate feelings when needed to improve one's self and relationships with others. Emotional intelligence helps you succeed at work, and achieve your career and personal goals. Background research is in the field of organizational behavior. The concept of emotional intelligence has evolved. In the 19th century, it witnessed several studies on emotions, with a scientific approach toward understanding the dimensions of emotions. In the beginning, psychologist Thorndike, E. (1930) described the concept of "social intelligence" as the ability to get along with other

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people. Another psychologist Weschler, D. (1940) proposed the different components of intelligence that could be a part of the successful life of people. Maslow, A. (1950) studied and proposed the concept of the humanistic approach with a focus on different ways that will help people to build emotional strength. Gardner, H. (1970) introduced the idea of the concept that intelligence has more than a single general ability. Payne, W. (1985) used the term emotional intelligence first time in his doctoral dissertation. Beasley, K. (1987) published an article in a magazine using the term emotional quotient. Bar-On, R. (1985) proposed in the first copy of the doctoral dissertation, a quantitative approach to creating an EQ comparable to an IQ score 1985. Salovey and Mayer, (1990) published their article on Emotional Intelligence which was a landmark. Goleman, D. (1995) published the book, 'Emotional Intelligence: Why It Can Matter More Than IQ', which popularized the whole concept of emotional intelligence, the basis of EI can be used in Organizational Leadership Skills. Emotional intelligence didn't become popular as a term until around 1990 and interest has grown tremendously over the last 30 years. Now emotional intelligence, also referred to as the emotional quotient, has gained huge importance in the world of business, organization, personally, as a contribution towards success and growth within the organization and outside. High emotional intelligence acts as a helper to build relationships, reduce stress, defuse conflict and improve satisfaction. At the workplace, ultimately high emotional intelligence means having the potential to increase team productivity and staff retention. Lin, alt., (2016) suggested that EI scores were positively correlated to psychological well-being and negatively correlated with depression and burnout. They highlighted the potential ability to reduce one's susceptibility to depression by way of intervention to increase EI. Magnano, alt., (2016) suggested that EI is strongly correlated with individual advancement and performance with evidence suggesting a significant link between one's resilience and one's motivation to achieve. Luthans, alt., (2010) suggested resilience plays an important role between EI and self-motivated achievement. EI is a prerequisite for resilience, and resilience leads to greater motivation. Moghadam, alt., (2011) suggested EI important factor in job performance both on an individual level and a group level. As an individual moves up an organizational hierarchy, the positive effect of emotional intelligence on coping with situations and doing tasks in effective ways increases.

Basic concepts

Emotional intelligence is intelligence that can be learned and measured and can be changed. Emotional intelligence is important when emotions run higher, it changes brain function leading to cognitive abilities, decision-making powers, understanding interpersonal skills to function better. Emotional intelligence is required more than intelligence in many sectors of the organization now as it helps to think rationally, according to the situation and effectively.

Emotional intelligence can be helpful for both working and non-working on the manageable level and various levels of their daily work routine.

The study has studied those women who have a better understanding of emotions than men, they are more likely to be higher on emotional quotient than men. Many researchers have studied that women tend to think from the rational part of the brain more than the logical part of the brain. Women are more likely to experience many emotions at the same time.

Introduction to the variables

Emotional intelligence is the ability of one's own potential to understand, regulate and feel your emotions and others. Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. It has been suggested that EQ, the 'emotion quotient', or

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measure of emotional intelligence, is even more important than the somewhat less controversial 'intelligence quotient' or IQ.

Mayer and Salovey, (1997) defined EI as a cognitive ability that is a separate concept but also associated with general intelligence. Their model consists of four different abilities (or branches) including; perception of emotion, emotional facilitation, understanding emotions, and management of emotions. These branches are ordered from basic to higher-order abilities which develop as an individual matures.

1. Emotion perception is the ability to perceive emotions in yourself and others. It also includes perceiving non – verbal signals, and emotions in stimuli such as landscapes and art.
2. Emotional facilitation is the ability of emotions to help thinking in three ways; by signaling important environmental changes, changing mood helping individuals to see a situation in several different ways and Thirdly facilitation assists different types of reasoning.
3. Understanding emotions involves knowledge of emotions; emotional vocabulary; and how they blend to create other emotions that change over time.
4. Managing emotions involves the ability to manage your own emotions and those of people around you.

Goleman, D. (2010) defined emotional intelligence perspective on prediction and analysis of employee performance. He suggested high levels of Emotional Intelligence improve working relationships, help to develop problem-solving skills, increase efficiency and effectiveness and catalyze the development of new strategies. Rather than influencing exam scores or report writing, Emotional Intelligence influences how we control our own emotions and deal with relationships. Goleman defines it as “the ability to identify, assess and control one’s own emotions, the emotion of others and that of groups. Goleman developed a performance-based model of EQ to assess employee levels of Emotional Intelligence, as well as to identify areas of improvement. The model consists of five components, as stated below.

1. Self-awareness - Self-awareness means being aware of one self’s emotions, feelings and having a clear picture of our strengths and weakness.
2. Self-regulation - Self-regulation means regulating emotions effectively and also keeping yourself in control.
3. Motivation - Motivation means constant and consistent self-push towards working on goals and defined standards of work.
4. Empathy - Empathy means putting ourselves in someone else's shoes in situations, emotions, and feelings to show empathy towards others for better understanding.
5. Social skills - Social skills mean having good social skills and communication to rationally understand situations and present emotions.

