

Humor Styles Of Faculty And Academic Performance Of Students In University Of Rizal System

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Abstract: The teaching style of a teacher has a significant impact on student achievement. As a result, this project aims to define and determine the humor styles of the faculty as well as the academic performance of the students. It also aims to see if these humor styles have an impact on students' academic performance. The descriptive survey method was chosen because it entails data collection at the time of the study's execution. Because the survey gathered responses from a large population, this study considered the survey method. The students at the university were the study's participants. The researcher used the adapted and modified questionnaire checklist to collect necessary data during the study's execution. According to the findings, most faculty members use affiliative, self-enhancing, and aggressive humor styles in their interactions with others and their teaching. Few people employ a self-defeating strategy. The results also show that these humor styles have an impact on students' academic performance. The findings show a correlation between the faculty's sense of humor and their academic performance. The University of Rizal System provided the fund used in the study, and the researcher wishes to express his gratitude to them.

Keywords: Academic Performance, Affiliative Humor, Aggressive Humor, Humor Styles, Self-enhancing Humor, Self-defeating Humor

I. Introduction

For both family and professional life, it is critical to study and understand oneself. The mechanics of human motivation and behavior will be understood by parents, teachers, and other professionals. Teachers have a significant impact on students' academic performance; therefore, it is critical to consider how faculty humor styles affect students' academic performance.

Humor styles are research topics in personality psychology concerned with how people use humor in their daily lives. People of all ages and backgrounds use humor, but how they use it varies greatly. Although humor styles can vary slightly depending on the situation, they are generally consistent.

The Humor Styles Questionnaire (HSQ) has proven to be a reliable tool for analyzing individual differences in humor styles. Some types of humor are beneficial to one's health and well-being, while others can harm one's mental and physical well-being. Affiliative, self-enhancing, aggressive, and self-defeating humor styles result from the interaction of these factors.

Rod Martin and Patricia Doris created the HSQ in 2003 to assess individual differences in humor styles. The HSQ is a 32-item self-report inventory used to determine how people use humor in their daily lives. On a scale of 1 (totally disagree) to 7 (completely agree), participants rate how much they agree with each statement (e.g., "I enjoy making people laugh"). The first factor assesses whether humor is used to improve one's self-esteem or interpersonal relationships. The second

criterion assesses whether the humor is generally benevolent or can be harmful and destructive. The combination produces the four factors listed above and whether it is used for good or bad.

The Philippines is a land where people smile. Many Filipinos are known for their merriment and sense of humor. Even after super typhoons devastated the Philippines and caused tragedy among the victims, nothing can take away these distinguishing characteristics of Filipinos. Survivors continue to find joy and share their sense of humor to alleviate the pain, sorrow, and sadness on their faces. Filipinos can still be seen smiling, optimistic, and hopeful that their lives will improve. Filipino humor can be found everywhere, from comedy films and television shows to everyday Filipinos and even in the four corners of the classroom. Teachers play an essential role in each student's academic success. Many teachers have a good sense of humor, which can influence students' learning.

Because the faculty interacts with other faculty daily, the study is thought to be significant in instruction. This will aid in maintaining a balanced approach to healthy living. The outcome will provide information to help students improve their academic performance.

1.1 Objectives

This research aims to determine faculty humor styles and their impact on student academic performance. The researcher will use the information to create enrichment activities for students to help them prepare for college. The following are the objectives of this research: 1. To identify and define the humor style of faculty members. 2. To see how humor styles affect academic performance, and 3. To use the information to create enriching activities for students.

1.2 Literature Review

The personality of the teacher has a beneficial impact on her students, according to C. Morton Shipley and associates (1964). A teacher can inspire, encourage, challenge her students and instill a sense of responsibility and perseverance. The good person values the welfare of others more than the acquisition of material gain or profit for himself (Patterson, 1957).

Tutor personality has a significant impact on how tutors communicate and interact with students, but it has received little attention in the context of distance education. It is widely assumed that a teacher who practices learner-centeredness is more effective in the classroom (Chan, 2002). However, according to Magno (2010), there is a significant gap between learner-centeredness and teacher performance ratings using the SIR.

