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The motivation level of the teachers according to the school managers' senses of humour

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Abstract

In this research, school managers' humorous behaviors were determined according to the teachers' opinions and the effects of these behaviors on the motivation level of the teachers were tried to be determined. The research is in the survey model form. The primary and high school teacher working in Üsküdar, İstanbul constitutes the target population of the research. 364 teachers, chosen by rational member sampling method, constitute the sampling of the research. To gather the data of the research, "Humour Senses Questionnaire" and "Teacher Motivation Survey" were used. According to the findings obtained, the teachers think that the school managers often show behavior to motivate the teachers in all aspects. The teachers working in primary and high schools think that the schools managers use rarely ironical humour, repudiative humour and non-humorous humour, sometimes producing social humour, and often affirmative humour. In addition, it was seen that there is a negative and medium level relation between the managers' ironical, repudiative and non-humorous styles and the all aspects of the motivation behaviors of the teachers, and that there is a positive and medium level relation between the managers' affirmative, productive social styles and the all aspects of the motivation behaviors of the teachers.

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1. Introduction

Humour is a notion that exists since mankind but its effects were begun to be realized in late twentieth century. Humour, which is also the focus of interest the social sciences such as philosophy, sociology, literature, psychology,

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has not been considered serious matter for centuries and the relevant researches began in 1980s. Although it is a matter on the centre of human life and attracts the different scientific field's attention, it cannot have been defined in a way to be accepted by everybody (Yerlikaya, 2003).

The notion, humour, which is predicted that it exists before Christian era, has not been accepted positively until late seventieth century as nowadays. The people making humour were considered as a kind of person who is nonconformist, exhibits weird behaviors. Humour, which had had funniness because people had laughed at weird acts, became an expression used to describe the people who can make somebody laugh. (Ruch, 1998).

From mid-nineteenth century to 2010, it became an outstanding characteristic preferred that people have. In twenty-first century, humour mostly reminds people of good emotions that cause to laugh. Humour prompts people to think and behave positively and happiness. (Recepoğlu, 2011).

Öngören (2001) remarked the reason why humour cannot be defined completely is that we cannot see all of humour. The complicated and changing structure of humour makes its definition difficult. Because, in every period, humour effects the economical, political and social structure is affected by them, formed with technological advancements and can fall in step with the environment that it is in (Öngören, 1983). For this reason, different definitions of humour are given below.

According to Nesin (2001), humour is everything that can make the people it addressed laugh in any extent. For Aydın (2005), humour is the most effective and reliable way providing to cope with the difficult experiences in life. Humour is to say properly the words intended to be said to someone for self confident people. Humour is an elixir of life removing the serenity and tension, filling desolation with a tentative laugh, providing to look at events from different perspectives.

Boysan (1990) handled the synergy between laughter and humour and remarked that laughter occurs as a result of humour but it is not the condition of humour, humour comes into prominence with making somebody think rather than making somebody laugh and that humour purposes spirituality rather than physicality. Laughter is only an extent of humour. Morreal (1989) describes it as the messages sent by talking, writing, symbolizing or music to reveal the reaction of smile. Humour was regarded sometimes as a way of ridiculing, sometimes as telling truth in a different form, and sometimes as expressing somehow a joy of relaxing. That may be the reason of that the abstract notion, humour is learnable, and that it changes from society to society, from culture to culture, from period to period. (Aslan, 2006)

According to Yücebaş (1958), with criticism, humour brings comfort and calmness to the memories that are tired because of heaviness and seriousness and brings relief to hearts resulted from the expression of something that cannot be said even they are wanted to be said. Humour, which provides to distinguish funny and weird, does not lacerate the exposed one even gibingly. Humour, being a god's gift and cheering people up is a good thing. Sense of humour is an individual's talent of realization, perception, and narration of a comic situation, the types of the things s/he finds comic, and the personal differences such as perception or narration way of humour, the frequency and the way of using humour in daily life.