Bar-On, R. (1997) defined emotional and social competencies that determine the way effective individuals stand at understanding and expressing themselves, understanding others and interacting with them as well as coping with daily demands and challenges. He explained the components into five factors in his model.

1. Be aware of emotions as well as understand and express feelings.
2. Understand how others feel and interact with them.
3. Manage and control emotions.
4. Manage change, adapt and solve problems of a personal/ interpersonal nature,

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5. Generate positive effects to enhance self-motivation, in order to facilitate emotionally and socially intelligent behavior. These five meta-factors comprise a total of 15 factors.
 - Interpersonal relationships
 - Empathy
 - Social responsibility
 - Problem-solving
 - Reality testing
 - Impulse control
 - Emotional expression
 - Assertiveness
 - Independence
 - Self-regard
 - Self-actualization
 - Emotional self-awareness
 - Flexibility
 - Stress tolerance
 - Optimism

Boson et al., (2021) defined emotional intelligence as physiological measures of emotion and people in their daily lives find no consistent sex differences in the experience of emotion. It suggested that women may amplify certain emotional expressions, or men may suppress them in comparison to women. They proposed the Four-Branch Model of EI, there are four abilities that exist.

Perception – The ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts. Also includes the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

Facilitation – The ability to use emotions for various cognitive activities such as thinking and problem solving as well as interacting with others. An emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand. An example of this includes a person using their emotions to motivate themselves.

Understanding – The ability to process emotional language and understand why someone including themselves, might feel a certain way. Understanding emotions also encompasses the ability to be sensitive to slight changes between emotions, and the ability to recognize and describe how emotions evolve over time.

Management –The ability to manage one's emotions as well as manage the emotional relationship with others. An emotionally intelligent person can also use any type of emotion and apply them in pursuit of a goal.

Major research has been done in understanding the impact of emotional intelligence on subjective well-being. It has been studied those high levels of emotional intelligence enhance performances in all areas of life and satisfaction and high levels of subjective well-being indicate good life in all aspects of life.

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The dynamic of working women is high levels of confidence, high self-esteem, the capability of responsibility, creative thinking and possess a rational mindset. The dynamics of non- working women are stable in all areas, have ruthless and warm personalities, are helpful, are capable of solving frustration and are a bit organized.

Age Difference- Age Difference is the comparison of individuals or groups in levels of cognitive function or well-being but provides no information about how the changes happened over time with respect to age difference levels. The approach suggests the ability to understand emotions should be well maintained in an adult with aging. Different age groups have different emotional quotients in women concerning their profession whether working or non-working based on experience, learning and managing emotions.

Major research has been done in the field of age differences in emotions. It has been observed that older group people are more likely to feel emotions and give reactions to emotions.

Age groups in the study will be group one 26 to 40 years and group two 41 to 55 years. The difference between both groups is 15 years.

Present Study

The present study investigates the role of Emotional Intelligence on working women and non- working women with two age groups with different occupational statuses.

Statement of the Problem

- Is there any correlation between the levels of Emotional Intelligence in Working women and non- working women?
- Is Emotional Intelligence affects the age?
- Is Emotional Intelligence affects the occupational status of women?

Objectives of the Study

The main objective of the study is to compare emotional intelligence in different age groups of working and non-working women. -

- To compare emotional intelligence in working women and non-working women of the age group 26 to 40 years old.
- To compare emotional intelligence in working women and non-working women of the age group 41 to 55 years old.

Significances of the Study

Rationale

The research intends to explore emotional intelligence levels between working and non-working women to compare with the different age groups. There is a research gap between emotional intelligence in the organization as it generated high expectations and findings. It still has access to remain challenging. There is a gap between research and practical scientific view of emotional intelligence, to develop strategies on the impact of emotional intelligence and leadership training, along with organization development. The research needs to be done because learning to manage emotions is more valuable than intelligence. It is important in this time, to understand the emotion of one's own and others, help to regulate emotions, and learn to present them appropriately for both professions.

Significance

The research is going to answer who is higher on emotional intelligence between working women and non-working women concerning age groups of 26 to 40 years old and 41 to 55 years old. Possible applications of Emotional Intelligence that will be used by working women of any age group for conflict resolution between employees, communication with others, empathizing with others and effectively overcoming life challenges. Possible applications of Emotional Intelligence that will be used by non-working women would be awareness of their own emotions, regulation, motivation, empathy for all members and social skills. As the variables which are Emotional Intelligence & Age Differences can be future investigated and we might examine changes with respect to the Emotional Intelligence level of working women compared to non-working women. It is hoped that these findings will translate into a more accurate public and will help to generalize the variables.

REVIEW OF LITERATURE

Introduction

In consideration of emotional intelligence and age differences with professional background. There is plenty of research done on explaining emotional intelligence and age differences. However, very few researches are found on emotional intelligence of working women and non-working women with age differences and with different parameters like profession. The research based on the variables of the present study is mentioned below. The research conducted previously is from the year 2000 to 2021 are included in this chapter.

