

EXAMINING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE OF CHILDREN IN 6 AGES AND THEIR MOTHERS' STYLE OF HUMOR

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ABSTRACT

This study was carried out to examine relationship between emotional intelligence of 6 age group children in pre-school education and their mothers' style of humor. The population of the study includes children for 60 months and older in pre-school education in official elementary school and independent pre-school in Çubuk, Ankara for 2014-2015 academic year, and their mothers. At least 89 subjects are determined with simple random sampling method from the population and, 206 children and their mothers are included in sample of the study. Sample of the study includes 206 kindergarten children of the primary schools, and children's mothers. "General Information Form for Children", "Sullivan Children's Emotional Intelligence Scale" and "Humor Styles Questionnaire" were used as data collecting tools in there search. In this study, whether depression levels of the mothers surveyed and 4 subscales (faces, stories, understanding, managing) belong to their children's emotional intelligence level differ according to various demographic was examined by SPSS 20 software package with t-test and one-way analysis of variance (ANOVA) for independent samples according to category number of independent variables. The relationship between variables were examined with Pearson Product Moment Correlation Coefficient. The significance level was 0.05 in the statistics. According to the results of the study, humor styles of mothers did create a statistically significant difference depending on family type ($p < 0,05$). When the relation between the children's emotional intelligence level and their mothers' style of humor was examined, it was determined that there is a negative and meaningful relation between the face section of their emotional intelligence level and the extent of their mothers' self-defeating style of humor ($p < 0,05$).

Keywords: Emotional Intelligence ,Humor Styles, Pre-school Education

INTRODUCTION

The first years of life is a critical period in terms of social and emotional development. In this period, individuals who have the most effect upon children are their families. Although it is emphasized that both training programs and teachers are vital for supporting the child in terms of developmental sense with the widespread use of pre-school education in recent years; great responsibilities fall on particularly parents and teachers for the development of social and emotional skills (Saltalı 2013, p. 108). Training programs to be implemented by the teacher in the classroom and modes of communication established by their family in the home environment set the stage for the acquisition of sound emotional skills in children.

For the development of emotional intelligence, family environment where children grown is the first school in which the emotional courses were given. These emotional lessons are not given only through directly what the parents say and do to their children, and also by expressing their feelings and interaction model between them (Goleman, 2001, p. 258).

Children lay the foundation for emotional intelligence in early ages by observing their parents gesture, facial expressions and voice tones and the way expressing and managing their feelings.

Since 4 years old, children can learn that the causes of their behaviors, what people feel and there is more than one way to solve a problem. Moreover, they may decide whether an idea is good or bad. Pre-school age is the period when all kind of feelings of the child have appeared. Anger, jealousy, hatred against foreigners or someone else, stubbornness show themselves in this period. Family environment has a great effect in the formation and the adaptation of these kind of feelings (Başaran, 1992, p. 104). Warm and positive emotional responses used between parents and child can ensure the supporting and development of the emotional environment. At the same time, it should be considered that children can develop their emotional intelligence skills by observing their parents and taking them as examples.

The most important task of the parents in the family is to be a good and positive role model for their children. During the course of their lives and especially during the first seven years, children provide a basis for their personality development by observing the actions and behaviors of their parents. Children records everything like a cassette-player and they reflect these recordings to their feelings, thoughts and behaviors. A trainer must be taught them to be themselves without ignoring that children may have different ideas on their own (Bak, 2011, p. 163).

The level of attachment of the child to the mother from the period of infancy, sensitivity shown by the adult to children's feelings, parent or teacher attitudes (oppressive, supportive, tolerant and so on.) and be open to understanding emotions can be effective in emotional intelligence (Zeidner, Roberts ve Matthews, 2003, p. 220).

In the early ages, taking someone as an example is very effective for the acquisition of emotional intelligence skills. Firstly, children take their parents as examples, and then they take their teachers as examples. They developed methods in order to control their emotions on their own by observing the feelings and reactions experienced by the adults in social relations. To be a good model of parents and teachers with appropriate behaviors for children and to give the opportunity to use these capabilities in accordance with their developments are very important in terms of the acquisition of emotional intelligence skills for children (Shapiro, 2004, p. 197). Especially, the effect of mothers who have the closest relationship with the child from the day they born is great in children's development. Mother's managing models of positive or negative emotions, personality characteristics and self-respect will provide the basis for the relationship with their children.