Teachers face a challenge when it comes to deciding what takes priority when planning lessons. It is necessary to find a way to meet students' needs and prepare them adequately to complete high school, says Kritsonis (2007). Teachers need to decide how much time they have to spend on the curriculum, he says.

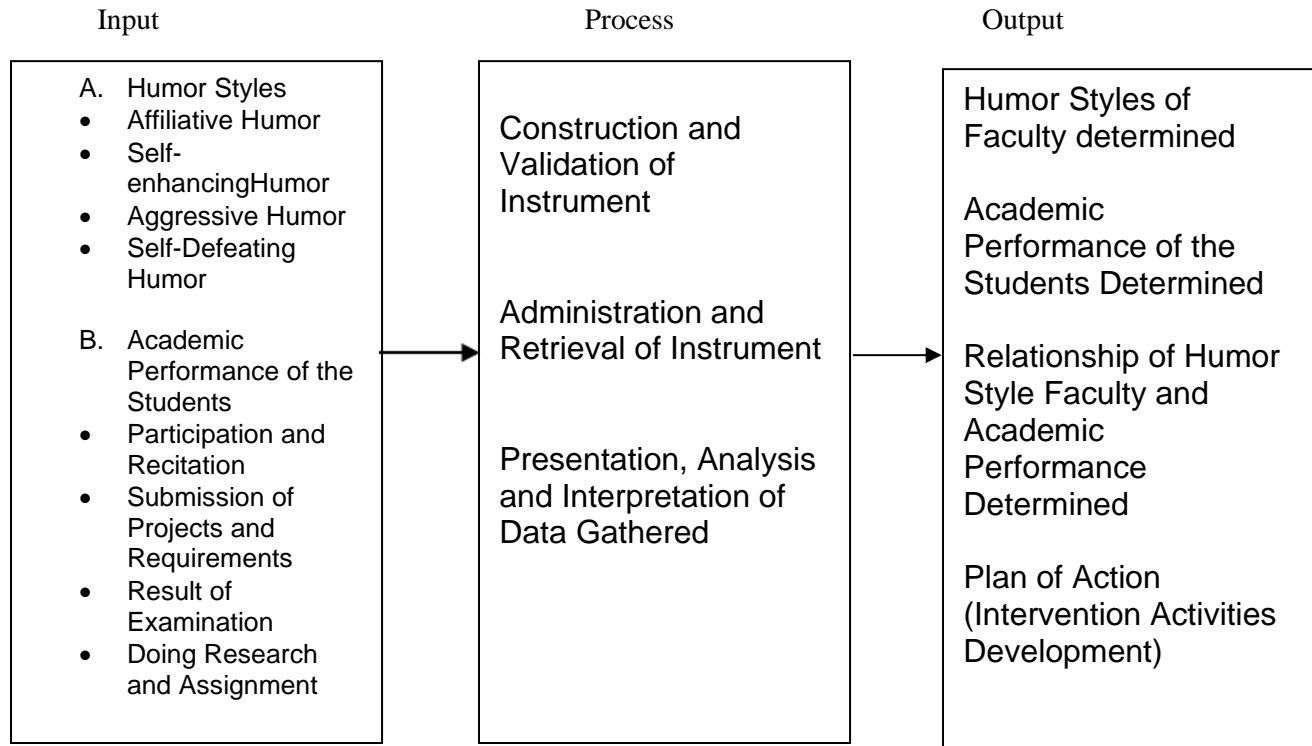
Teachers must recognize personality styles to meet individual students' needs. According to Richardson and Arker (2010), the variety of personality styles that can either negatively or positively impact academic excellence in secondary students is a concern in education. Good relationships between students and teachers frequently lead to improved student performance. Teachers can be proactive in determining a better fit for each student by understanding personality profiles.

Moscoso and Salgado (2004) investigated harmful personality types, dubbed the "dark side," and their impact on job performance. They

found shyness, suspiciousness, sadness, pessimism, suffering, eccentricity, and riskiness were all found to have a negative impact on work performance. The Edwards Personal Preference

Schedule (EPPS), developed in 1959, was used to assess a teacher's personality.

