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An Investigation on the Relationship between Maternal Education Level, Maternal Employment, and Emotional Intelligence Performance of 10 Years Old Children

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Abstract

The present study seeks out investigating the relationship between mothers' level of education, maternal employment and emotional intelligence performance of children who are at the age of 10. Emotional intelligence is described as construct including self-awareness, self-management, motivation, social skills, and empathy. Emotional intelligence is perceived as inseparable part of education process. The present study was designed in correlational research. Sample of the study consisted of 221 children. Data were collected through the Ten Years Emotional Intelligence Scale (TYEIS). Data were analysed through Spearman-Brown Rank Correlation and regression analysis. As a result of the study it was concluded that the higher level of education mothers has, the more their children have emotional intelligence performance; there is negatively low level correlation between maternal employment and emotional intelligence performance of their children. Results of the study were dealt with and discussed in accordance with mother-child interaction and emotional intelligence development of children.

Key Words: Emotional intelligence, Maternal employment, Mother-child interaction, Maternal education level

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Introduction

Individual tries to adjust to social and physical environment by learning cognitive, emotional and motor skills by the time he is born. While cognitive learning includes skills such as speculation, relation, understanding, remembrance, inference, judgement, affective learning emphasizes skills such as recognition of emotions in self, appropriate expression of emotions, empathy, motivation, and management of emotions, social and relational skills. Motor learning consists of skills based on muscle coordination.

Mandatory education all process teaches those aforementioned skills in all three types of learning outcomes to generations. Affective learning is essential and inseparable parts of education because all learnings have affective basis, affective learnings play key roles in effectively utilizing cognitive skills (Vygotsky, 1986). Individual can establish good relationships with others, have better well-being, utilize effectively his cognitive capacity thanks to affective learning. Therefore affective learning must be systematically and conceptually constructed. Emotional intelligence (EI) is one of those concepts.

Emotional intelligence has increasingly become important since the beginning of the 1990's. Three streams in the EI have emerged and described it in different ways. The ability model developed by Salovey & Mayer (1990) deals with as standard intelligence type from the Multiple Intelligence Theory by Gardner (1983). The EI is described as construct consisting of the skills such as generating emotions to help thought and access them, understanding and management of emotions. In other words the EI is a kind of mental performance rather than personality traits. The ability model hierarchically deals with the EI in four sub-skills. Those skills are perception of emotions, use of emotions, understanding of emotions, and management of emotions (Mayer, Salovey & Caruso, 2004).

Mixed models, another approach to the EI, claim that the EI is not solely composed of cognitive abilities, also related to factors such as personality, motivation, and emotional efficacy (Zeidner, Roberts, & Matthews, 2009). There are two models in the mixed models as Goleman Model and Bar-On Model. In the Goleman Model, the EI is determinant of how much individual utilizes his potentials including cognitive skills. Goleman (1995) suggests that emotional capabilities are joint of skills which are learnt through the EI. Goleman Model consists of five skills as self-awareness, self-management, motivation, empathy, and social skills. Bar-On is another mixed model. Bar-On (1997; 2006) describes the EI as interrelated social and emotional efficiencies as expression and understanding self, establishment of good relationships with others, coping with external demands. Bar-On Model consists of five skills. Those skills are intrapersonal, interpersonal, stress management, adaptability, and general mood.

Trait Emotional Intelligence, developed by Petrides (2006), is another stream in the EI. According to Trait Emotional Intelligence, the EI is personality traits rather than standard intelligence types. Petrides (2001) describes the EI as self-perceptions which are about emotional characteristics. Trait Emotional Intelligence consists of 15 skills as adaptability, assertiveness, emotional appraisal, emotion expression, emotion management, emotion regulation, impulsiveness, relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, and trait optimism (Petrides, Sangareau & Furnham, 2006).

In the literature it is emphasized that the higher emotional intelligence performance students have, they have better academic achievement, emotional management of strong emotions, better relationships among them, better social support, and less behavioural problems (Di Fabio & Kenny, 2011; Ferrando, Prieto, Almeida, Ferrandiz, Bermejo, Lopez-Pina, Hernandez, Sainz, Fernandez, 2010; Jellesma, Rieffe, Terwogt & Westenberg, 2011; Qualter, Whiteley, Hutchinson, & Pope, 2007; Rivers, Brackett, Reyes, Mayer, Caruso, & Salovey, 2012).