This study was carried out in order to examine the effects of mothers' style of humor on children's emotional intelligence level. It is thought that it will be important in order to ensure opportunities to discuss the effects of mothers' style of humor on children's emotional intelligence level and also the effects of mothers' style of humor on child development for children in 6 age group who are continuing their education in nursery classes.

Considering the studies carried out on children's emotional intelligence in our country, the relation of emotional intelligence has examined with many variables (ender, age, birth order, family environment, self-respect, residence). There is not any study examining the relationship between children's' emotional intelligence levels and parents' style of humor in our country among studies we have reached. In this respect, the study is unique in terms of examining the relationship between these two variables. For this purpose, it is considered to be important.

MATERIALS AND METHODS

Study Design

The design of this study is a descriptive in which emotional intelligence levels of 6 age group children in pre-school education and depression levels of mothers will be examined comparatively. When considered the analysis of the data, study requires both inter-group comparisons and correlation analysis as well as descriptive techniques. Thus, study has relational screening model among general screening models(Karasar, 2012, p. 77).

Population and Sample

The population of the study includes children for 60 months and older in pre-school education in the schools affiliated to the Ministry of Education in Çubuk, Ankara for 2014-2015 academic year, and their mothers. The total number of children for 60 months and older in pre-school education in Çubuk, Ankara for 2014-2015 academic year is 1104. Minimum sample volume was calculated as 89 by using the sampling from population ($N = 1104$) formula. Total sample volume is distributed to the layers in proportion to their rates (Çingir, 1990). Minimum 89 and a maximum 192 subject discussions were targeted when taken into consideration six subject application per article generally in the scale assessment. At least 89 subjects are determined with simple random sampling method from the population and, 206 children and their mothers are included in sample of the study.

Data Collection Tool

In order to collect data; "General Information Form for Children" and "General Information Form for Mothers" were used to obtain demographic information of the children and their mothers, "Sullivan Children's Emotional Intelligence Scale" was used to determine the emotional intelligence of children and "Humor Styles Questionnaire" was used to determine the scores of humor styles mothers.

General information form for children includes questions for learning of gender, age, number of siblings, duration of pre-school educational institutions, status of previous institution, the type of current pre-school educational institution.

General information form for mothers includes questions for learning of mother's age, occupation, education, family-type information.

Sullivan Children's Emotional Intelligence Scale

Sullivan Children's Emotional Intelligence Scale consists of Faces, Stories, Understanding and Managing sections based on emotional intelligence skills such as recognition, understanding and managing of emotions developed by Sullivan (1999). Adaptation to the Turkish, validity and reliability study of the scale was carried out (Ulutaş, 2005, p. 58).

The reliability of the scale was analyzed by test-retest method. It is observed that the test-retest correlations calculated from the subsections of the Emotional Intelligence Scale ranged between .97 and .99. It was found that the test-retest correlation is .97 in faces test, .97 in stories test, .98 in understanding test and .99 in managing test. Article analyzes has been made and alpha values were determined in order to determine validity of the scale. As a result of analysis, alpha value has been identified for the "faces" test which is the first part as 0.68, for "stories" test as 0.54, for "understanding" test as 0.63 and for "managing" test as 0.76 and for the total of Emotional Intelligence Scale as 0.84. The inventory prepared in accordance with this analysis has been recognized as a reliable and valid tool (Ulutaş, 2005, p. 59, 66, 67). Required permissions are ensured to use this scale used in this study by correspondences with researcher via e-mail.

Humor Styles Questionnaire

Humor Styles Questionnaire (HSQ) is a 32-item self-report measure of four distinct styles of humor: two adaptive (affiliative, self-enhancing) and two maladaptive (aggressive, self-defeating). There are eight items in each subscale, with participants using a 7-point Likert-type scale ranging from 1 (totally disagree) to 7 (totally agree) to rate agreement with each item (Martin et al., 2003). Humor Styles Questionnaire was adapted into Turkish by Yerlikaya (2003), The Cronbach alpha coefficient scores of HSQ were found .74 for affiliative humor, .78 for self-enhancing humor, .69 for aggressive humor and .67 for self-defeating humor. The test-retest correlation coefficients of HSQ scale applied in two week intervals were, .88 for affiliative humor, .82 for self-enhancing humor, .85 for aggressive humor, and .85 for self-defeating humor. In this study, the reliability of the Cronbach alpha coefficients of HSQ dimensions were .76 for affiliative humor, .76 for self-enhancing, .54 for aggressive humor, and .71 for self-defeating humor.