1.1. Humour Behaviors

Researches about school managers' senses of humour were started by Philbrick (1989). Philbrick who discussed the bases of Babad (1974)'s research that humour was analyzed as four styles, developed "Humour style survey" in his study about education leading. Then; "Humour Behaviors Scale" was developed by Cemaloğlu, Recepoğlu, Şahin, Daşçı and Köktürk (2012), discussed humour in five stages. In this study; humour behaviors are discussed in five styles as ironical humour, producing social humour, affirmative humour, repudiativehumour and non-humour style. People who appropriate the ironical humour; use humour for jesting at someone, humiliating and making them sad. People who appropriate the sense of producing humour; produce humour with jokes and quips by turning events and persons that they meet in their lives to humour object. This sense of humour provides developing relationships with others and also sharing produced humour. People who appropriate the sense of affirmative humour; contribute to the humour in our lives by repeating or imitating on funny events and situations that are produced by others, not by them. They develop positive attitude for humour. People who appropriate the sense of repudiativehumour; don't accept humorous attitudes and behaviors and they refuse them. People who appropriate the sense of non-humour style; make laughing action with difficulty; and often refuse to gag, and rarely smile to persons who make humour.

1.2. Humour in School Management

Humour is an important factor for developing positive relationships by people. Using of humour in business life can cause to make job more enjoyable, and to perceive job environment as prettier and warmer. Because the behavior of laughing occurs positive reactions in people as physiological and psychological (Morreal,1997).

Stress in business life and accordingly in school environment is shown as the basis of negative emotions that individual experiences; and humour can cope with stress and its negative emotions, and also can provide antidote effect in forming different perspectives (Recepoğlu,2011).

Especially, people who have the sense of producing social humour; create a positive environment by relaxing, smiling and entertaining people with quips and jokes; and also they contribute to a positive environment in organization and powering of interpersonal communication by decreasing worry and stress level (Dixon,1980;Martin, 1996).

People who league together for fulfilling organization goals in business life; occur a social group, and communication environments that will provide an opportunity for creating a synergy to makes a positive contribute to organization environment, can turn to interaction by means of humour. Conveying of ideas by employees with using of humour, can decrease effect of possible negations and discussions. In the case that senses and emotions can't be conveyed clearly and sincerely, using of humour can decrease the possibility of being unkind and also it can contribute to forming a common humour language between individuals (Sepetçi,2010).

Humour and sense of humour is beneficial for immunity, breathing, muscle and nerve system physiologically (Martin,2007). It cleans bronchus, and works heart muscles; it affects attention hormones and awakes tissues. It is effective on formation of tumour and prevention of cancer (McGhee,1996). It increases producing endorphin (happiness) hormone (Martin,2004). It decreases pain and ache about all physical diseases (Haines,1987:akt. Özünlü,1999).

Humour and sense of humour decreases stress psychologically. It increases self-respect. Also it decreases psychological symptoms that negative events cause (Dixon,1980). It decreases negative effects of depression, worry level, tenseness and loneliness feel (Berk,2001; Kuiper, Martin ve Dance,1992). It destroys senses such as fear, lack of confidence, hopelessness. It helps to us about coping easily with daily problems. It is the key of success. It provides different perspectives. It occurs creativity (Klein,1999). It increases productivity (Morreal,1997). Also it increases motivation, gives energy, attracts attention and increases idea formation (Özenç,1998).

In education organizations that human relations are experienced in the highest way; school manager's effect is great on communication and also intra-school communication. School manager's positive attitude and behaviors will provide that teachers, students and also parents can attend more wistfully to education and training period; and they can develop a positive perspective for school. It is thought that if school manager communicates by a humorous way, it will have an important role on coping with possible negations and difficulties, and also on developing sense of togetherness and belonging (Sepetçi,2010).

2. Motivation

Motivation is an activity based on stimulating, supporting and directing behavior. It can be defined as "Personal power causing that a person acts in any way" (Çelikve Şahin,2002) . Motivation that is one of the most important areas of management science; is a wide-inclusive concept containing instincts, requirements, stimulations, missing, goals, wishes, values, attitudes, needs, interests; and there are a motive and a chain of motives in the background of every behavior (Dönmezer,1996; Onaran,1981).

Motivation is encouraging employees, having effect, being the source of inspiration and directing them, showing reasons for working better, revealing their will to work, and providing to feel pleasure due to their jobs (Allan,1998).

Human behaviors take form for providing to achieve personal, physiological, psychological and social needs to satisfaction. Motivation appears on the top of factors that have directly role on directing behaviors; and affects the quality of organizational behavior. Motion which provides to directivity, is a power which stimulates person for reaching to goal, motivates, supports and activates action, and determines the side of action (Başaran,1982).