Review of Literature

Angaykanni and Theboralvictoriya (2018) conducted a study on the impact of emotional intelligence on job performance among working women in the IT sector. The sample of the study consisted of 90 working women in the IT sector in Chennai. A random sampling technique was used for the sample selection. The emotional intelligence structured questionnaire was used to collect the data. The result of the study found a significant difference between organizational success and cultivating competitive advantage. The researchers concluded that emotional intelligence is associated and interconnected with every point of job performance and it plays a role in various difficulties faced by working women. The researchers further concluded that emotional intelligence makes employees feel satisfied within and with people around them. They concluded that emotional intelligence is the ability of an individual to appropriately and successfully respond to a huge variety of emotional inputs.

Antony (2013) conducted a study on the influence of emotional intelligence on organizational commitment and citizenship behavior. The sample of the study consisted of 115 executives working in the Cochin region. A purposive sampling technique was used for the sample selection.

The Emotional Intelligence Inventory, the Organizational Commitment Questionnaire, the Organizational Citizenship Behavior Scale were used to collect the data. The result of the study found a correlation between emotional intelligence with organizational commitment and organizational citizenship behavior. The researcher concluded that a positive correlation existed between emotional intelligence and organizational commitment as well as emotional intelligence and organizational citizenship behavior. The researcher further concluded that emotional intelligence is required to possess at least a moderate level for better commitment towards the organization and also perform extra-role behaviors.

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M.K and Gupta (2021) conducted a study on the emotional intelligence and subjective wellbeing of working women. The sample of the study consisted of 103 working women from India and metropolitan areas. The non-probability sampling technique was used for the sample collection. The Emotional Intelligence Questionnaire, and Subjective Well-being Questionnaire were used to collect the data. The result of the study found that there are either late-career starts or breaks in careers, mostly women working are from the teaching profession, as it allows for a work/home balance. The researchers concluded a significant correlation between overall emotional intelligence and the subjective well-being of working women. The researchers further concluded that the correlation emphasizes how emotional intelligence could improve subjective well-being. It mentioned that there is a need to help women in managing emotions which could have a significant impact on overall emotional intelligence scores.

Sharma (2018) conducted a study on adjustment in relation to emotional intelligence and demographic variables among working women. The sample of the study consisted of 530 working women from the Punjab region. Among 530 working women, 280 were professional and 250 were non-professional women. A non-probability sampling technique was used to collect the samples. The Bell Adjustment Inventory was used to collect the data. The result of the study found significant differences in the mean scores in adjustment with respect to low and high levels of emotional intelligence and demographic variables which were location, nature of the job, educational qualifications, income and job experience. The researcher concluded that with high emotional intelligence in the case of working women in urban areas were found to be significantly better adjusted than in the case of working women in rural areas and working women having regular jobs were found to be better adjusted than having contract jobs. The researcher further concluded that with high emotional intelligence working women with high income were found significantly better adjusted than those on a low income and working women with more job experience were found significantly better adjusted than those with lesser job experience.

Maheswari (2013) conducted a study on occupational stress and its relationship with the level of emotional intelligence and coping strategies for handling stress among working women. A sample of the study consisted of 50 married working women in corporate private firms. The judgmental sampling technique was used for sample selection. The self-constructed Emotional Intelligence Scale and self-constructed Occupational Stress Index were used to collect the data.

The result of the study shows that the majority of the working women perceived themselves as having an above-average level of EI, with mean scores of four domains of self-awareness, self-management, social awareness and relationship management. The researcher concluded that significantly high negative correlations between the level of occupational stress and emotional intelligence. The researcher further concluded that EI helps in reducing stress by adapting positive methods of coping.

Patterson (2011) conducted a study on emotional intelligence important in midwifery. A sample of the study consisted of 100 baccalaureate nursing students. A probability sampling technique was used for sample selection. The Bar-On Emotional Quotient Inventory was used to collect the data. The result of the study found all nursing students have a level of EI that has enabled them to establish effective interpersonal relationships and to function under pressure. The researcher concluded that in order to support women and provide women-centered care, midwives need to develop self-awareness, become emotionally intelligent and

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not avoid addressing emotional issues in midwifery practice. The researcher further concluded that Increasing EI provides added support for midwives within the work environment, by strengthening the capacity to deal with workplace pressures and develop effective relationships with colleagues and women.

Sharma (2020) conducted a study on adjustment in relation to emotional intelligence, spiritual intelligence, and life satisfaction among working women. A sample of the study consisted of 530 working women in the Government sector from 4 districts of the Punjab region. The simple random sampling technique was used for sample selection. The Bell Adjustment Inventory, Emotional intelligence Scale, Spiritual Intelligence Scale (SIS) and Life Satisfaction Scale were used to collect the data. The result of the study found there was a negative and significant relationship between adjustment with emotional intelligence, spiritual intelligence and life satisfaction. The researcher concluded that working women who have high levels of emotional intelligence have a high degree of adjustment and working women who have high levels of spiritual intelligence have a high degree of adjustment. The researcher further concluded that adjustment is negatively and significantly correlated with life satisfaction.