Analysis of Data

In this study, whether depression levels of the mothers surveyed and 4 subscales (faces, stories, understanding, managing) belong to their children's emotional intelligence level differ according to various demographic was examined by SPSS 20 software package with t-test and one-way analysis of variance (ANOVA) for independent samples according to category number of independent variables. The relationship between variables were examined with Pearson Product Moment Correlation Coefficient. The significance level was 0.05 in the statistics.

FINDINGS

All of the mothers participating to the study is examined, it was determined that, of the mothers surveyed, 11.2% (N = 23) is between 21-25 years of age; 32.5% (n = 67) is between 26-30 years of age; 30.6% (n = 63) is between 31-35 years of age; 17.5% (N = 36) is between 36-40 years of age and 8.3% (N = 17) is in 40 years and over. Of mothers of children participating in the study, 20.4% (N = 42) is literate-elementary school; 24,3% (N = 50) is secondary school; 28.6% (n = 59) is high school; 26.7% (N = 55) is university graduate. It was determined that, of mothers of children participating in the study, 68.9% (N = 142) is stay at home; 13.1% (N = 27) is teacher; 2.9% (n = 6) is working class; 6.3% is officer (N = 13) and 8.7% (N = 18) self-employed workers. Of mothers of children participating in the study, 2.9% is single and 97.1% is married. Of mothers of children participating in the study, 80.1% is (N = 165) elementary family; 17.5% (N = 36) is extended family and 2.4% (N = 5) is fragmented family.

All of the children participating to the study is examined, of the children surveyed, 80.6% (n = 166) is for 60-70 months; 19.4% (N = 40) is for 71-80 months. 51.0% of children (N = 105) was girl, 49.0% (n = 101) was male. Of the children surveyed, the number of siblings was only child for 17.0% (n = 35); 2 siblings for 54.9% (n = 113); 3 siblings for 20.4% (N = 42); 4 or more siblings for 7.8% (N = 16). When looked at the birth order of children surveyed, 42.7% (n = 88) was the first child; 6.3% (N = 13) was twin; 8,3% (N = 17) was middle or one of the middle ones and 42.7% (n = 88) was the last child. Of the children participating in the study, it was the first year for 71.4% (N = 147); the second year for 17.0% (N = 35), the third year for 10.7% (N = 22) and the fourth year for 1.0% (N = 2) in pre-school institution. Of the children participating in the study, 58.7% (N = 121) currently continues to the Ministry of Education Pre-school in Elementary School; 41.3% (n = 85) currently continues to the Ministry of Education Independent Pre-school.

Table 1. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to Humor Styles Scales According to the Mother's Age Included in the Study

When Table 1 is examined, it was found that the scores of humor styles of mothers did not create any statistically significant difference according to the age of mothers(AH $F_{(4-205)} =$

<i>The Scores of Humor Styles Mothers</i>									
<i>Mother's Age</i>	<i>N</i>	<i>Affiliative Humor</i>		<i>Self-Enhancing Humor</i>		<i>Aggressive Humor</i>		<i>Self-Defeating Humor</i>	
		<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>
21-25 age	23	34,57	7,42	31,00	9,82	20,04	7,85	21,48	5,78
26-30 age	67	35,75	9,07	30,97	9,01	19,61	6,30	22,28	7,28
31-35 age	63	35,16	7,41	29,41	8,21	17,54	6,13	20,08	7,44
36-40 age	36	35,72	8,64	29,56	8,28	19,69	7,35	21,03	6,34
41 age and older	17	33,71	7,34	32,82	8,30	19,41	7,79	23,24	7,73
Total	206	35,26	8,15	30,40	8,66	19,02	6,76	21,38	7,07
<i>Analysis of Variance Results</i>	<i>Sd</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>
Between Groups	4	0,284	0,888	0,347	0,580	1,122	0,347	1,125	0,346
Within Groups	201								
Total	205								

0,284, $p > 0,05$; SEH $F_{(4-205)} = 0,347$, $p > 0,05$; AH $F_{(4-205)} = 1,122$, $p > 0,05$; SDH $F_{(4-205)} = 1,125$, $p > 0,05$).

