

## To study Stress and Emotional competence among working women and homemakers

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### ABSTRACT

*To examine Stress and Emotional Competence among women. sample of 60 females were selected from the society in Nagpur, a city in Maharashtra. The Stress and Emotional Competence Scale were used for tapping the scores of the subjects. To analyse the data, the method of Difference and Product-Moment Correlation were applied. In the results, a significant difference was found between working women and homemakers in stress and emotional competence and Positive correlation found between stress and Emotional competence.*

**Keywords:** Stress and Emotional Competence

### Stress

Stress is defined as a psychological and physiological response to perceived demands that exceed an individual's coping resources. Hans Selye (1956) introduced the concept of General Adaptation Syndrome, describing stress as a nonspecific bodily response to any demand placed upon it.

Later, Richard S. Lazarus and Susan Folkman (1984) proposed the transactional model of stress and coping, emphasising cognitive appraisal. According to this model, stress occurs when individuals evaluate environmental demands as threatening and perceive their coping resources as insufficient.

Stress can be categorised as:

- **Acute stress** – short-term, situation-specific
- **Chronic stress** – prolonged exposure to stressors
- **Eustress** – positive, motivating stress
- **Distress** – negative, harmful stress

Persistent stress is associated with anxiety, depression, burnout, psychosomatic disorders, and reduced occupational functioning.

### Emotional Competence

The concept of emotional competence emerged from the broader framework of emotional intelligence. Daniel Goleman (1995) popularised the idea that emotional abilities significantly influence personal and professional success. Emotional competence refers to the ability to effectively identify, understand, express, regulate, and utilise emotions in oneself and others (Saami, 1999). Unlike emotional intelligence, which is often considered a cognitive ability, emotional competence emphasises learned skills and behavioural manifestations in social contexts.

According to Carolyn Saami (1999), emotional competence includes eight core skills: emotional awareness, empathy, emotional regulation, coping with stress, and understanding emotional expressions in interpersonal interactions. These competencies develop across the lifespan and are shaped by family, culture, and social experiences.

The ability model proposed by John D. Mayer and Peter Salovey (1997) conceptualises emotional intelligence as the capacity to perceive, use, understand, and manage emotions. Emotional competence is often viewed as the applied dimension of these abilities in real-life situations.

#### **OBJECTIVES:**

1. To assess the level of stress among homemakers and working women.
2. To measure the level of emotional competence among homemakers and working women.
3. To determine whether emotional competence significantly predicts stress among homemaker and working women.

#### **PROBLEMS:**

1. Will working women show higher stress levels than homemakers?
2. Do homemakers have better emotional competence than working women?
3. Is there any relationship between emotional competence and stress?

#### **HYPOTHESES**

1. Working women may show more stress than homemakers.
2. Homemakers may show better emotional competence than working women.
3. There may be a positive correlation between Emotional competence and stress

#### **Methodology**

##### **TOOLS**

##### **1. Emotional Competence Scale(ECS)**

The scale was standardized by Dr. Harish Sharma and Dr. Rajeevlochan Bharadwaj. It is in Hindi and contains 30 items. The validity of this scale is .64 and .69, respectively.

##### **2. Stress Scale (SS):**

This scale is prepared by M. Singh (2017) in Hindi and English. It contains 40 items and measures stress. It's a three-point Likert scale and subjects have to note their responses in always, sometimes and never manner. Reliability of the test by the split-half method is 0.82, and by the test-retest method is 0.79. Validity of the test is 0.61. Age range is 16 to 50 years.

##### **SAMPLE**

For the present study, the random sampling technique was used for the selection of the participants. The sample consisted of 60 women and was taken from different geographical areas of Nagpur.

##### **RESEARCH DESIGN**

To examine the difference between the two means, two group design was used. To examine the relationship between the variables. the Product-Moment Correlation method will be applied.