Shehzad and Mahmood (2013) conducted a study on Emotional Intelligence in male and female teachers at the university. A sample of the study consisted of 879 male and female teachers from a university in the Punjab region, Pakistan. A convenience sampling technique was used for sample selection. The age of the group the sample was 23 to 73 years old. Among 879 participants 399 were female and 480 were male, 591 were from the public sector and 288 were from the private sector of universities. The Bar-On EQ-i was used to collect the data. The result of the study found that the female teachers' mean score is significantly higher than that of males only on interpersonal skills, both then groups gained equal scores on overall EI. The researchers concluded that females are more emotionally aware and are more emphatic in interpersonal skills. The researchers further concluded that both male and female teachers are equally aware of their emotional state, are equally adept in managing their stress, can adapt to the changing environment equally well, and have a similar general mood.

Sergio et al. (2015) conducted a study on Emotional intelligence and demographic variables with a correlation of work values. A sample of the study consisted of 437 CSRs from Dubai and the Philippines region. A purposive sampling technique was used for sample selection. The Demographic Profile Sheet, Emotional Competence Inventory and Work Value Inventory were used to collect the data. The result of the study found there are gender differences in overall emotional competence but not in any of the four clusters of emotional intelligence and there are no gender differences in work values except in the area of Altruism. The researchers concluded that emotional intelligence plays an important role in specific areas of work values (Management, Achievement, Supervisory Relations, Way of Life, and Independence) among CSRs. The emotional intelligence of CSRs is influenced by gender, civil status, nationality, and work schedule.

Asandimitra and Kaustar (2020) conducted a study on the financial management behavior of female lecturers influenced by financial information, financial self-efficacy and emotional intelligence. A sample of the study consisted of 220 female lecturers from state and private universities in Indonesia. Among 220, 110 were the female university lecturers and 110 were from private university female lecturers. A quota sampling technique was used for sample selection. The interview and survey methods were used to collect the data. The result

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of the study found that the level of knowledge, attitudes, self-efficacy, literacy, and emotional intelligence, of both female and private university lecturers, are at a high level, there are differences in influencing financial management. The researchers concluded that the higher the financial literacy of a female lecturer, the better personal financial management will be, and the emotional intelligence of a female lecturer, the higher the emotional intelligence a person can manage and manage their finances well of female lecturers at state universities. The researchers further concluded that financial literacy the higher the financial literacy of a female lecturer, the more personal financial management will be better and so is the emotional intelligence of the female lecturer, the higher the emotional intelligence the more someone can manage and manage their finance well of female lecturers in private universities.

Ravikumar (2014) conducted a study on the emotional intelligence and work-life balance of working women in the IT sector. A sample of the study consisted of 383 women from IT professionals from the Bangalore region. The snowball sampling technique was used for sample selection. A structured questionnaire was used to collect the data. The result of the study found there is a significant impact of emotional intelligence on the work-life balance of women IT professionals in Bangalore city. The researcher concluded that women IT professionals, who might be married or unmarried, completed graduation or post-graduation, aged more than 50 years, with a gross annual income of Rs 1,00,000 or less than Rs 1,00,000 have more than 20 years of total experience and more than 20 years experience in IT sector has a higher level of emotional intelligence perception. The researcher further concluded that women IT professionals, who might be married or unmarried, completed graduation or post-graduation, aged 36 years to 50 years, with a gross annual income of more than Rs 5,00,000 having up to 3 years of total experience and up to 3 years experience in IT sector has a lower level of emotional intelligence perception.

Kalyoncu et al. (2012) conducted a study on the relationship between emotional intelligence and stress caused by organization among nurses. A sample of the study consisted of 333 nurses from hospitals in the Ankara region. A random sampling technique was used for sample selection. The Emotional Intelligence Scale and Job-Induced Stress Scale were used to collect the data. The result of the study found that there is a significant relationship between the emotional intelligence of the participating nurses and the stress caused by working in a hospital and there is a significant relationship between the emotional intelligence of participating nurses and the medium stress level group. The researchers concluded that there is a relationship between emotional intelligence and job stress, people with higher emotional intelligence turned out to have a lower level of job stress. The researchers further concluded that stress experienced by the nurses in the low- and high-stress level groups may have had a more dominant effect on their behaviors than their emotions.

Naz et al. (2021) conducted a study on emotional intelligence and work-life balance among working women teachers in public sector universities. A sample of the study consisted of 330 working women. A random sampling technique was used for sample selection. The Emotional Intelligence Questionnaire and Work-life Balance with relevant demographic descriptions were used to collect the data. The result of the study found there is a strong significant correlation between the Emotional Intellect and the Working Lifecycle of respondents and there is a strong significant relationship between the sub-factors of Work Life Balance and Emotional Intelligence. The researchers concluded that the higher the Emotional Intelligence the higher the Work-Life Balance among working women. The

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researchers further concluded that those women who possess a high level of EI are rarely confronted with stressful situations such as role conflict and are better at performing their respective responsibilities at the workplace and the family level.

Chaturvedi and Tandon (2015) conducted a study on demographic variables and their impact on emotional intelligence in non-working women. A sample of the study consisted of 100 non-working women. The age groups 21 to 40, 41 to 55, and 55 - above were considered for the sample. A convenient sampling technique was used for sample selection.