Table 2. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to Humor Styles Scale According to the Mother's Occupation Included in the Study

<i>The Scores of Humor Styles Mothers</i>									
<i>Mother's Occupation</i>	<i>N</i>	<i>Affiliative Humor</i>		<i>Self-Enhancing Humor</i>		<i>Aggressive Humor</i>		<i>Self-Defeating Humor</i>	
		<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>
Stay-at-home	142	34,54	7,76	30,20	8,55	19,46	7,15	21,60	7,28
Teacher	27	37,04	9,95	32,26	9,07	18,04	6,71	22,11	7,87
Working class	6	34,33	8,57	31,17	8,73	15,67	3,01	23,50	6,38
Officer	13	35,38	9,18	27,38	9,26	18,54	4,48	19,15	3,62
Self-Employment	18	38,56	6,85	31,17	8,75	18,56	5,84	19,44	6,10
Total	206	35,26	8,15	30,40	8,66	19,02	6,76	21,38	7,07
<i>Analysis of Variance Results</i>	<i>Sd</i>	<i>F</i>	<i>P</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>
Between Groups	4	1,369	0,246	0,768	0,547	0,694	0,597	0,898	0,466
Within Groups	201								
Total	205								

When Table 2 is examined, it was found that the scores of humor styles of mothers did not create any statistically significant difference according to the occupation of them. (AH $F_{(4-205)} = 1,369$, $p > 0,05$; SEH $F_{(4-205)} = 0,768$, $p > 0,05$; AH $F_{(4-205)} = 0,694$, $p > 0,05$; SDH $F_{(4-205)} = 0,898$, $p > 0,05$). When analyzed the point averages, it is observed that the point averages of aggressive humor (AH $X = 19.46$) of stay at home mothers; and the point averages of self-defeating humor (SDH $X = 23.50$) of working class mothers were higher than the point averages of mothers in other group.

Table 3. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to

Family Type	The Scores of Humor Styles Mothers									
	Affiliative Humor			Self-Enhancing Humor		Aggressive Humor		Self-Defeating Humor		
	N	X	SS	X	SS	X	SS	X	SS	
Elementary Family	165	35,22	8,38	29,67	8,72	18,85	6,94	21,13	7,24	
Extended Family	36	34,89	6,94	33,97	7,03	19,41	5,85	22,72	6,55	
Fragmented Family	5	39,20	10,05	28,80	13,87	21,80	7,53	20,00	4,35	
Total	206	35,26	8,15	30,40	8,66	19,02	6,76	21,38	7,07	
Analysis of Variance Results	Sd	F	p	F	p	F	p	F	p	
	Between Groups	2	0,622	0,583	3,832	0,023*	0,532	0,589	0,848	0,430
Within Groups	203									
Total	205									

* $p < 0,05$

When examined Table 3, there was no significant difference in terms of affiliative humor (AH $F_{(2-205)} = 0.622$, $p > 0.05$), aggressive humor (AH $F_{(2-205)} = 0.532$, $p > 0.05$) and self-defeating humor (SDH $F_{(4-205)} = 0.848$) of mothers with extended families as a result of analysis of variance. A significant difference was found only in terms of self-enhancing humor (SEH $F_{(2-205)} = 3.832$). According to Bonferroni test result; it was determined that the difference in self-enhancing humor was caused by the extended family. When analyzed the point averages, it is observed that the point averages of self-enhancing humor of mothers with extended families (SEH $X = 33.97$); and the point averages of aggressive humor (AH $X = 21.80$) of mothers with fragmented families were higher than the point averages of mothers in other group.

When examined Table 4, there were statistically significant differences in the point averages related to faces section (FS $F_{(2-205)} = 4.070$), stories section (SS $F_{(2-205)} = 4,976$), understanding section (US $F_{(2-205)} = 5.336$) and the total scale (Total $F_{(2-205)} = 6.231$) of the emotional intelligence levels according to children's education years in pre-school education institutions. According to Bonferroni test result; it was determined that the significant differences in face part, stories part, comprehension part and total scale were caused by children continuing their education in institutions for 3 years and more. When analyzed point averages, it is found that the point averages of face section (FS $X = 16.41$), stories section (SS $X = 4.23$), understanding section (US $X = 8.50$) and total scale ($X = 34.00$) of children continuing their education in institutions for 3 years and more were higher than children in the other group.