Purpose of human behaviours is to adjust social and physical environment and most of human behaviours are learnt through interaction with the environments. When infants are born, their mothers are the first person whom they interact with. Mother child interactions are an important indicator of development in cognitive and affective domains (Pianta & Egeland, 1994). Responsive, supportive, warm mother-parent child interactions are useful in predicting social, cognitive, and linguistic competencies of children (Baumrind, 1989; Gotmann, Katz, & Hooven, 1997) whereas nonintrusive behaviours of mothers (passive- withdrawn) were related to problematic behaviour in school and self-reported depressive behaviour in middle childhood (Easterbrooks, Bureau, & Lyons-Ruth, 2012). On the other hand child mother interactions can be based on several socioeconomic variables. Maternal employment is one of those socioeconomic variables. Maternal employment impact on children's development has been a long-standing issue for developmentalists (Belsky & Pluess, 2013). Hoffman (1974) claimed that impact of maternal employment could vary according to working conditions of mothers, attitude of working mothers, social class, age and sex of children, family circumstances. Duration of working in a week is determiner. 20 or more hours per week of non-parental care in the first years of life increases possibility of lower social-emotional functioning and insecure attachments to their mothers, being disobedient toward adults and aggressive towards peers between 3 and 8 years old (Belsky, 1988; 1990; Belsky & Rovine, 1988; Haskins, 1985; Jacobson & Wille, 1984; Rubenstein & Howes, 1983; Schwarz, Strickland & Krolick, 1974; Vaughn, Gore, & Egeland, 1980). Belsky & Eggebeen (1991) found that maternal employment with long duration lead to noncompliant behaviours among children.

When developmental process is taken into consideration, it can be said that the EI can be influenced by interaction with familial environment. In other words, familial characteristics have either positive or negative impact on the EI development. Maternal education is one of the familial characteristics that may determine in children's emotional intelligence performance. Mothers are influential in shaping their children's childhood experiences, developing their children's socio-emotional skills, preparing them for participation to larger society (Laosa, 1980). Maternal education was found to have impact on children's socio-emotional skills (Laosa, 1980; 1982) and strongly predict children's school success from the age of 6 (Haartman & Haavind, 1981).

Hypothesis of the study:

Emotional intelligence development on children is influenced by interaction with their mothers. On the other hand, the interaction between child and mother is shaped by maternal characteristics such as maternal employment and maternal education. Therefore, the two hypotheses were tested below:

Hypothesis 1. The more maternal education, the more emotional intelligence performance of children increases.

Hypothesis 2. Working mothers' children have lower emotional intelligence performance than non-working mothers' children.

Method

Research Design

The present study was conducted in correlation research design. In correlational research relationship and its size between two variables are tried to discover (Frankael, Wallen, & Hyun, 2012). In this study relationship between emotional intelligence performance of children who are at the age of 10, and maternal education and employment was aimed to determine.

Sample

Due to the fact that reaching every element in the population and list of every elements in the population were impossible, convenient sampling, one of the non-random sampling methods, was employed. 221 children, who are 10 years old, participated the study through convenient sampling.

Instrument

Ten Years Emotional Intelligence Scale (TYEIS), developed by Coskun, Oksuz, &, Yilmaz (2017) was used to measure emotional intelligence performance of the participant students. The TYEIS consists of 10 items. It measures emotional intelligence performance through self-report. Its Cronbach

Alpha for internal consistency was found as .89. Extra information chapter about maternal employment and maternal education level was inserted into the TYEIS and thereby data about participant children's maternal education and maternal employment were collected.

Data Analysis

Data were analysed through regression analysis and Spearman Rank Coefficient because of the fact that the relationship between two variables are aimed to find out.

Findings

The Hypothesis 1 was tested. Findings about Hypothesis 1 were displayed in Table 1, Table 2, and Table 3.

Table 1: *Descriptive statistics according to maternal educational level*

Educational Level	f	%	M	SD
Primary School	44	19.9	23,25	2.80
Secondary School	42	19	25,07	2.69
High School	58	22.6	26,09	2.56
University	85	38.5	26,90	2.69

Findings about maternal education were shown in Table 1. 19.9 mothers graduated from primary school, 42 of them finished secondary school, 58 of them graduated from high school, and 85 of them finished university. Findings in the Table 1 indicated that students, whose mother graduated from university, received the highest emotional intelligence performance score from the TYEIS, while the students whose mother finished primary school, obtained the least emotional intelligence performance score from the TYEIS.