1.3 Conceptual Framework



The study's conceptual paradigm was the Coombs System Approach, which included the Input, Process, and Output frames. Faculty and student academic performance are included in the input, including affiliative, self-enhancing, aggressive, and self-defeating humor. The process consists of the design and validation of the instrument, its administration and retrieval, and the analysis and interpretation of the data collected. And the output will be the students' determined humor styles and academic performance and the relationship between humor styles and academic performance and enrichment activities.

2. Methodology

This study used the descriptive survey approach because it denotes data gathering about the

current situation. According to Travers (2000), the descriptive research method describes the nature of the situation as it exists at the time of the study and investigates the causes of specific phenomena. The researcher used the survey method to gather the information that is critical to the success of this project. The study's focus was on faculty in the University of Rizal System, as assessed by students regarding their humor style. The respondents were one hundred (100) students who the researcher chose for their convenience and purpose. The main instrument in gathering the needed data was a modified Standardized HSQ and a questionnaire checklist created by the researcher. This study showed other experts the instruments for content validation. The instrument was administered, retrieved, and the results were tallied. The results were then

obtained using statistical tools. Such as the mean for the extent of humor styles and the influence of these styles on students' academic performance. After that, the data was presented, analyzed, and

interpreted. The results were further interpreted and given interpretation using a five-point Likert Scale, as shown below.

Scale	Range	Verbal Interpretation
5	4.20 – 5.00	Always
4	3.40 – 4.19	Often
3	2.60 – 3.39	Sometimes
2	1.80 – 2.59	Seldom
1	1.00 – 1.79	Never

Before submitting the manuscript to the research office, it was revised and finalized.

respectively. The fifth item, “does not like to tell jokes or amuse people,” has a mean of 2.20 and is verbally translated as “rarely.”

3. Results and Discussion

This factor receives an average of 2.78, which can be translated as "Sometimes."

The Extent of the Humor Styles of the Faculty concerning Different Aspects

This implies that faculty members used affiliative humor in their teaching style, as perceived by students. This means that professors use this style to charm and amuse others and relieve tension and improve relationships. They tell jokes on the spur of the moment, engage in witty banter frequently, and enjoy laughing with the students.

In terms of affiliative humor, item 6 “.....enjoy making people laugh” has a mean of 3.27, followed by item 2... don't have to work very hard at making other people laugh-seems to be a naturally humorous person” with a mean of 3.10. Item 4 with a mean of 3.08. These items are verbally interpreted as Often and Often,

Table 1 Computed Mean on the Extent of the Humor Styles of Faculty concerning Affiliative Humor

A. Affiliative Humor	Mean	Verbal Interpretation
The teacher	2.70	Sometimes
1.usually don't laugh or joke around with other people		
2. don't have to work very hard at making other people laugh-seems to be a naturally humorous person	3.10	Sometimes
3.rarely make other people laugh by telling funny stories about himself.	2.97	Sometimes
4.laugh and joke a lot with the students.	3.08	Sometimes
5.does not like to tell jokes or amuse people	2.20	Seldom
6. enjoy making people laugh.	3.27	Sometimes
7.doesn't often joke around with the students.	2.46	Seldom
8.usually can't think of witty things to say when he is with the class.	2.44	Seldom
Average	2.78	Sometimes

Table 2 shows that it is evident from the table that item no. 55 was involved. The students rank first with a mean of 3.41 and verbally interpreted as Often, followed by item nos. 7 and 1 “has experience thinking about some amusing aspect of a situation is a very effective way of coping with problems, “if feeling depressed, usually cheer himself with humor” and both verbally interpreted as Some. “If feeling sad or upset, usually loses his sense of humor,” which is interpreted as Seldom, is the last item on the list. With the verbal interpretation of "Sometimes," this style receives an average of 2.93.

The findings suggest that faculty members used self-enhancing humor on occasion. This means that teachers who engage in this type of humor are less likely to experience depressive symptoms. As a result, self-enhancing humor has been shown to promote creativity and reduce stress in the workplace in an organizational setting. Increased self-esteem, optimism, psychological well-being, and lower levels of depression and anxiety have all been linked to the self-enhancing style of humor.