Table 4. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to Emotional Intelligence Scale According to the Year of Children in Institution Included in the Study

The Year of Children in Institution	Emotional Intelligence Scale											
	Faces Section			Stories Section		Understanding Section		Managing Section		TOTAL		
	N	X	SS	X	SS	X	SS	X	SS	X	SS	
First Year	147	15,18	2,33	3,74	0,92	7,52	1,48	4,75	1,65	31,12	4,05	
Second Year	35	15,83	1,93	4,11	0,68	7,40	1,33	4,91	1,79	32,23	3,46	
Third and More Year	24	16,41	1,21	4,23	0,59	8,50	1,25	4,87	1,65	34,00	3,15	
Total	206	15,43	2,20	3,86	0,87	7,61	1,46	4,79	1,67	31,64	3,96	
Analysis of Variance Results	<i>Sd</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	
	Between Groups	2	4,070	0,018*	4,976	0,008*	5,336	0,006*	0,172	0,842	6,231	0,002*
	Within Groups	203										
	Total	205										

* p<0,05

Table 5. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to Scale of Children Emotional Intelligence According to the Educational Status of Mothers Included in the Study

Mother's Educational Status	Scale of Children Emotional Intelligence											
	Faces Section			Stories Section		Understanding Section		Managing Section		TOTAL		
	N	X	SS	X	SS	X	SS	X	SS	X	SS	
Literate-Elementary	42	15,00	2,26	3,76	0,93	7,76	1,38	5,05	1,53	31,62	3,48	
School	50	15,02	2,16	3,70	0,95	7,24	1,48	4,56	1,76	30,50	3,91	
High School	59	15,34	2,60	3,78	0,81	7,49	1,51	4,64	1,53	31,05	4,44	
University Graduate	55	16,24	1,43	4,16	0,74	7,96	1,39	4,96	1,82	33,33	3,29	
Total	206	15,43	2,20	3,86	0,87	7,61	1,46	4,79	1,67	31,64	3,96	
Analysis of Variance Results	<i>Sd</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	
	Between Groups	3	3,746	0,012*	3,251	0,023*	2,480	0,062	0,997	0,395	5,474	0,001*
	Within Groups	202										
	Total	205										

When examined Table 5, there was a statistically significant difference in terms of faces section, stories section and total scales among the children's emotional intelligence levels according to the education level of mothers (FS $F_{(3-205)} = 3.746$; SS $_{(3-205)} = 3.251$; Total $F_{(3-205)} = 5.474$). According to Bonferroni test results; it was determined that the significant difference in three types of points was caused by university graduate or postgraduate mothers. When analyzed the point averages, it is observed that the point averages of faces section (FS $X = 16.24$), stories section (SS $X = 4.16$), understanding section (US $X = 7.96$) and total scale ($X = 33.33$) of children of university graduate or postgraduate mothers were higher than other children.

Table 6. Average Points, Standard Deviation and Analysis of Variance (ANOVA) Results Related to Scale of Children Emotional Intelligence According to the Occupation of Mothers Included in the Study

<i>Scale of Children Emotional Intelligence</i>											
<i>Mother's Occupation</i>	<i>N</i>	<i>Faces Section</i>		<i>Stories Section</i>		<i>Understanding Section</i>		<i>Managing Section</i>		<i>TOTAL</i>	
		<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>	<i>X</i>	<i>SS</i>
Stay-at-home	142	15,18	2,29	3,77	0,85	7,52	1,45	4,70	1,67	31,10	3,90
Teacher	27	16,30	1,41	4,26	0,71	8,11	1,50	5,11	1,80	33,78	3,35
Working class	6	15,83	1,72	3,50	1,38	7,17	1,94	4,17	1,33	30,67	4,50
Civil servant	13	16,54	1,71	4,08	0,86	8,00	1,08	5,08	1,61	33,69	3,71
Self-Employment	18	15,22	2,53	3,89	0,90	7,44	1,46	5,00	1,64	31,56	4,12
Total	206	15,43	2,20	3,86	0,87	7,61	1,46	4,79	1,67	31,64	3,96
<i>Analysis of Variance Results</i>											
	<i>Sd</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>	<i>F</i>	<i>p</i>
Between Groups	4	2,501	0,044*	2,287	0,061	1,365	0,248	0,715	0,583	3,786	0,005*
Within Groups	201										
Total	205										