The process of motivation in terms of organizational is the whole of efforts making for providing employees' satisfaction in the processes of starting, continuation and ending of work. In the process of motivation; manager's the most important task is showing necessary effort for reaching employees' attitudes about work to the best level (Baygut ,2007).

In the process of motivation in terms of organization; It is necessary that manager's (Balcı,1992);

- Setting an objective,
- Establishing empathy about conditions and environment with employees,
- Using communication ways for knowing employees,
- Integrating organization goals and management goals,
- Creating effective motivation conditions (such as education, developing and supporting of employees)
- Developing team-work.

2.1. *Motivation in School*

The organizational features of school make it different from the other organizations. Success of school is up to teachers' motivation level and their communication with school. School manager is liable to stabilize the critical relations between teachers, students, parents, other personnel and environment (Bursalioğlu, 2013). Since the existence of the relations between motivation and human has been revealed, it is possible to say that working and actuating became a science field and art. If motivation is showing behavior to reach wishes, wills and aims, showing behavior in the direction of the aims for the workers may be possible by satisfying their wills and needs(Açıköz, 2005).

The way create will and desire to work of the transactors in line with the purposes of the organization constitutes the main subject of the studies about motivation. As the transactors good motivated to organization and works have high spirits and work satisfaction, they have high work performance level.

2.2. *Humour and Motivation*

Humour has various physiological and psychological effects on human based on usage (Adams,1998; Berk, 2001: Dixon, 1980; Klein,1999; McGhee 1996;Morreall,1997; Özenç 1998; Özünü, 1999). Using humour positively for managers is a situation which directly effects the motivation of the watchers (Crawford,1994). It can be said that humour used negatively has a negative effect on people.

Using humour positively in organization is important for decreasing of stress and worry level of workers, increasing of morale, creativeness and motivation level, solution of conflicts, formation a positive organization culture, and development of sense of belonging (Crawford, 1994).

School managers are responsible for managing, checking and developing school to reach school's all kind of aim. When humour is described as an effective leadership feature, the manager's humour style can play a crucial role for teachers' motivation.

It is important to have great sense of humour for leader to solve problems, motivate the watchers, decrease the stress level of the watchers and manage the change. The positive contribution of humour to leadership cannot be ignored on managing organizations. Because of its positive contributions, the relation between humour and education leadership is a subject that should be researched (Recepoğlu, 2011). In this sense, in the research, the relation between primary and high school managers' humour styles and teachers' motivation levels was tried to be determined. In accordance with this purpose, with the research, it is aimed to give information to the school managers for the exhibition of the effective behavior that has an important place on leadership period.

In this study, the question, "do the primary and high school managers' humour styles perceived by the teachers have an effect on the teachers' motivation level?" tried to be answered. In this study, school managers' humour styles were analyzed in five extents, the teachers' motivation roles were analyzed in fourteen extents.

3. Method

The research is in relational screening model. First, the relevant literature was screened and the notional framework of the research was constituted. The primary and high school teacher working in Üsküdar, İstanbul constitutes the target population of the research. 364 teachers, chosen by rational member sampling method, constitute the sampling of the research.

3.1. Data Collection Tools

To gather the data of the research, “Humour Styles Questionnaire”, developed by Receptoğlu and the others (2012) and “Motivation Survey”, developed by Yıldırım (2002) were used. Humour styles questionnaire aims to determine humorous behaviors. On the questionnaire, 30 jurisdictions were gathered under five sub-extent titles. Motivation survey aims to survey the teachers’ opinions about school managers’ motivation level the teachers. In the survey, 71 judicial articles were gathered under fourteen sub-extent titles.

Data were analyzed by using the program SPSS. For data analysis of the research, pearson’s correlation analysis and test were applied.

4. Findings

The findings of the research were presented under the titles; teachers’ opinions about the primary and high school managers’ humour styles, according to the teachers’ opinions school managers’ behavior to motivate the teachers, managers’ motivation behaviors according to school type, and managers’ humour styles and behaviors to motivate the teachers.

Teacher views about elementary school and high school managers’ senses of humour. Teacher views about elementary school and high school managers’ senses of humour are presented in table 1.

Table 1. Elementary school and high school managers’ senses of humour according to teacher views.