Table 2 Computed Mean on the Extent of Humor Styles of The Faculty concerning Self-Enhancing Humor

B. Self-Enhancing Humor	Mean	Verbal Interpretation
The teacher.....	3.12	Sometimes
1. if feeling depressed, usually cheer himself with humor.		
2.even when by himself, is amused by the absurdities of life.	2.81	Sometimes
3.if feeling upset or unhappy, he usually tries to think of something funny about the situation to make himself better.	2.94	Sometimes
4.has a humorous outlook on life which keeps him from getting overly upset or depressed about things.	2.79	Sometimes
5.if feeling unhappy, he makes an effort to think of something funny to cheer the students	3.41	Often
6. if feeling sad or upset, usually lose his sense of humor.	2.45	Seldom
7.has experience thinking about some amusing aspects of a situation is a very effective way of coping with problems.	3.15	Sometimes
8. doesn't need to be with other people to feel amused-he can usually find things to laugh about himself.	2.76	Sometimes
Average	2.93	Sometimes

Table 3 shows that with the verbal interpretation of "Seldom," an average of 2.47 is obtained in aggressive behavior. With a mean of 3.12, item no. 2 “has never offended or hurt his students by his sense of humor,” is first in rank, while item no. 1 “tease the student if some make a mistake.” and verbally interpreted as Seldom, is last in rank, with a mean of 1.94.

This means that students thought faculty rarely used aggressive humor because aggressive humor frequently ignores the impact it may have on others. This type of humor may appear harmless fun at times, but the underlying intent is often to harm or degrade others. Individuals with a higher level of aggressive humor tend to score higher on hostility and general aggression measures. Males are more likely than females to use aggressive

humor. As a result, they don't want to hurt or offend their students as teachers.

Table 3 Computed Mean on the Extent of Humor Styles of Faculty concerning Aggressive Humor

C. Aggressive Humor	Mean	Verbal Interpretation
1.tease the student if some make a mistake,	1.94	Seldom
2.has never offended or hurt his students with his sense of humor.	3.12	Sometimes
3.when telling jokes or saying funny things, he is usually not very concerned about how other people are taking it.	2.49	Seldom
4.does not like when people use humor as a way of criticizing or putting someone down.	2.79	Sometimes
5.think of something so funny that the students can't stop saying it, even if it is not appropriate for the situation.	2.55	Sometimes
6.never participate in laughing at others even if all students are doing it.	2.17	Seldom
7. if you don't like someone, use humor or teasing to put them down.	1.99	Seldom
8.even if something is amusing to him, he will not laugh or joke about it if someone will be offended.	2.69	Sometimes
Average	2.47	Seldom

Table 4 Computed Mean on the Extent of Humor Styles of Faculty concerning Self-Defeating Humor

D. Self-Defeating Humor	Mean	Verbal Interpretation
1.let people laugh at him or make fun of him at other expenses more than he should.	2.52	Seldom
2.will get carried away in putting himself down if it makes his family or the students laugh.	2.49	Seldom
3.tries to make people like or accept the students more by saying something funny about his own weaknesses, blunders, or faults.	2.75	Sometimes
4.does not say funny things to put himself down	2.55	Seldom
5.goes overboard in putting himself down when making jokes or trying to be funny.	2.07	Seldom
6.seems to be one that the other people make fun or joke about.	2.65	Sometimes
7.if having problems or feeling unhappy, he covers it up by joking around, so even the students don't know how he really feels.	2.87	Sometimes
8.let others laugh at him is his way of keeping friends and family in good spirits.	2.97	Sometimes
Average	2.60	Sometimes

According to Table 4, students thought faculty used self-defeating humor sometimes, with a mean of 2.60, which is verbally interpreted as "Sometimes."

Item no. 8, "let others laugh at him is his way of keeping friends and family in good spirits," is first on the table. While item 5 is last in rank, it "goes overboard in putting himself down when making jokes or trying to be funny," according to the verbal interpretation of "Sometimes." "Seldom" is the verbal interpretation.

Researchers found that faculty members who scored high on self-deprecating humor were more likely to laugh at their own expense. This type of humor is sometimes misunderstood as a form of denial, in which humor is used as a coping mechanism to mask negative feelings about one's situation. The research suggests that they used self-defeating humor to gain approval from others.