##### **Procedure**

The working and homemakers were selected with ages ranging from 30 to 45 years from Various areas of Nagpur city. They were made aware of the importance and application of this research, and rapport was established. First of all, instructions about the test were given carefully. Before starting each test administration. It was confirmed that every woman had understood the Instructions for each test properly. In the beginning stress scale was given And after five minutes breaks Emotional Competence Scale was administered. After data collection and scoring, raw scores were subjected to statistical treatment for analysis.

##### **Result**

Mean, standard deviation and 't' value were calculated based on the obtained raw scores.

The statistical analysis of all the scores is given in the following tables.

**Table 1:** Showing Mean, SD and t-value of the sample on Emotional competence

Emotional Competence	Sample	N	M	SD	t Value
	Working women	30	100.90	12.07	2.11
	Homemaker	30	94.67	13.11	

$P > 0.05$

In verification of Emotional Competence among women, the mean of working women, 100.90, is greater than the mean of homemakers, 94.67, and the 't' value is 2.11, which is significant at 0.05

**Table 2:** Showing Mean, SD and 't' value of the sample on Marital Adjustment

Stress	Sample	N	M	SD	't' Value
	Working women	30	38.30	10.64	3.01
	Homemaker	30	30.47	9.8	

$P > 0.01$

While testing the stress of working women, the mean of working women is 38.30, greater than the mean of homemakers, which is 30.47, and the 't' value is 3.01, which is significant at the 0.01 level of significance.

**Table 3: Correlation between Emotional competence and Marital adjustment**

N	Emotional competence	.53
60	Stress	

\*\*Significant at 0.01 level of significance for 58 df.

In examination relationship between Emotional competence and marital adjustment correlation found 0.53 which is significant at 0.01 level.

## Discussion

The present study aimed to examine the differences between working women and homemakers with respect to psychological and social variables such as emotional competence, stress, and overall well-being. The findings reveal meaningful differences as well as similarities between the two groups, reflecting the complexity of women's dual and domestic roles in contemporary society.

The results indicate that working women experience comparatively higher levels of occupational stress than homemakers. This may be attributed to multiple role responsibilities, time pressure, workplace demands, and role conflict. In urban settings such as Pune and other metropolitan areas, working women often manage professional obligations alongside household responsibilities, which may increase psychological strain. These findings are consistent with role strain theory, which suggests that competing demands from multiple roles can lead to stress and emotional exhaustion.

However, the study also found that working women demonstrated relatively higher emotional competence in certain dimensions such as emotional regulation and interpersonal skills. Regular exposure to social interactions, decision-making situations, and workplace challenges may enhance emotional awareness and coping abilities. Employment provides opportunities for autonomy, financial independence, and social recognition, which may positively influence emotional development.

In contrast, homemakers showed moderate stress levels primarily related to domestic workload, lack of recognition, limited social exposure, and financial dependency. Although homemakers may not face formal occupational stress, the invisible and continuous nature of household responsibilities can lead to

emotional fatigue. The absence of structured breaks and social appreciation may also affect their psychological well-being.

‘Working Women show more emotional competence than homemakers’ in results it reveals that mean of the homemakers (94.67) is less than the mean of the workingwomen (100.90) and ‘t’ value 2.11 is significant at .05 level. In verification of hypothesis two, ‘Working Women will show more stress than homemakers,’ and found significant. Mean of working women 38.30 is greater than the mean of homemakers 30.47, which indicates the inclination of the stress of homemakers is better than that of women and ‘t’ value 3.01. In verification of hypothesis three, there will be a positive correlation between Emotional competence and stress’, correlation was worked out and found significant. It indicates that Emotional competence and stress are both important in better adjustment in family life.

### CONCLUSIONS

1. Hypothesis one, ‘Workingwomen will show more stress than homemakers’ found not significant.
2. Hypothesis two, ‘Workingwomen show better emotional competence than homemakers’ was found insignificant.
3. Hypothesis three, ‘There will be positive correlation between Emotional competence and stress found significant.

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