





The Relationship between Educational Administrators' Moods and Organizational Humor

*Doğ a Ece ÖK¹  and Osman TİTREK² 

¹MA student, Sakarya University Educational Sciences Department, Türkiye

²Prof. Dr., Sakarya University Educational Sciences Department, Türkiye

*okdoga20@gmail.com

otitrek@sakarya.edu.tr

Abstract. The objective of the study is to ascertain the correlation between the moods of educational administrators and instances of organizational humor. Correlational model is used as the research model and the study employed the "Mood Scale," and the "Organizational Humor Scale." In this study, a two-tailed T-test and a one-way ANOVA test were conducted on the data set, as the data obtained from the aforementioned variables exhibited a normal distribution. Since the variables of age and total years of service are not normally distributed, the Kruskal-Wallis H test was used. In order to ascertain the relationship between the mood of the educational administrators and organizational humor, a Pearson correlation analysis was carried out. The results of the study showed that the positive mood and organizational humor scores of educational administrators are high. The levels of experience of positive and negative emotional states were found to be higher in female administrators than in male administrators. As indicated by the findings of the data analysis, positive and negative moods, as well as organizational humor, exhibit notable disparities in relation to demographic variables such as education level and school type. However, these differences are not as pronounced when considering total years of service and age. According to the gender variable, negative moods show a remarkable difference, while positive moods and organizational humor don't show a remarkable difference. There is a moderately negative and a remarkable relationship between the negative moods of educational administrators and organizational humor. There is a moderately positive and a remarkable relationship between the positive moods of educational administrators and organizational humor.

Keywords: Educational Administrator, Effective School, Moods, Organizational Humor

1 Introduction

Humor is a subject that needs to be investigated multidimensionally because; Factors such as individual differences and people's moods cause differences in the use of humor [1. Napier and Gershenfeld [2] stated that administrators and employees who include humor in the organizational climate and use it effectively are individuals who both play a supportive role in achieving the organization's predetermined goals and have a high potential for self-realization. In addition, effective use of humor in the organization improves the interpersonal relations of organizational administrators and employees [3]. Sala [4] emphasized the importance of humor in intra-organizational communication by stating that administrators' use of humor is a skill much needed in the organization.

© The Author(s) 2025

C. F. de Sousa Reis et al. (eds.), *Proceedings of the 10th International Conference on Lifelong Education and Leadership for ALL (ICLEL 2024)*, Atlantis Highlights in Social Sciences, Education and Humanities 34,
https://doi.org/10.2991/978-94-6463-686-4_44

Nowadays, people have begun to attach importance not only to academic success but also to having a happy and satisfying life as the outcome of education. In consequence, the necessity has arisen for 21st-century schools to satisfy the evolving needs of students in a multiplicity of domains [5]. The importance of schools in helping students acquire cognitive, social and emotional skills is increasing day by day [6]. Accordingly, during the educational process, it is crucial for individuals to be cognizant of their cognitive, social, and emotional strengths and weaknesses, and to cultivate this awareness in order to foster positive personal attributes. The realization of this objective necessitates a commitment of effort, time, and knowledge on the part of both students and educators. Meeting these expectations is possible with an effective school. Humor has various functions such as freeing individuals mentally and relieving stress. Just as an effective school is needed for the education system to be successful, the element needed to create an effective school is administrators and teachers who are intellectually liberated and have high motivation and performance. Humor will also support the creation of generations that are free from traditional thinking, can look at circumstances from a new perspective, have cognitive flexibility, are open to experience, can produce non-traditional solutions to routine tasks, and can accept unexpected circumstances and generate solutions.