Table 2: *Correlation between maternal education level and students' emotional intelligence performance score*

Variables	N	r	p
Maternal Education Level	221	.51*	.00**
Emotional Intelligence Performance Score of the Students			

Note: * *Two-Tailed*; ** $p < .01$.

Maternal education is such a categorical variable that the Spearman Rank Coefficient was used in the correlation analysis. The correlation coefficient was found as .51. Findings in the Table 2

revealed that there is positive, medium and significant correlation between maternal education and emotional intelligence performance score of the students ($r=.51$; $p<.01$). Furthermore, in order to create a model based on the two variables, regression analysis was conducted. Results of the regressions analysis were indicated on the Table 3.

Table 3: *Results of regression analysis*

Variables	B	Std. Error	β	t	p	r	R ²	ΔR^2	F
Emotional Intelligence Performance of the Students	22.51	.47	.51	46.6	.00				
Maternal Education	1.35	.15	.51	8.69	.00	.51	.25	.25	75.61

Regression model, which were based on the correlation between emotional intelligence performance score of the students and maternal education was observed to fit modestly to the data ($R^2= .25$). This finding indicates that that maternal education level modestly predicts emotional intelligence performance score of the students. B coefficient for the maternal education was found as 1.35. B coefficient revealed that if maternal education level increases by one level, emotional intelligence performance score of the students rises by 1.35 points from the TYEIS. Hypothesis 1 was decided to be verified and accepted due to the relevant findings of the research.

It was aimed to discover correlation between maternal employment and emotional intelligence performance score of the students in the Hypothesis 2.

Table 4: *Descriptive statistics according to maternal employment*

Maternal Employment	f	%	M	SD
Students of non-Working Mothers	112	50.7	25.40	3.06
Students of Working Mothers	109	49.3	26.11	3.07

While 112 of students' mothers do not work out of the home, 109 students' mothers work out of the home in the research sample. Findings on the Table 4 indicated that working mothers' students scored higher in emotional intelligence performance than non-working mothers' students contrary the Hypothesis 2.

Table 5: Correlation between maternal employment and students' emotional intelligence performance score

Variables	N	r	p
Maternal Employment			
Emotional Intelligence Performance Score of the Students	221	.14*	.00**

Note: * Two-Tailed; ** $p < .05$.

As a result of the correlation analysis, it was identified that there is negative, weak and significant correlation between maternal education and emotional intelligence performance score of the students ($r = -.14$; $p < .05$). Maternal education such weakly correlated to emotional intelligence performance score of the students that regression model cannot be generated. Owing to weak and negative correlation between the variables, it was decided that the Hypothesis 2 was rejected.

Discussion and Conclusions

Results about the Hypothesis 1 revealed that better maternal education level leads to better emotional intelligence performance among the students. Maternal education is one of the key elements that make child-mother interaction better. Better child-mother interaction makes children socially and emotionally competent (Denham & Renwick, 1991; Pianta, Nimetz, & Benett, 1997). In the study maternal education may have developed the students' interactions with their mothers and resulted in better emotional intelligence performance. Carneiro, Meghir & Parey (2011; 2013) claimed that maternal education is effective in reducing children's behavioural problems. Harding (2015) concluded that children, whose mothers have higher education level, have less social and emotional problems. Itenbach & Harrison (1990) found that children with better maternal education have better social and self-skills. Laosa (1980; 1982) found that maternal education has positive outcomes on children's social and emotional development. Maternal education makes mothers more sensitive and responsive to their children (Johnston, Murray, Hinshaw, Pelham, & Hoza, 2002). Maternal sensitiveness and responsiveness develop positive sense of self and others, secure attachment among children which in turn allows children to be socially and emotionally competent (Bohlin, Hagekull, & Rydell, 2000; Bowlby, 1973). In the study, mothers who have higher maternal education level, may have responded positively and sensitively to their children's needs. This positive and sensitive responsiveness of the mothers may have increased the student's emotional intelligence performances.

Another explanation of contributions of maternal education to the students' emotional intelligence performance is about parenting styles. Maternal education positively moderates parenting styles (Fox, Platz, & Bentley, 1995). Mothers with higher education level have more positive parenting

styles. In turn positive parenting styles develops children's emotional intelligence (Alegre, 2011). In the study the students' mothers who have higher maternal education level, may have had positive parenting styles and so they may have developed their children's emotional intelligence performances.