Table 5 Composite Table on the Extent of Humor Styles of Faculty

Aspects	Average	Verbal Interpretation
1. Affiliative Humor	2.78	Sometimes
2. Self-Enhancing Humor	2.93	Sometimes
3. Aggressive Humor	2.47	Seldom
4. Self-Defeating Humor	2.60	Sometimes
Grand Mean	2.70	Sometimes

Table 5 shows that self-enhancing humor ranks first with a mean of 2.93, followed by affiliative humor with a mean of 2.60, and self-defeating humor with a mean of 2.60; all three are verbally interpreted as "Sometimes." Aggressive humor is last on the list, with a mean of 2.47 and a verbal interpretation of "Seldom."

This means that professors appear to use humor in different ways in their daily lives, and other humor styles appear to have different outcomes.

The Extent of Influence of Humor Styles of Faculty on the Academic Performance of Students

Table 6 shows that item no. 1 ranks first in terms of participation/recitation, and item no. 2 ranks second,...” the teacher has a sense of humor.” 2.the teacher cheers us up with his joke.” Both are verbally interpreted as “Frequently,” with item no. 3 coming in last...” the teacher teases me when I make mistakes.” With a verbal rendering of "Seldom." With a verbal interpretation of "Sometimes," this aspect receives an average of 2.87.

If the teacher uses humor in his teaching, this means that students will occasionally participate and recite. Students appear to become inspired, awakened and could participate actively in the discussion if the teacher is jolly and tells jokes.

Table 6 Computed Mean on the Extent of Influence of Humor Styles of Faculty to the Academic Performance of Students concerning Participation & Recitation

A. Participation & Recitation	Mean	Verbal Interpretation
My performance improves if.....	3.93	Often

1.the teacher has a sense of humor.		
2.the teacher cheer us up with his joke	3.75	Often
3. the teacher tease me if I make mistakes.	1.97	Seldom
4. the teacher makes fun of me during class hours.	2.33	Sometimes
5.the teacher makes the students laugh.	3.50	Often
6.even without the presence of the teacher	2.57	Sometimes
7.the teacher teases the students.	2.03	Seldom
Average	2.87	Sometimes

Table 7 Computed Mean on the Extent of Influence of Humor Styles of Faculty to the Academic Performance of Students concerning Submission of Projects/Requirements

B. Submission of Project/Requirements	Mean	Verbal Interpretation
I perform better in the school if.....	3.56	Often
1. with the sense of humor of the teacher, which is not offending.		
2.even if the teacher makes fun of me.	3.01	Sometimes
3. even if the teacher tells us funny things about himself.	3.33	Sometimes
4.the joke of the teacher is not concerned with how the students are taking it.	2.47	Seldom
5.the teacher tries to make students like or accept him by saying funny things about himself.	3.13	Sometimes
6. I feel unhappy or upset. I think of funny things even without the teacher.	3.09	Sometimes
7.I am feeling lonely because I cover it up with jokes.	3.32	Sometimes
Average	3.13	Sometimes

Table 7 shows that with a verbal interpretation of "Sometimes," this aspect receives an average of 3.13. Item number one is ranked first. "...with a teacher's sense of humor, that isn't offensive." "...even if the teacher tells us funny things about himself," is the second item. Both are translated as "Sometimes." Item #4 is ranked last: "...the teacher's joke is unconcerned about how the students are taking it." "Seldom" is the verbal interpretation.

This means that thanks to the teacher's sense of humor, students are sometimes encouraged to submit their projects and requirements on time. However, it cannot be denied that some requirements and projects are submitted late due to many requirements and projects assigned to students.

Table 8 Computed Mean on the Extent of Influence of Humor Styles of Faculty to the Academic Performance of Students concerning Result of Examination

C. Result of Examination	Mean	Verbal Interpretation
I get good grades.....	3.67	Often
1. when we laugh at the jokes of the teacher.		