An average day for education administrators includes routine visits, studies, observations, teaching activities and the many workloads that come with a management activity. These days last as a dynamic and continuous cycle in which administrators interact many times. However, among these intense interactions, very few administrators share humor with their stakeholders. Barth [7] stated that the thing that is most felt to be missing in the school principal profession is humor. Along with such intense planning and management activities, schools are also fun places where many funny events occur. The important point is to be able to see the fun part that is needed among all these serious works and that the organization contains within itself. It is therefore incumbent upon educational administrators to cultivate their capacity to discern humor and deploy it in a manner that is both appropriate and advantageous, in service of the organization's objectives. In this regard, Barth [7] posited that humor plays a pivotal role in the learning, growth, and sustenance of individuals. Consequently, he advocated for a shift in perspective, from one that seeks to stifle humor and disregard it, to one that fosters its emergence and advancement. Romero and Cruthirds [8] defined humor in the workplace as entertaining communication that produces positive emotional and cognitive effects on the individual, group or organization. They also characterized humor in the workplace as an important component of organizational culture that creates a positive environment where information and ideas are freely shared and interpersonal relationships develop. Humor can easily emerge in environments where individuals can express themselves freely and do not feel insecure. The role of administrators is very important in providing this environment in organizations, that is, in creating an atmosphere of humor. In a study conducted by Mesmer-Magnus, Glew, and Viswesvaran [9], it was proposed that administrators who possess a sense of humor are capable of fostering a positive organizational climate, which is a critical factor in the advancement of superior-subordinate relations. A administrator's use of humor reduces the social distance

between that organization and its employees and creates a positive, workable environment within the organization.

Positive use of organizational humor not only creates a good organizational climate for organizations but can also help organizations promote their own development. Administrators who deal with various procedures and official affairs with internal and external stakeholders in an organization and are caught up in this preoccupation become unable to realize where their mood is going, and even if they notice, they do not prioritize it. As a result, administrators' human relations, productivity, motivation and even authority are damaged. Upsher-Lupberger said about this situation:

“As a leader in the organization, you either pay attention to and manage moods (including your own) or ignore them and pay the price [10].”

It is understood that it has recently become an important research topic that has started to be examined with various organizational variables ([11]; [12]; [13]; [14]; [15]; [16], [17] ; [18]; [19]). In addition, mood states have also become one of the important study topics and some studies have found that there may be a relationship between humor and mood ([20]; [21]; [22]; [23]; [24]).

This research aims to determine the extent to which the emotional state of educational administrators and their perception of organizational humor are correlated. In alignment with the aforementioned research question, the following inquiries are posed:

1. What is the level of moods and organizational humor perception of educational administrators?
2. Do the positive and negative moods and perceptions of organizational humor of educational administrators differ significantly according to demographic characteristics (gender, age, type of school where they work, total years of service)?
3. Is there a correlation between the moods of educational administrators and their perception of organizational humor?
4. To what extent do educational administrators' positive and negative emotional states predict their perceptions of organizational humor?

2 Method

The study employed a correlational model with the objective of elucidating the interrelationship between the moods of educational administrators and the presence of organizational humor. The research population comprises 1,366 principals and assistant principals employed in public institutions across all districts of Denizli during the 2022/2023 school year. A sample was haphazardly selected from the population in conformity with the tenets of simple random sampling. Data collection was conducted via the administration of the "Personal Information Form," the "Mood Scale," and the "Organizational Humor Scale." The Mood Scale is comprised of a total of 19 items, 9 of which are indicative of positive mood states and 10 of which are indicative of negative mood states. For each item in the scale, multiplying the intensity of the emotion and the frequency of experiencing it gives us the mood. The Cronbach's Alpha (α) internal consistency coefficient of the aforementioned mood scale developed by Yıldırım and Tabak [24] was determined to be between .80 and .85. Cronbach Alpha coefficient being greater than 0.70 means that the scale is consistent and reliable [25]. This definition shows that both scales applied to educational administrators are highly reliable.

In order to ascertain the degree of correlation between the moods of educational administrators and organizational humor, a normality test was first conducted as a preliminary step in the study. This was done to determine whether the variables exhibited a notable discrepancy according to the demographic characteristics of educational administrators and to identify the most appropriate tests to be employed. The results of the normality test are presented in Table 1.