* $p < 0,05$

When examined Table 6, there was a statistically significant difference in terms of faces section (FS $F_{(4-205)} = 2,501$) and total scale ($F_{(4-205)} = 3,786$) among the children's emotional intelligence levels according to the professions of mothers. According to Bonferroni test results; it was determined that the significant difference in the face section was caused by children whose mothers are civil servants; the significant difference in the total scale was caused by working class mothers. When analyzed the point averages, it is observed that the point averages of faces section (FS $X = 16.54$) of children whose mothers are civil servants; and the point averages of stories section (SS $X = 4.26$), understanding section (US $X = 8,11$), managing section (MS $X = 5.11$) and total scale ($X = 33.78$) of children whose mothers are teachers were higher than children in the other group.

Table 7. Pearson Correlation Test Results Between Humor Styles Scale of Mothers and Emotional Intelligence Sections of Children Included in the Study

Variables		Affiliative Humor	Self-Enhancing Humor	Aggressive Humor	Self-Defeating Humor
Faces Section	<i>r</i>	-0,007	-0,115	-0,108	-0,161*
	<i>p</i>	0,919	0,101	0,123	0,021
	<i>N</i>	206	206	206	206
Stories Section	<i>r</i>	0,049	0,067	-0,093	-0,039
	<i>p</i>	0,488	0,337	0,183	0,579
	<i>N</i>	206	206	206	206
Understading Section	<i>r</i>	0,069	-0,030	0,028	-0,022
	<i>p</i>	0,325	0,669	0,688	0,753
	<i>N</i>	206	206	206	206
Managing Section	<i>r</i>	0,066	0,076	0,115	-0,020
	<i>p</i>	0,345	0,280	0,100	0,774
	<i>N</i>	206	206	206	206
Total	<i>r</i>	0,075	-0,022	-0,010	-0,107
	<i>p</i>	0,281	0,755	0,886	0,126
	<i>N</i>	206	206	206	206

When examined table 7, the relationship between faces section of children's emotional intelligence dimension with *affiliative* humor size of mothers $r=0,007$; the relationship between self-enhancing humor size $r=0,115$; the relationship between aggressive humor size $r=0,108$ and the relationship between self-defeating humor size is determined as $r=0,161$. From these coefficients, the relationship between faces section of children's emotional intelligence dimension with self-enhancing and aggressive humor size of mothers indicates negative and low correlation. From these coefficients, the relationship between faces section of children's emotional intelligence dimension with self-defeating humor size of mothers is significant ($p<0,05$).

DISCUSSION AND CONCLUSION

According to the finding in this study, there is a significant negative relation between the Faces section based on emotional intelligence of children and Self-Defeating Humor style of mothers. As mother use self-defeating humor more, her capability to recognize her child's basic emotions like happiness, sadness, anger, surprise or fear is getting worse.

Children can easily interpret their own and other peoples' emotions. They are also influenced by the emotional states of people in their social environment, and particularly, of the

individuals dear to them. Social environment, which is composed of mother, father, teacher, friend and so on and, which is profoundly important to child, has impacts on children's feeling themselves bad or good, worthless or worthwhile, and also, on their capabilities to recognize emotions. At this point, the role of mother is very important (Rosenberg'den aktaran Çelik, Tuğrul ve Yalçın, 2002).

Communication way adopted by mothers toward their children is one of the important factors to promote their children's capabilities to recognize facial expressions of emotions. The mothers using self-defeating humor tend to prefer to suppress their emotions instead of reflecting them as are, leading to the situation in which they fail to use their gestures and facial expressions and to express their feelings properly. Thus, children may have difficulty in recognizing the facial expressions like 'happy', 'sad', 'angry', 'surprised' or 'frightened' by observing their mothers.

When examined the former researches, it is seen that non-verbal expressions play a critical role in children's social-emotional experiences during early childhood period. The researchers point out that children's use of non-verbal expressions at early ages is closely related to family environment (Halberstadt, 1991). For instance, it is stated that the children abused and neglected by their mothers seem to be less capable of recognizing facial emotions than those not exposed to such problems (Camras, Grow Ribordy, 1983).