Type of School	School Managers’ Senses of Humour	Ironical Humour		Producing Social Humour		Affirmative Humour		Repudiative Humour		Non-Humorous	
		\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd
		Elementary School	2.18	.69	3.22	.65	3.48	.73	2.25	.70	2.35
High School	2.11	.73	3.17	.70	3.42	.74	2.35	.75	2.47	.94	

According to the Table 1; teachers who work in elementary schools, have the opinion that managers use rarely the sense of ironical humour ($\bar{x} = 2.18$), sometimes the sense of producing social humour ($\bar{x} = 3.22$), frequently the sense of affirmative humour ($\bar{x} = 3.48$), rarely the sense of repudiativehumour ($\bar{x} = 2.25$), and rarely the sense of non-humorous ($X = 2.35$).

Teachers who work in high schools, have the opinion that managers use rarely the sense of ironical humour ($\bar{x} = 2.11$), sometimes the sense of producing social humour($X = 3.17$), frequently the sense of affirmative humour ($\bar{x} = 3.42$), rarely the sense of repudiativehumour ($\bar{x} = 2.35$), rarely the sense of non-humorous ($\bar{x} = 2.47$).

According to this; it can be said that teachers who work in elementary schools and high schools, think that school managers use frequently the sense of affirmative humour.

4.1. According to Teacher Views, School Managers’ Motivation Behaviors to Teachers

Teacher views about managers’ motivation behaviors to teachers are presented in table 2.

Table 2. According to teacher views, school managers’ motivation behaviors to teachers (N=364)

School Managers’ Motivation Behaviors to Teachers	\bar{X}	Sd
Solving Problem	3.44	.92
Agreeing with Decision	3.49	.97
Helping to Teachers	3.75	.97
Knowing Teachers’ Needs and Personal Differences	3.81	.95
Compatibility of Equipment and Physical Conditions	3.67	.93
Communication	3.73	.96
Professional Progress of Teachers and Self-Developing	3.65	1.07
Controlling	3.62	.90
Equality and Democratic Behavior	3.84	.93
Task and Responsibility Guiding	3.84	.92
Praising Teacher and Occupation	3.75	1.04
Protecting The Rights of Teachers	3.69	1.10
Using Award	3.46	1.13
Attitude and Behavior	3.78	.94

According to the Table 2; teachers have the opinion that school managers show frequency motivation behaviors to teachers, in all grades. According to this; it can be said that teachers have the opinion that school managers show frequency motivation behaviors them, in all grades.

4.2. Managers’ Motivation Behaviors According to School Type

Teacher views about managers’ motivation behaviors according to school type are presented in table 3.

Table 3: According to teacher views, *t* test table for school type variable of school managers’ motivation behaviors.

School Type	Elementary School Managers		High School Managers		Df	t	P
	\bar{X}	Ss	\bar{X}	Sd			
	Solving Problem	3.42	.84	3.45			
Agreeing with Decision	3.48	.91	3.49	1.03	362	-.109	.913
Helping to Teachers	3.78	.89	3.72	1.05	362	.601	.548
Knowing Teachers’ Needs and Personal Differences	3.83	.92	3.79	.98	362	.465	.642
Compatibility of Equipment and Physical Conditions	3.69	.84	3.64	1.01	362	.510	.610
Communication	3.72	.90	3.75	1.01	362	-.288	.773
Professional Progress of Teachers and Self-Developing	3.75	.97	3.55	1.15	362	1.760	.079
Controlling	3.72	.84	3.54	.94	362	1.906	.057
Equality and Democratic Behaviors	3.87	.87	3.81	.98	362	.616	.538
Task and Responsibility Guiding	3.90	.86	3.80	.98	362	1.024	.307
Praising Teacher and Occupation	3.81	.96	3.70	1.11	362	1.006	.315
Protecting The Rights of Teachers	3.77	1.00	3.61	1.19	362	1.432	.153
Using Award	3.80	.91	3.76	1.18	362	.180	.858
Attitude and Behavior	3.80	.91	3.76	.98	362	.308	.758

Sizes of School Managers’ Motivation Behaviors to Teachers

When the Table 3 is analyzed; it is seen that there is no significant difference between the sizes of school managers’ motivation behaviors to teachers and teacher views, according to school type. It can be said that in high school and elementary schools, managers’ motivation behaviors to teachers didn’t become different significantly, according to teacher views.