Results about the Hypothesis 2 revealed that maternal employment is negatively and slightly correlated with emotional intelligence performance of the students'. In the literature several research findings reported that maternal employment has negative and deteriorating impact on children's social and emotional skills. Belsky & Eggebeen (1991) reported that the children whose mothers are employed full-time, experience adjustment difficulty within their first 2 years of life and maternal employment makes them more noncompliant than their agemates whose mother don't work. Belsky (1988; 1990) found that the children whose mothers have work out of their home 20 hours or more per week, behave aggressively to their peers, become more disobedient towards their parents and adults. Han, Woldfogel, & Gunn (2001) concluded that maternal employment increases possibility of behavioural problems among children who are the age of 7 and 8. On the other hand, maternal employment in the first years of life has more damaging effect on socio-emotional skills than later maternal employment that begins thereafter (Bates, Marvinney, Kelly, Dodge, Bennett, & Pettit, 1994; Baydar, Brooks-Gunn, 1991; Belsky & Eggebeen, 1991; Haskins, 1985). Emotional intelligence is such a joint of socio-emotional skills and competence that maternal employment is expected to damage the emotional intelligence performance of the students in the study. In contrary, results of the study indicated that maternal employment is not strongly correlated with emotional intelligence performance of the students and don't explain the emotional intelligence performance. There may be mediational variables that buffer damaging effects of the maternal employment. According to Hoffman (1974) effect of the maternal employment differs according to nature of maternal work, family circumstances, and social class. Buehler, O'Brien, Swartout, & Zhou (2014) reported that part-time employed mothers have more emotionally and cognitively supportive parenting style than non-employed mothers. Maternal employment may have functions that constitute supportive, sensitive and positive family settings for children. It offers more resources that increase supportive, sensitive and positive parenting, reduces financial strain, greater family life satisfaction (Coley & Lombardi, 2013; Perry-Jenkins & MacDermid Wadsworth, 2013). Emotional intelligence performance of the students does not vary according to maternal employment variable in the study. Maternal employment may heal and compensate damage on emotional intelligence performance of the students through its positive characteristics for family life.

Following conclusions can be drawn on from the results of the study:

- Separation of mothers with their children within the first years of life has more negative impacts on children's affective and cognitive development. However, this negative impact seems to decrease and vanish in later years of life. Therefore, regulations which reduce duration in the workplace must be enacted for mothers who have children.
- Maternal education must be encouraged and mothers are offered more educational opportunities because maternal education results in positive impacts on children's cognitive and socio-emotional development.

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İlkokul Dördüncü Sınıf Öğrencilerinin Duygusal Zeka Düzeyi İle Annenin Eğitim ve Çalışma Durumu Arasındaki İlişkinin İncelenmesi

Birey doğduğu andan itibaren bilişsel, duyuşsal ve psiko-motor becerileri öğrenerek çevresine uyum sağlamaya çalışır. Bilişsel öğrenmeler, muhakeme yapma, ilişki kurma, anlama, hatırlama, çıkarımda bulunma, tahmin etme gibi becerileri kapsarken, duyuşsal öğrenmeler, duygularını fark etme ve uygun şekilde ifade etme, empati, farkındalık ve sosyal beceriler gibi duygusal ve ilişkisel becerilere vurgu yapar. Psiko-motor öğrenmeler, ise kas koordinasyonuna dayalı becerileri içerir. Duyuşsal öğrenmeler sonucunda birey, başkaları ile iyi iletişim ve ilişki kurar, yüksek bir iyi oluş düzeyine sahip olur. Duyuşsal öğrenmeler kapsamında değerlendirilebilecek kavramlardan birisi de duygusal zekadır.