A Self-developed questionnaire was used to collect the data. The result of the study found that components of EI showed a positive correlation with each other this shows that each component contributes to making an individual emotionally intelligent and contribute towards becoming sensitive and understanding towards each other and that age has a significant impact on the emotional intelligence of non-working women. The researchers concluded that at a personal level for every individual to be emotionally competent and aware of all those happening can help in making ourselves adapt to surrounding demands. The researchers further concluded that EI helps individuals avoid stress and maintain a good balance in life despite demands.

Bhaskararao and Kamalanjali (2018) conducted a study on emotional intelligence among various socioeconomic factors in women. A sample of the study consisted of 401 women from the Andhra region. Among 401, 200 were women from rural areas and 201 women were from the urban locality. A random sampling technique was used for sample selection. An Emotional Intelligence Questionnaire and Mental Health Inventory were used to collect the data. The result of the study found a significant mean difference between younger women and older women of emotional intelligence on mental health dimensions, high educated women found significant results on the mental health dimension than a low-educated group. The researchers concluded that non-working women are self-confident, and look for self-acceptance and self-identity, whereas working women are able to take decisions easily even in difficult circumstances and continue any task for a long time with autonomy. The researchers further concluded that low-income women have shown significant results in a group-oriented attitude toward mental health than higher-income group women.

Srivastava and Parihar (2011) conducted a study on emotional intelligence in married educated Indian women. A sample of the study consisted of 200 married women. Among 200, 100 were married working women and 100 were married, non-working women. The age group of the sample was 25 to 35 years old. The Emotional Intelligence Scale and Information Secdule were used to collect the data. The result of the study found the mean scores for emotional self-awareness, self-actualization, independence, empathy, interpersonal relationship, social responsibility, problem-solving, reality testing, flexibility, happiness and optimism subscales were found to be greater in working women than nonworking. The researchers concluded that working women are more assertive, have the ability to realize their potential and capabilities and maximize their talents whereas non-working women are more self-regard, have stress tolerance, and have impulse control factors.

Singh (2017) conducted a study on emotional intelligence in relation to aggression among adolescents. A sample of the study consisted of 200 adolescents from the Ludhiana region. Among 200, 100 were male and 100 were female. A random sampling technique was used

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for sample selection. The Emotional Intelligence Inventory and Aggression scale were to collect the data. The result of the study found significant differences exist between the mean scores of aggression and emotional intelligence among adolescents, as the mean score of aggression is higher than that of emotional intelligence. The researcher further concluded that there thus exists a significant difference between mean scores of aggression higher than that of emotional intelligence, therefore, it may be said that adolescent boys and girls possess significantly much more aggression than emotional intelligence.

Ozabaci (2006) conducted a study on emotional intelligence and family environment among parents. A sample of the study consisted of 274 parents whose children study in elementary school in the Istanbul region. Among 274, 152 were women and 122 were men. A random sampling technique was used for sample selection. The Emotional Intelligence Scale (EQ-NED) and Family Environment Scale were used to collect the data. The result of the study found that emotional intelligence is a crucial factor in regulating the family environment. The researcher concluded that the emotional intelligence of parents increases, also some changes occur in the family environment. The effort of the individual to understand himself/herself and the others and to guide his/her behaviors upon these assessments ensure the increase in the number of activities made together in the family environment, making decisions together and sharing responsibilities. The researcher further concluded that the unity within the family environment increases when families understand themselves, their emotions, and guide their own emotions.

Kalsoom and Kamal (2018) conducted a study on emotional intelligence and multitasking ability predictors of marital adjustment among working married men and females. A sample of the study consisted of 222 working married individuals at least with one child from private and public organizations in Rawalpindi and Islamabad region. Among 222, 145 were male and 77 were females with age groups between 23 to 70 years. A purposive convenience sampling technique was used for sample selection. The Communication Specific Multitasking Measurement Instrument, Self-Report Measure of Emotional Intelligence (SRMEI) and Dyadic Adjustment Scale (DAS) were used to collect the data. The result of the study found that emotional intelligence was a stronger predictor for marital adjustment explaining 31% of the variance, while multitasking ability was also found to be a significant predictor for marital adjustment explaining 1% variance only. The researchers concluded that the multitasking ability positively and significantly predicted the marital adjustment of married (having one child at least) working individuals. The researchers further concluded that emotional intelligence and emotional self-awareness were a stronger predictors of marital adjustment of married working individuals than emotional self-regulation and interpersonal skills.

Batool (2013) conducted a study on emotional intelligence and effective leadership in working people from the private and public sectors. A sample of the study consisted of 50 public and private males and females. Among 50, 37 were males and 13 were females. The age of the group the sample was 25 to 50 years old. The random sampling technique was used for sample selection. The result of study found that did not find enough results for every variable because of the small sample size. The researcher concluded that after taking the required information from the public sectors professional in different industries of Pakistan it is evident emotions are to be controlled in a proper way to perform in the right direction for a leader to be effective for his or her organization and in his personal life it also helps to sort out the solutions in different scenarios.