Table1. Kurtosis and skewness values obtained from data collection tools

Dimensions	N	Minimum	Maximum	Skewness	Kurtosis
PM	304	1	5	-0,051	-0,89
NM	304	1	5	1,52	1,41
OH	304	1	5	-0,04	1,07

PM: Positive Moods
 NM: Negative Moods
 OH: Organizational Humor

Upon examination of the data presented in Table 1, it was ascertained that the kurtosis and skewness values observed within the sub- and general dimensions of the scales fell within the range of -2 to +2. As posited by George and Mallery [26], this suggests that the data displays a normal distribution. However, in instances where the sample size is below 30, the preference should be for non-parametric tests. In light of the aforementioned context, it was determined that parametric tests would be the most appropriate for analyzing the data with respect to the variables of type of school, gender and educational status. Conversely, non-parametric tests were deemed more suitable for examining the total years of service and age variables. In the cases where an ANOVA test was employed, the Games-Howell test, a post-hoc analysis technique, was utilized to determine which groups were responsible for the observed differences.

Table 2. Kurtosis and skewness values of demographic characteristics

Dimensions	Skewness	Kurtosis
Gender	0,89	-1,20
Age	-0,12	0,01
Type of School Worked	-0,11	-0,99
Total Years of Service in Profession	-0,51	-0,39
Educational Status	1,65	1,87

Table 3. Frequency and percentage distributions regarding demographic characteristics of administrators

Dimensions	Groups	N	%
Gender	Female	90	29,6
	Male	214	70,4
Age	20-30	19	6,3
	31-40	107	35,2
	41-50	153	50,3
	51 and over	25	8,2
Type of School Worked	Pre-school	30	9,9
	Primary school	101	33,2
	Secondary school	96	31,6
	High school	77	25,3
Total Years of Service in Profession	1-5 years	2	0,7
	6-10 years	26	8,6
	11-15 years	70	23
	16-20 years	121	39,8
	21 years and above	85	28
Educational Status	Bachelor's Degree	228	75
	Postgraduate	76	25

Upon examination of Table 3 in relation to the gender variable, it becomes evident that 214 of the 304 educational administrators who contributed to the research are female, while the remaining 90 are male. According to the table, 29.6% of this rate consists of female administrators and 70.4% of them are male administrators. When the findings of the table in question were evaluated together with the school type variable, the number of administrators working in pre-school education institutions was found to be 30, the number of administrators studying in primary schools was 101, the number

of administrators working in secondary schools was 96, and the number of administrators working in high schools was 77. The rates of the type of school variable in the table are as follows: 9.9% administrators in pre-school institutions, 33.2% administrators in primary school institutions, 31.6% administrators in secondary school institutions and 25.3% administrators in high school institutions. Upon examination of the data, it became evident that a considerable proportion of the participants were administrators at the primary school level.

In Table 3 in terms of the age variable, we see that the number of administrators between the ages of 20-30 is 19, the number of administrators between the ages of 31-40 is 107, the number of administrators between the ages of 41-50 is 153, and the number of administrators aged 51 and over is 25. According to the rates, 6.3% of the administrators are between the ages of 20-30, 35.2% are between the ages of 31-40, 50.3% are between the ages of 41-50 and 8.2% are between the ages of 51 and over. According to the table 3, the majority of administrators fall within the 41-50 age range.

When the findings in Table 3 are evaluated in terms of educational status, the number of administrators with a bachelor's degree is 228 and the number of administrators with a graduate degree is 76. 75% of the administrators have a bachelor's degree and 25% have a postgraduate degree.

A total years of service in the profession analysis of the table yields the following results: two administrators are in the 1-5 years range, 26 in the 6-10 years range, 70 in the 11-15 years range, 121 in the 16-20 years range, and 85 in the 21+ years range. As illustrated in the table, the proportion of administrators with a tenure of between one and five years is 0.7%. The corresponding figures for those with a tenure of between six and ten years, between eleven and fifteen years, and those who have been in their roles for at least twenty-one years are 8.6%, 23.0%, and 28.0%, respectively.