Duygusal zeka, 1990' lı yılların başından itibaren çok önem kazanmış, farklı yaklaşımlara göre farklı şekilde tanımlanmıştır. Yetenek modeli, karışık modeller ve kişilik yaklaşımı modelleri duygusal zekayı farklı perspektiflerden ele almış ve tanımlamışlardır. Yetenek modeli, Çoklu Zeka Kuramından etkilenmiş ve duygusal zekayı bir zeka türü olarak ele almıştır. Bu modelde duygusal zeka, duyguları düşünceye yardımcı olacak duyguları üretebilme ve onlara ulaşabilme; duyguları ve duygusal bilgiyi anlayabilme ve düzenleyebilme yeteneklerini içeren bir yapı olarak değerlendirilir. Bir başka anlatımla duygusal zeka, bilişsel ve duygusal yetenek ve özelliklerin birleşimidir. Yetenek modeline göre içsel duygusal süreçler, bir zeka türü olup kişilik ve davranış örüntüsünden ziyade bir mental performans çeşididir. Yetenek modelinde duygusal zekaya ilişkin yetenekler, hiyerarşik olarak birbirine bağlı dört alt boyuttan oluşur. Birinci boyut duyguları algılama boyutudur. Duyguları algılama, bireyin kendinde ve başkalarındaki duyguları tespit edebilme yeteneğini içerir

Goleman ve Bar-On duygusal zeka modelleri, karışık (mixed models) olarak da adlandırılmaktadır. Karışık modeller, duygusal zekanın sırf yetenekten oluşan bir yapı olmadığını; kişilik, motivasyon, beceri, duygusal yeterlilik gibi etmenler ile de ilişkili olduğunu savunur . Goleman, duygusal zekayı, kendini harekete geçirebilme, zorluklara rağmen yola devam edebilme, dürtüleri kontrol ederek tatmini erteleyebilme, ruh halini düzenleyebilme, sıkıntıların düşünmeyi engellemesini önleme, kendini başkasının yerine koyabilme ve iyimser düşünmeye dönük yeteneklerden oluşan bir yapı olarak tanımlamıştır.

Golemanın karışık modelinde duygusal yeterlilikler, duygusal zekaya dayalı olarak öğrenilmiş beceriler bütünüdür. Goleman'ın duygusal zeka modeli, öz-farkındalık, öz-yönetim (duyguları yönetme), kendini motive etme, başkalarının duygularını bilme (empati) ve ilişkileri yürütebilme olmak üzere beş alt boyuttan oluşur. Karışık modellerden birisi de Bar-On modelidir.

Bar-On (2006) duygusal zekayı, günlük yaşamda ortaya çıkan zorluklar ile başa çıkabilme, başkaları ile iyi ilişki kurabilme ve onları anlayabilme, kendi duygularımızı anlayabilme düzeyini belirleyen sosyal ve duygusal becerilerin kesişimi olarak tanımlamıştır. Bu tanım, duygusal yeterlilik ve becerileri, sosyal çevreye uyumu, başkaları ile ilişkileri ön plana çıkarmaktadır.

Duygusal zeka ile ilgili modellerin ortaya koyduğu faktörler, birbiri ile örtüşmektedir. Bütün modeller, kişiler arası ilişkilere, empatiye, duyguların doğru olarak hissedilip ifade edilmesine ve yönetimini ön plana çıkarmaktadır. Modellerdeki farklılığın duygusal zekaya ilişkin özelliklerin ölçme şekline, duygusal zekanın biliş ve kişilik ile olan ilişkisinden ileri gelmektedir.

Çalışmada, anne-çocuk etkileşim kalitesinin en önemli yordayıcısı olan annenin eğitim düzeyi ve çalışma durumu ile ilkököl dördüncü sınıf öğrencisinin duygusal zeka düzeyi arasındaki ilişki incelenmiştir. Birey doğumdan itibaren duygularını ne boyutta yaşayacağını, nasıl ifade edeceğini, yöneteceğini ve sosyal ilişkilerinde duygusal ve sosyal becerilerini nasıl kullanacağını ilk önce anne-çocuk etkileşimi sürecinde öğrenir.

Kaliteli anne-çocuk etkileşimi, çocuğun sosyal yeterliliğini artırır, problemleri davranışlara sahip olma düzeyini azaltır, çocuğun akranları tarafından sevilen bir birey olmasını sağlar, arkadaşlarına karşı agresif ve saldırgan davranmasını önler, sosyal uyumunu kolaylaştırır, depresif semptom düzeyini azaltır, çocuğun sosyal-duygusal yeterliliği ve iyi oluş düzeyi üzerinde olumlu etkiye sahiptir.