According to the result of the study, it is found that the mothers aged 41 years or over had high scores on self-defeating humor, and those aged between 21 and 25 years had high scores on aggressive humor. What is more important, however, is that both of their humor styles were determined as negative. For mothers, the age range between 21 and 25 years means the process of completion of puberty and re-defining of personality; and young mothers tend to use the aggressive humor style more intensely if they fail to develop a positive personality in that period. As for the mothers aged 41 years or over, they are the ones who have already achieved a certain level of success in the principal issues of life like family matters, selection of mate or occupation, etc. Therefore, the problems which they can encounter as to the aforesaid issues may cause them to use the aggressive humor style more. As a consequence, despite the differences in the average scores, it was observed that age of mother did not have a statistically significant impact on humor style of mother. Furthermore, when reviewed the literature, it can be seen that apart from this study, there are also several researches stating that age range does not create a significant difference in humor styles of mother (Küçükbayındır, 2003; Fidanoğlu, 2006; Saltuk, 2006; Özdemir ve Receptoğlu, 2010; Akkaya, 2011).

The findings of the study indicated that both working-class mothers and stay-at-home moms had the highest scores on the self-defeating humor style and the aggressive humor style respectively, both of which are negative. Since working-class mothers are working under more demanding conditions than other occupational groups, it may cause them to use the self-defeating humor style more intensely so as to be accepted by society and other people. As for stay-at-home moms, lack of economic freedom and not to have a profession may cause them to use the aggressive humor style. Similarly, Güven (2013) states that women experiencing heavy workload in their work places are undergoing excessive stress, and it may be the reason why it is harder for them to use the *affiliative* humor style.

In many parts of our country, many people can be forced to live with their extended families due to the traditions and economic problems. The extended families may benefit more from the opportunities of communication and interaction, owing to the variety in number and ages of family members. In such a case, mother may easily develop a positive humorous perspective toward stressful situations in her life, and she can retain it. Mother can use this

perspective so as to keep her psychological state healthy or to entertain other people, as well as dealing with the negative feelings she perceives. Another remarkable point in the study is that the mothers of fragmented families tend to use the aggressive humor style more. It may derive from an increase in their feelings of anger and aggression due to being single-parent and facing economic problems. Similarly, Sümer(2008) determines the significant differences in the average scores on the humor styles according to family types. By Sümer, it is stated that on the self-improving humor style, the average scores that belong to the individuals with extended family are higher than that of others with nuclear family.

According to the finding of the study, the year of children in a pre-school education institution has a substantial impact on the development of their emotional intelligence. Thanks to the interaction with peers and teachers, pre-school education institutions are deemed crucial in children's gaining experiences toward social and emotional development related to the acquisitions such as the skills of high self-esteem and self-control, the habits of sharing and teamwork, the feeling of empathy, adaptive skills, and so on. Furthermore, the acquisitions and indicators concerning the social and emotional development are included in the instructional programs of the aforesaid institutions. In that case, it can be said that as the year of children in a pre-school education institution increases, they become more likely to improve their sensory abilities. When examined the results of similar researches, it is underlined that the year of children in a pre-school education considerably affects the development of their emotional intelligence. Vural and Kocabaş(2011) also emphasize the great importance of the education, which is provided by teachers from the beginning of the pre-school period –being a critical one-, in the development of children's emotional intelligence. Children's emotional intelligence is largely shaped by stories, plays, toys, cartoon characters, etc. As well as Uzmen(2001) does, Günindi(2008) also states that the year variable in pre-school education institution positively affects children's skills and their social adaptation; in other words, the social skills of the children with the experience of two or more years in a pre-education institution are considerably higher than that of others who have just started the pre-school education.

The results of the study showed that the education level of mothers largely determines the emotional development of their children. An increase in the education level of mothers may positively affect their skills of communication and child-rearing. This finding is in accordance with the Bender's(2006) research, in which the relation between the emotional intelligence and creativity of art students is examined. In that study, the level of emotional intelligence of the students is stated to be related to the education level of their parents; and the level of emotional intelligence of the children whose mothers are university graduate or high-school graduate are higher than others. Harrod and Scheer(2005), by observing 16 and 19 years age group, revealed that there is a positive correlation between the emotional intelligence of children and the education level of their parents. Arı and Seçer(2004), in their study considering facial expression of emotions, conclude that as the education level of the mother increases, their children's abilities to recognize facial expressions also improve. The more educated parents can have better knowledge of the child and adolescent development, as well as of forming a strategy more successfully to promote their children's academic and social skills, and of being more effective and proficient at encouraging them to interact with the different social environments to which they should adapt (Bornstein, Hahn, Suwalsky ve Haynes, 2003). According to Küntay and Ahtam(2004); when talking to their children, the well-educated mothers are using more developed verbal skills, whereas those who are poorly educated are resorting to repetitive and superficial communication styles.