3 Findings

The first sub-problem of the research is "What is the level of moods and organizational humor perception of educational administrators?" and descriptive statistical information regarding moods and organizational humor perceptions are presented in Table 4.

Table 4. Descriptive statistics information on moods

Scale Items	\bar{X}	Standard Deviation (SD)
Be Proud	9,38	3,83
Be Encouraged	9,18	3,63
Feeling Enthusiastic	8,52	3,59
To Be Pleased	9,17	4,20

Feeling Peaceful	9,31	3,76
Feeling Compassion	10,03	3,96
Feeling Grateful	10,17	4,19
Feeling Love	7,27	3,89
Hope	10,47	3,79
Total Average	9,27	3,87
<hr/>		
Boredom	4,53	2,94
Feeling Helpless	3,48	2,90
Disappointment	3,97	3,12
Being Worried	3,89	2,63
Being Grieved	2,88	2,04
Being Unhappy	3,27	2,58
Feeling Hate	2,13	1,99
Get Angry	3,64	2,37
Losing Hope	3,15	2,69
Feeling Lonely	3,47	2,82
Total Average	3,44	2,61

Among the results obtained from the analysis of the moods of educational administrators, the mean of the positive moods sub-dimension ($\bar{X}=9.27$) was determined as medium level as it corresponds to the range of 6.61-9.40. The mean of the negative moods sub-dimension ($\bar{X}=3.44$) was determined to be low level as it corresponds to the range of 1.00-3.80. When the standard deviations of educational administrators' emotional states are examined, it is seen that the variation in positive emotional states ($SD=3.87$) is greater than the variation in negative emotional states ($SD=2.61$).

As regards the information in Table 4, the first three expressions with the highest mean in the positive moods sub-dimension are "Hope" with an average of $\bar{X}=10.47$, "Feeling Grateful" with an average of $\bar{X}=10.17$, and "Feeling Compassion" with an average of $\bar{X}=10.03$. The three items in the positive moods sub-dimension of the mood scale that have lower averages than the other items are as follows: "Feeling Love" with an average of $\bar{X}=7.27$, "Feeling Enthusiasm" with an average of $\bar{X}=8.52$ and $\bar{X}=9.17$ with an average of it is "To Be Pleased". Considering the lowest and highest averages obtained from the scale items of the positive moods sub-dimension of the mood scale; it has been established that the "Feeling Love" ($\bar{X}=7.27$) mood of the education administrators within the organization is "Experienced to some extent" and the "Hope" ($\bar{X}=10.47$) mood is "Experienced to a great extent".

As regards the information in Table 4, the first three expressions with the highest mean in the negative moods sub-dimension are "Boredom" with a mean of 4.53, "Disappointment" with a mean of 3.97, and "Being Worried" with a mean of 3.89, while it has the lowest mean. The first three statements are as follows: "Feeling Hate"

with an average of 2.13, "Losing Hope" with an average of 3.15, and "Being Unhappy" with an average of 3.27. The emotion experienced most by education administrators within the organization is "Boredom", and the emotion they experience least is hatred. Considering the highest and lowest averages obtained from the scale items of the negative moods sub-dimension of the mood scale, it was determined that educational administrators "Rarely Experience" boredom and "Almost Never Experience" being worried within the organization.

When the averages of negative moods were investigated, it was observed that educational administrators experienced very little or almost no negative moods within the organization. In addition, the emotional state that showed the most difference among positive emotional states was determined as "To Be Pleased (SD=4.20)" and the emotional state that showed the most difference among negative emotional states was "Boredom (SD=3.12)".