Annenin eğitim düzeyi ve çalışma durumu anne-çocuk belirlenmesinde en önemli faktörlerdir. Anne-çocuk etkileşim kalitesinin belirlenmesinde annenin çocuğu ile geçirdiği zamandan ziyade annenin eğitim düzeyi daha etkilidir. Annenin eğitim düzeyi arttıkça, annenin çocuğuna gösterdiği hassasiyet de artış göstermektedir. Ayrıca annenin bir işte çalışması, çocuğun sosyal-duygusal açıdan gelişimini olumsuz yönde etkilemektedir. İlgili literatürde annenin eğitim düzeyi ve çalışma durumu ile anne-çocuk etkileşiminin duygusal karakteristiği, çocuğun sosyal duygusal gelişim düzeyi, problemleri davranışlara sahip olma düzeyi arasındaki ilişkiyi inceleyen araştırmalar bulunmakta iken , 10 yaş dönemi çocuklarının duygusal zeka düzeyi arasındaki ilişkiyi inceleyen çalışma yapılmamıştır.

Çalışma ilişkisel desende yürütülmüştür. İlişkisel desende iki değişken arasındaki ilişkinin yönü ve düzeyinin tespit edilmesi amaçlanır. Araştırmanın evrenini ilkököl dördüncü sınıfta öğrenim görmekte olan öğrenciler oluşturmaktadır. Evrende yer alan bütün öğrencilere ulaşmanın imkansız olmasından dolayı, evreni temsil edecek, örnekleme yöntemlerinden yararlanılmıştır. Çalışmada

seçkisiz örnekleme yöntemlerinden uygun örnekleme tekniği kullanılmıştır. Çalışmaya Samsun ve Artvin illerinde öğrenim görmekte olan 221 öğrenci katılmıştır.

Çalışmada Coşkun, Öksüz ve Yılmaz tarafından geliştirilen On Yaş Duygusal Zeka Ölçeği (OYDZÖ) kullanılmıştır. On Yaş Duygusal Zeka Ölçeği, tek faktörlü yapıdan oluşmakta olup Cronbach Alpha iç tutarlılık katsayısı, .89'dur. On Yaş Duygusal Zeka Ölçeğinin iyi düzeyde model uyumuna sahiptir. Araştırma bulguları, annenin eğitim durumu ile ilkokul dördüncü sınıf öğrencisinin duygusal zeka puanı arasındaki katsayının .51 olduğunu, pozitif yönde orta düzeyde bir ilişkinin var olduğunu göstermektedir. Ayrıca her iki değişkenin arasındaki ilişkiye dayalı olarak bir model oluşturulması amacıyla regresyon analizi yapılmıştır.

Değişkenlere bağlı olarak oluşturulan regresyon modelinin varyansı orta düzeyde açıkladığı gözlenmiştir ($R^2 = .25$). Bu bulgu, annenin eğitim düzeyinin öğrencinin duygusal zeka düzeyini orta düzeyde yordadığı söylenebilir. Ayrıca annenin eğitim düzeyinin bir kademe yükselmesi durumunda, öğrencinin duygusal zeka düzeyi 1,35 puan artış göstermektedir. Bu bulgulara dayanarak araştırmanın birinci hipotezinin doğrulandığı sonucuna ulaşılmıştır.

Araştırmanın ikinci alt problemine ilişkin elde edilen bulgular, annenin çalışma durumu ile öğrencinin duygusal zeka düzeyi arasında negatif yönde zayıf düzeyde bir ilişki olduğunu tespit etmiştir ($r = -.14$). Bulguya bağlı olarak araştırmanın ikinci hipotezinin reddedilmesine karar verilmiştir.

Araştırma sonuçları anne eğitim düzeyinin, anne-çocuk etkileşiminin niteliğini artırarak ilkokul dördüncü sınıf öğrencisinin duygusal zeka düzeyini olumlu yönde etkilemiş olabileceğini göstermektedir. Araştırma sonuçları, ikinci hipotezin doğrulanmadığını göstermektedir. Annenin çalışmasının çocuğun davranışsal, duygusal ve sosyal açıdan sorunlar yaşamasına neden olabileceğini tespit etmişlerdir. Ancak bu çalışmada annenin çalışmaması ile ilkokul dördüncü sınıf öğrencisinin duygusal zeka düzeyi arasında zayıf bir ilişkinin olduğu ortaya çıkmıştır. Araştırma hipotezi geliştirilirken annenin çalışmasının, çocuğun anneden yoksun kalacağı ve bunun da duygusal zeka düzeyini olumsuz yönde etkileyebileceği düşünülmüştü.