The finding in this study showed that the level of emotional intelligence of the children differs according to the occupations of their mothers. It was seen that the children whose

mothers are teacher had the highest scores totally. The qualifications of an occupation may be reflected in the personality traits, meaning that children can be provided with an affluent learning environment thanks to the attitudes and behaviors of their mothers working as teacher. In addition, that teachers are well informed about the child development and education compared to other occupation groups may affect the level of emotional intelligence of their children in a positive way. The parents with prestigious occupations may be more likely to encourage their children to improve their own abilities and independencies; to take into consideration their thoughts on their own behaviors; and to allocate time and effort for reasoning with them. Şengönül(2013) expresses that high status occupations have positive effects on the parents' values, on their attitudes towards growing up children, and on their socialization strategies.

RECOMMENDATIONS

In the light of the results of this study, the recommendations for parents, educators and researchers are presented below.

Recommendations for Parents

The findings regarding significant relation between the Faces section based on emotional intelligence of children and Self-Defeating Humor style of mothers were revealed. Given that the mothers' suppression and erroneous expression of their feelings have negative impacts on their children's ability to recognize facial expressions, it may be beneficial to carry out researches that aim at the parents using negative humor styles, so as to raise their awareness about how to cope with the negative feelings and how to use humor more efficiently. The parents can strengthen the relationship between themselves and their children by spending time productively, playing games, attending cultural activities like cinema or theatre and reading books with them, which means that this situation affects the emotional intelligence of their children in a positive way. Additionally, a picture book is an effective instrument to teach children how to read and write. Through stories, children can take the opportunity of recognizing different feelings like 'happiness', 'sadness', 'surprise', 'anger', and so on.

As a consequence of the study, the education level of mothers was determined to be decisive for the level of emotional intelligence of their children. For this reason, the mothers should participate in the courses that are conducted by the public education or family life centers, in order for the skills of emotional intelligence of their children to be improved.

Recommendations for Educators

In the pre-school education institutions, within the scope of the family participation programs, it can be a convenient method to carry out parent education seminars as to recognizing, understanding, expression and controlling of feelings.

The classroom activities can be designed by the teacher in such a way that they frequently involve dramas, Turkish language or art activities, enabling children to reflect their feelings such as anger, sadness or happiness, etc.

During the classroom conflicts, the children usually exhibit behaviors like hitting, screaming, pushing or crying. At this point, the educators can encourage them to put into words what they feel. Since children, particularly preschoolers, are weak in controlling their feelings, the several strategies on how the children can handle them can be developed by the educators.

With the purpose of developing the skills of emotional intelligence of the children, teachers can add the acquisitions and indicators included in the education program to daily and monthly programs. For the sake of continuity in pre-school education, it should be taken into

consideration that the cooperation between school and parents are significant. In order for the parents' knowledge and skills as to the development of emotional intelligence to be improved, teachers can send parents information letters, notice boards, brochures as well as conducting family involvement activities like seminars.

Recommendation for Researchers

It can be suggested to examine, in different variables, the attitudes of the parents, their personality traits and the education programs toward the emotional intelligence, all of which are thought to possibly have effects on the emotional intelligence of the children. In addition to the humor styles of the mothers participated in the research, those of the fathers can be also observed in terms of their effects on the emotional intelligence of the children.

This study was carried out with the 6 age group 206 children and their mothers in Çubuk, Ankara. The research sample can also be extended to other districts as well as being compared to other age groups.

This study was conducted to analyze the effects of the humor styles of mothers on the emotional intelligence of their children. In this context, the findings were discussed in the light of the demographic data relating to the children and their mothers. Meanwhile, within the scope of the study, the mothers' observation on their children can also be evaluated, and then, they can be compared to other data obtained in this study so as to get more convincing results, so that the study can be provided with qualitative research.

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