Table 4: *t* test table about elementary school and high school managers’ senses of humour, according to teacher views.

Senses of Humour	School Type	N	\bar{X}	Sd	Df	<i>t</i>	p
Ironical	Elementary	180	2,1819	,69933	362	,939	,348
	High School	184	2,1114	,73318	362	,939	,348
Producing Social	Elementary	180	3,2257	,65255	362	,776	,438
	High School	184	3,1705	,70181	362	,777	,438
Affirmative	Elementary	180	3,4833	,73958	362	,747	,455
	High School	184	3,4250	,74923	362	,748	,455
Repudiative	Elementary	180	2,2500	,70809	362	-1,434	,152
	High School	184	2,3598	,75118	362	-1,435	,152
Non-Humorous	Elementary	180	2,3500	,81213	362	-1,386	,167
	High School	184	2,4783	,94641	362	-1,389	,166

When the Table 4 is analyzed; it is seen that there is no significant difference between the views of teachers about school managers’ senses of humour, according to school type. According to this; it can be said that the senses of humour of managers who work in high school and elementary schools, didn’t become different significantly, according to teacher views.

4.3. Teachers’ Motivation Behaviors According to Managers’ Senses of Humour

The relationship between managers’ senses of humour and motivation behaviors to teachers according to teacher views is presented in table 5.

Table 5. The relationship between managers’ senses of humour and motivation behaviors to teachers

Senses of Humour	Managers’ Motivation Behaviors to Teachers													
	Solving Problem	Agreeing with Decision	Helping	Knowing Teachers’ Needs and Personal Differences	Compatibility of Equipment and Physical Conditions	Communication	Professional Progress of Teachers and Self-Developing	Controlling	Equality and Democratic Behavior	Task and Responsibility Guiding	Praising Teacher and Occupation	Protecting Their Rights	Using Award	Attitude and Behavior
Ironical	-,49**	-,44**	-,47**	-,49**	-,41**	-,54**	-,39**	-,46**	-,53**	-,47**	-,44**	-,43**	-,37**	-,53**
Producing Social	,48**	,43**	,50**	,48**	,34**	,50**	,43**	,45**	,43**	,42**	,47**	,43**	,35**	,43**
Affirmative	,54**	,51**	,58**	,56**	,46**	,59**	,49**	,54**	,54**	,49**	,53**	,53**	,44**	,55**
Repudiative	-,45**	-,41**	-,47**	-,49**	-,38**	-,51**	-,47**	-,49**	-,47**	-,46**	-,50**	-,44**	-,41**	-,53**
Non-Humorous	-,51**	-,48**	-,53**	-,56**	-,41**	-,54**	-,52**	-,44**	-,47**	-,45**	-,52**	-,51**	-,43**	-,53**

According to Table 5; it is seen that there is a negative and middle-level relationship between managers' senses of humour which are "Ironical", "Repudiative" and "Non-Humorous" and all grades of their motivation behaviors to teachers; and there is a positive and middle-level relationship between showing senses of humour which are "Producing Social" and "Affirmative" and all grades of their motivation behaviors to teachers.

According to this; it can be said that the more managers show senses of humour which are "Ironical", "Repudiative" and "Non-Humorous", the more teachers' motivation levels decreases, and that the more they show increasingly senses of humours which are "Producing Social" and "Affirmative", the more teachers' motivation level increases in middle level.

5. The result and suggestions

The reached results based on the obtained findings, are presented in below.

- According to the views of teachers who work in elementary schools and high schools; school managers use frequently the sense of affirmative humour.
- The teachers who work in high schools and also elementary schools, have the opinion that school managers show frequently the motivation behavior them, in all grades.
- The managers' motivation behaviors and also the senses of humour have become different significantly according to the school types which teachers work.
- The more school managers show senses of humour which are "Ironical", "Repudiative" and "Non-Humorous", the more teachers' motivation levels decreases, and that the more they show senses of humours which are "Producing Social" and "Affirmative", the more teachers' motivation level increases in middle level.
- Awareness should be got in the school managers, about the effect of managers' humour behaviors on the motivation to the teachers; and not use "Ironical", "Repudiative" and "Non-Humorous" humour styles in their communication with the teachers.

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