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Atta et al. (2013) conducted a study on emotional intelligence and personality traits among male and female university teachers. A sample of the study consisted of 163 university teachers. Among 163, 83 were females and 77 were males. The age of the sample ranged between 25 to 40 years old. A purposive convenient sampling technique was used for sample selection. The Wong and Law Emotional Intelligence Scale (WLEIS) and NEO-Five Factor Inventory (NEO-FFI) were used to collect the data. The result of the study found that EI achieved a positive and significant correlation with extraversion, conscientiousness and significant negative relation with neuroticism, females are higher on conscientiousness and extraversion as compared to males. The researchers concluded that EI demonstrated a significantly positive correlation with extraversion, conscientiousness, openness to experience, and a significant inverse correlation with neuroticism. The researchers further concluded that there were no gender differences in EI, openness to experience and agreeableness, whereas significant gender differences were demonstrated in extraversion, conscientiousness and neuroticism.

Krishnan et al. (2017) conducted a study on emotional intelligence in academic professionals. A sample of the study consisted of 160 faculty members. A quota sampling technique was used for sample selection. A Self-designed Questionnaire with a Likert type was used to collect the data. The result of the study found that individuals in different age groups differ in emotional intelligence except between age groups of 25-35 and above 55 and further shows that females have higher emotional intelligence than males. The researchers concluded that emotional intelligence of employees is largely affected by the proficiency of a person in the work which has the highest EI gen value and the next factor which affects the level of emotional intelligence is the holistic wisdom of the employees' last factor is emotional development.

William and Mexon (2021) conducted a study on emotional intelligence as a moderator in the occupational stress work-life balance relationship in remote working women. A sample of the study consisted of 288 remote working teachers from schools and colleges in the Coimbatore region. A convenience sampling technique is used for the sample selection. The Occupational Stress Index and Wong's Emotional Intelligence Scale (WEIS) were used to collect the data. The result of the study found that there was a strong negative relationship between occupational stress factors and Work-Life Balance with Emotional Intelligence moderate in the relationship. The researchers concluded that in order to achieve work-life balance, it suggested that the management of educational institutions reduces occupational stress so as to achieve organizational efficiency and effectiveness and the moderation effect of emotional intelligence towards it.

Mohammad et al. (2014) conducted a study on emotional intelligence and turnover intention among employees. A sample of the study consisted of 260 employees from different multinational companies in the Malaysia region. A non-probability sampling technique was used for sample selection. A Self-report measure of emotional intelligence was used to collect the data. The result of the study found that the emotional intelligence of leaders is significantly and negatively correlated to turnover intention. The researcher concluded that leaders, as well as human resource practitioners, better understand the role of emotional intelligence of leaders in the turnover intention of employees as mediated by organizational culture. The researchers further concluded that human resource practitioners need to focus on emotional intelligence as a possible actual cause of turnover in their organization and thus re-engineer their needs assessment, executive programs and training and development

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to reinforce emotional intelligence across the organization as well as to re-look into leader EI as a part of the retention strategies to minimize employees' turnover intention.

Jordonaova and Demerdzieva (2015) conducted a study on satisfactory levels of emotional intelligence in students and health workers. A sample of the study consisted of a total of 259 including students and health workers. Among 258, 168 were students from medicine, psychology, prevail education and 90 were doctors and nurses. A random sampling technique was used for sample selection. The emotional intelligence test was used to collect the data. The result of the study found that the group in special education and rehabilitation are the most extroverts and have the highest self-confidence, while the most optimistic are students of medicine, they did not obtain significant differences between groups for the level of anxiety as well as for the level of empathy and a group of special education and rehabilitation are the most extrovert and have the highest self-confidence, while the most optimist is students of medicine, they did not obtain significant differences between groups for the level of anxiety as well as for the level of empathy. The researchers concluded that assumed to be important in any field of life, achievement in studies, performance at work, and physical and mental health.

Moawed et al. (2017) conducted a study on emotional intelligence among nursing students. A sample of the study consisted of 400 students. A convenience sampling technique was used for sample selection. The Emotional Intelligence Scale and Socio-demographic and Academic Data Questionnaires were used to collect the data. The result of the study found that there was a high statistically significant difference between Tanta and Riyadh students regarding their emotional intelligence mean score in several items. The researchers concluded that emotional intelligence scores mothers' education and family incomes for Tanta students. The researchers further concluded that the emotional intelligence concept should be incorporated into the nursing curriculum in order to promote the growth of the student's emotional intelligence abilities needed to work with patients in different clinical settings.

Brown and Reilly (2008) conducted a study on emotional intelligence, transformational leaders and gender correlation and interaction. A sample of the study consisted of 161 managers and supervisors. Among 161, 28 per cent were female and 72 per cent were male. The Emotional Quotient Inventory (EQI) and e Multifactor Leadership Questionnaire (MLQ) were used to collect the data. The result of the study found that primarily embedded the small sample size and composition in the previous studies, as compared to the large and perhaps more representative sample utilized in the current study, might account for differences in conclusions. A second possibility is that EI simply is not a significant contributor to the leadership or social influence process. The third possibility is that EI may in fact be an important determinant of leadership. However, the way in which the concept is operationalized and measured by the EQI may misrepresent its true nature and limit its utility in the understanding of social influence.

Hypothesis

Null Hypothesis 1: There will be no significant difference in the Emotional Intelligence of the age groups 26 to 40 years old and 41 to 55 years old.

Null Hypothesis 2: There will be no significant difference in the Emotional Intelligence of Profession of Working women and non-working women.