2.if the teacher has a humorous outlook on life.	3.74	Often
3.even if the teacher does not like people who use humor.	2.79	Sometimes
4.if the teacher makes an effort to think of something funny to cheer the students.	3.93	Often
5.if the teacher makes too long/too many jokes or trying to be funny to the students.	3.22	Sometimes
6.if the teacher makes students laugh.	3.40	Often
7.because I can find things to laugh at even when I am by myself.	3.06	Sometimes
Average	3.40	Often

Table 8 shows that, in terms of examination results, item no. 4 "...if the teacher makes an effort to think of something funny to cheer the students.", and item no. 2 "...if the teacher has a humorous outlook on life." are ranked first and second, respectively. "Sometimes" in both cases. Item no. 3 comes in last, "...even if the teacher dislikes people who use humor." With a verbal rendering of "Sometimes." This aspect has a 3.40 average and is verbally translated as "often."

If the teacher has a good sense of humor, students are more likely to get good grades. It can be deduced that using humor to help students relax while taking the test is a good idea.

With a verbal interpretation of "Seldom," the aspect receives an average of 2.96 in Table 9. It shows that item no. 5 is ranked first "...because the teacher says that jokes are a good way to deal with problems." "... 7. even if something is amusing, I don't laugh if someone will be offended," says item no. 7. The verbal interpretation of "often" is different for both of them. "...if the teacher is upset/sad, he loses his sense of humor." is the last item on the list. And "seldom" is the verbal interpretation.

This means that the teacher's sense of humor has little impact on the students' academic performance. This could be because research or assignments are completed without the presence of the teacher.

Table 9 Computed Mean on the Extent of Influence of Humor Styles of Faculty to the Academic Performance of Students concerning Research/Assignments

D. Research/Assignments	Mean	Verbal Interpretation
I perform better.....	2.14	Seldom
1. if the teacher is upset/sad, he loses his sense of humor.		
2.even I don't laugh at the joke of the teacher.	2.86	Sometimes
3.if the teacher seems to be one that the other people make fun or joke about.	3.12	Sometimes
4. even if the teacher does not make a joke with other teachers.	2.76	Sometimes
5.because the teacher says that jokes are an effective way of coping with problems.	3.73	Often
6.even if the teacher does not have a sense of humor.	2.71	Sometimes

7.even if something is amusing, I don't laugh if someone will be offended.	3.41	Often
Average	2.96	Seldom

Table 10 Composite Table on the Extent of Influence of Humor Styles of Faculty to the Academic Performance of Students

Aspects	Average	Verbal Interpretation
A. Participation & Recitation	2.87	Sometimes
B. Submission of Projects/Requirements	3.13	Sometimes
C. Result of Examination	3.40	Often
D. Research and Assignments	2.96	Seldom
Grand Mean	3.09	Sometimes

Table 10 shows the results, with “Result of Examination” ranking first with an average of 3.40, verbally interpreted as “Often,” “Submission of Projects/Assignments” ranking second with an average of 3.13, “Research and Assignments” ranking third with an average of 2.96, both verbally interpreted as “Sometimes,” and “Participation and Recitation” ranking last with an average of 2.87 and verbally interpreted as “Sometimes.” The grand mean in this table is 3.09, and the verbal interpretation is "Sometimes."

The Coefficient Correlation Result between the Humor Styles of Faculty and the Academic Performance of the Students

Table 11 Coefficient Correlation Between the Extent of Influence of Humor Styles of Faculty And the Academic Performance of Students

Humor Styles	Pearson r	r tab	H ₀	VI
Participation & Recitation	0.99	0.195	R	Highly Correlated/Significant
Submission of Project/Requirements				
Result of Examination				
Research/Assignments				

4. Conclusions, Implications, and Recommendations

Table 11 shows that the computed Pearson r between humor styles and academic performance is .99, which is greater than the tabular value of 0.195 at the .05 levels of significance with 100 degrees of freedom, rejecting the null hypothesis that there is no relationship between faculty humor styles and student academic performance. The result reveals a strong correlation between the two terms, indicating that they are significant.

It is possible to conclude that the faculty's sense of humor impacts the students' academic performance. Different types of humor appear to have had an impact on others.

Faculty humor styles and student academic performance have been correlated. Self-esteem, optimism, emotional stability, and social intimacy are all boosted when different types of

humor are used. Humor styles can be used to make teaching and learning more meaningful, enjoyable, and participatory. Workers can use a variety of humor styles to foster positive social relationships.

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