Alternative Hypothesis 1: There will be significant differences in the Emotional of the age groups 26 to 40 years old and 41 to 55 years old.

Alternative Hypothesis 2: There will be significant differences in the emotional intelligence of working women and non- working women.

METHODOLOGY

This chapter states a detailed description of the measuring tools used for variables. It also mentions the information about the sample, sample size, sample population, data collection method used, its procedures and data analysis used for interpreting the result.

Operational Definition

Emotional Intelligence -- Emotional intelligence is operationally defined as based on five dimensions-

1. appraisal
2. regulations of one's own emotions
3. appraisal
4. regulation of others' emotions
5. use of emotions

Age difference – It is the independent variable e in this study. Age Difference is the comparison of individuals or groups in levels of cognitive function or well-being but provides no information about how the changes happened over time in respect to age difference levels.

Sample

The population of research has working women and non-working women of two age groups, 26 to 40 years and 41 to 55 years old. Both groups have an equivalent of 15 years of difference. A working woman is defined as a woman who earns, a salary, wages and other income through regular employment usually outside the home, but now it's inside the home. A woman who is employed in manual or any other industry labors.

Non-working is defined as women who are not employed over a salary, fees or wages not producing or generating income for themselves or their family. A woman who is not functioning or operating in the workplace.

The dynamic of working women is high levels of confidence, high self-esteem, the capability of responsibility, creative thinking and possess a rational mindset. The dynamics of non- working women are stable in all areas, have truthful and warm personalities, are helpful, capable of solving frustration and are a bit organized.

In this research, the sample consisted of a total of 100 participants, out of which 60 were working women and 40 were non-working women. The age groups of the participants were age group one from 26 to 40 years old women including 62 participants, age group 2 from 41 to 55 years old women including 38 participants. The data collection was done by circulating google forms among working and non-working women from different professions from all over India. The sample was collected through the snowball technique, a non-probability sampling technique. The majority age participants were between 26 to 45 years old. The mean of age group one sample is 40.25 with SD 5.54 and mean of age group

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2 sample is 39.36 with SD 5.10. The mean of working women is 41.13 with SD 5.88 and mean of non-working women is 38.1 with SD 3.90.

Tools Used

1. Brief Emotional Intelligence Scale – 10: It was developed by Davies, et al. (2010) to measure individual emotions. The total number of items in the questionnaire are 10-item measures based on Salovey, Mayer (1990) theoretical model of EI. The description of BEIS-10 is a self-report questionnaire that explores individual dispositions that people have about exploring one's own and others' emotions. Psychometric properties- Empathy, self-confidence and analytical, self-awareness and development, integrity and commitment, emotional stability. The BEIS-10 assesses the five following dimensions: (1) appraisal and (2) regulations of one's own emotions, (3) appraisal and (4) regulation of others' emotions, and (5) use of emotions. Participants responded on a 5-point Likert scale, assessing to what extent each item described them from 1 (strongly disagree) to 5 (strongly agree).

2. Scoring: The total scores are calculated by adding the response given by the participants ranging from 1 (strongly disagree) to 5 (strongly agree). There is no negative scoring done on the scale. There is no right or wrong answer.

3. Reliability and Validity: The reliability and validity of Brief Emotional Intelligence Scale-10 Internal Consistency- Cronbach's Alpha is .783

Reliability – Test-retest reliability of the BEIS-10 scores indicate moderate positive correlations between all the factors for 2-week time period.

Validity – Factorial validity of the BEIS-10 is moderately between factors of EI and other outcome Variable.

Procedure

The Google Forms was prepared to consist of the Brief Emotional Intelligence Scale-10 with demographics detail. The prepared Google Form was sent to the population ranging from age group 26 to 55 years old. The participants were instructed to fill out the form in a specific manner. They were also told that there are no such right or wrong answers so do answer the questions as honestly as you can. The instructions about limited time span on each question to avoid biased responses were told as for honest participation. The information shared remained confidential. Ethical principles were followed and explained through the sources which were sent using email and other sources of social media.

Statistical Analysis

As the nature of the research is comparative research. The t- test has been used to determine the significant difference between the means of the age group and profession.

T- test is used to find to if there is a significant difference between two groups which maybe be related. As it allows for the comparison of average values of the two or more data sets and helps to determine a problem statement by accepting or rejecting null hypothesis.

RESULT AND DISCUSSION

This chapter states the result of the study which is discussed with the help of descriptive statistics for emotional intelligence in age groups and occupational statuses. The table for each variance is given with the detailed description of their findings. The discussion of the study along with the previous research done in the field of Emotional Intelligence. The T values between the variables are explained with statistical analysis.

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Results

Comparison

Table No. 1 Comparison of Age Groups

	Age Group 1	Age Group 2
Total no. of participants	62	38

Table No.1 shows the total no. of participants in age group 1 (26 to 40 years old) and in age group 2 (41 to 55 years old) women.

Table No. 2 Comparison of Profession

	Profession 1	Profession 2
Total no. of participants	60	40

Table No.2 shows the total no. of participants in profession 1 (working women) and in profession 2 (non-working women).

Descriptive Statistics

Table No. 3 Mean, SD and variance of Age Groups

S. No	Age Group 1	Age Group 2
Mean	40.25	39.36
Variance	30.71	26.02
Standard Deviation	5.54	5.10

Table No. 3 shows mean, SD and variance of age group 1 (26 to 40 years old) and age group 2 (41 to 55 years old) women.

Table No. 4 Mean, SD and variance of Profession

S. No	Profession 1	Profession 2
Mean	41.13	38.1
Variance	34.59	15.22
Standard Deviation	5.88	3.90

Table No. 4 shows mean, SD and variance of profession 1(working women) and profession 2 (non-working women)

Quantitative Analysis

Table No. 5 Analysis of Age groups

Degree of Freedom	83
t-Stat	0.82
t- Critical Two tail	1.99

Table No. 6 Analysis of Profession

Degree of Freedom	98
t-Stat	3.2
t- Critical Two tail	1.99

Calculated t value is $0.82 < 1.99$ i.e., critical value. So, failed to reject the Null Hypothesis, there is no significant difference in Emotional Intelligence between two age groups.

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Calculated t value is $3.2 > 1.99$ i.e., critical value. So, Null hypothesis is rejected. The alternative hypothesis is accepted that there is a significant difference in Emotional Intelligence of profession of Working women and non-working women.

Working women are higher in levels of Emotional Intelligence than compared to non-working women. The age group of 26 to 40 years old women are high on Emotional Intelligence as compared to age group of 41 to 55 years old women.

DISCUSSION

The research study is a comparative study that intends to measure the level of Emotional Intelligence between working and non-working women of two age groups. Further in this study, evidence as review of literature mentioned provides information on each variable with various topics. The research is based on 100 participants aged between 26 to 55 years old working and non-working women as evidence with validation of proving that there is relationship between emotional intelligence and profession. The mentioned values in tables indicate the proof of this statement. Using t-test as statistical analysis has helped to signify the relationship of emotional intelligence between professionals and age groups. Hence accepting the alternative hypothesis, which states there is a significant difference in Emotional Intelligence of working women and non-working women. The null hypothesis was rejected. The findings from the statistical analysis state that Emotional Intelligence in working women is high then compare to non-working women.

It is found that participants who scored high on Emotional Intelligence Scale were from the age group 26 to 40 years old, indicating younger women tend to be high on their Emotional Scale than older women as they are becoming more aware of own their emotions, understand their emotion's they are expressing, know how to regulate them, understand other emotions. The study conducted by Dr Chaturvedi and Tandon (2015), proves that age has significant difference in Emotional Intelligence but doesn't have any impact on Emotional Intelligence respect to age difference, profession of women with age differences, as the research found that Emotional Intelligence is high in non-working older women than younger working. Another study conducted by Krishnan et.al (2017), found similar result that women under age groups 25 to 50 years old with a working profession more or less has the same levels of Emotional Intelligence. The possible reason behind the result found in this study that is Emotional Intelligence in working women is high than non-working women as now women are managing their professional life with personal life in more effective ways from managing stress to handling work pressure. Women are becoming more aware about the emotions, understand them and regulate them according to situation. Another possible reason for high Emotional Intelligence in age group 26 to 40 years old women can be the challenges they come across as part of their responsibility, which boosts their emotions and makes them more confident. They are more open to changes, accepting of situation, and the effective working way, managing two lives and creating a balance and self-love.

CONCLUSION

The main aim behind the research was to find the Emotional Intelligence between age differences and occupational status. Emotional Intelligence means to understand one's own emotions, improving self, improving relationships with others and regulating them according to the situation. Emotional Intelligence plays an important role regardless of the age and profession. From the found results it is evidently that in women Emotional

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Intelligence and Profession have correlation between them. The sample of the study was collected through google forms with the sample size N= 100. The data analysis was done through t-test. The alternative hypothesis was accepted that there is a that is there is a significant difference in Emotional Intelligence of profession of Working women and non-working women. The null hypothesis is rejected. The working women with high emotional intelligence were found more than non-working women. The age group 26 to 40 years old women was found high on emotional intelligence than 41 to 55 years old women. Emotional Intelligence is important for all the profession regardless of the age and academic background to better understandings of self, awareness about self-emotions, regulating it for better performance, reduce stress, manage tasks, use cognitive abilities such as attention, perception and others for own improvement. As for non-working women, maintaining positive wellbeing is must for all, hence emotional intelligence for understanding social life, reducing stress, applying strategies to solve conflicts, finding balance between relationships.

Suggestions

Future research can be conducted to study the gender differences, age parameters, age differences. The comparative studies can also be conducted in future on other factors, profession on collected samples of different regions, and cultural background.

Limitations

This study has potential limitations to rule out perfection, there I always a scope for improvement. This research acknowledges limitation and open further the criticisms.

1. Insufficient sample size for statistical measurements, due to pandemic, the Google form was circulated through different media platforms, it couldn't reach larger population sizes.
2. The method of collecting the response from the participants lack the honesty of answers and participant observation, as there was no in-person communication involved.
3. The research did not control the extraneous factors affecting the responses given by the participants, as there was no individual to supervise.
4. During the pandemic, the responses submitted by the participants could have been biased, might not represent the actual situation of participants or the emotions they are expressing while attempting.

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Conflict of Interest

The author declared no conflict of interest.

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