Table 5. Descriptive statistical on organizational humor

	\bar{X}	SD
Humor is a critical element of the professional environment.	4,25	0,79
I often joke at work.	3,57	1,03
I use the power of humor to overcome work stress.	3,91	0,90
My supervisor uses humor effectively.	3,45	1,07
My supervisor uses the power of humor to relieve work tension.	3,55	1,06
Employees of the organization use humor effectively.	3,65	0,83
My supervisor often jokes.	3,14	1,13
Total Average	3,64	0,82

When the items of the organizational humor scale, whose averages were given, were investigated, it was determined that all items related to organizational humor were above the average level.

As regards the information in Table 5, the item with the highest mean of the scale is "Humor is a critical element of the professional environment" with a mean of $\bar{X}=4.25$ is the article. The item with the lowest mean is "My supervisor often jokes" with a mean of $\bar{X}=3.14$. When the standard deviation values of the organizational humor perception scale are examined, it is seen that education administrators have closer views with other administrators in items 2, 4, 5 and 7 of the scale.

Table 6. Descriptive statistics of experience of positive moods

Scale Items	\bar{X}	Standard Deviation (SD)
Be Proud	3,80	0,86
Be Encouraged	3,99	0,74
Feeling Enthusiastic	3,74	0,84
To Be Pleased	3,89	0,81

Feeling Peaceful	3,99	0,87
Feeling Compassion	4,12	0,86
Feeling Grateful	3,48	1,05
Feeling Love	4,11	0,88
Hope	3,48	0,96
Total Average	3,88	0,87

Upon examination of Table 6, it becomes evident that the mean value of the frequency of experiencing positive moods within the mood scale is 3.88. Given that our scale employs a five-point Likert-type format, the result of $X=3.88$ indicates that the positive moods of education administrators are situated above the medium level. Upon examination of the data presented in the table, it was ascertained that the predominant affective state experienced by administrators and assistant administrators within the organisational context is "Feeling Compassion," with an average rating of 4.12. Conversely, "Feeling Grateful" was identified as the least frequently occurring affective state, with an average rating of 3.48.

Table 7. Descriptive statistics on the severity of experience of positive moods

Scale Items	\bar{X}	Standard Deviation (SD)
Be Proud	2,39	0,62
Be Encouraged	2,25	0,64
Feeling Enthusiastic	2,21	0,6
To Be Pleased	2,32	0,67
Feeling Peaceful	2,44	0,66
Feeling Compassion	2,40	0,72
Feeling Grateful	1,99	0,67
Feeling Love	2,49	0,59
Hope	2,32	0,66
Total Average	2,31	0,65

When Table 7 is investigated, it is seen that the average intensity of experiencing positive moods in the mood scale is 2,31. The severity of moods is evaluated with a triple likert type scale. For this reason, based on the average obtained ($X=2,31$), we can say that the intensity of experiencing positive moods is at a high level. When the data in the table is investigated, the most intense positive emotion is "Feeling Love" and the least intense positive emotion is "Feeling Grateful".

Table 8. Descriptive statistics of experiencing negative moods

Scale Items	\bar{X}	Standard Deviation (SD)
-------------	-----------	-------------------------

Boredom	2,67	0,82
Feeling Helpless	2,22	0,88
Disappointment	2,44	0,90
Being Worried	2,40	0,97
Being Grieved	2,10	0,79
Being Unhappy	2,16	0,85
Feeling Hate	1,58	0,78
Get Angry	2,20	0,87
Losing Hope	2,01	0,95
Feeling Lonely	2,10	0,99
Total Average	2,18	0,88

Upon examination of Table 8, it becomes evident that the mean frequency of experiencing negative moods on the mood scale is 2.18. As the scale employed is a five-point Likert scale, the result of $\bar{X}=2.18$ indicates that the negative moods experienced by the education administrators in question are below the moderate level. Table 8 reveals that the average frequency of experiencing negative moods on the mood scale is 2.18, indicating a relatively high prevalence of negative mood states among the respondents. Since our scale is a five-point Likert type, the result of $\bar{X}=2.18$ shows that the negative moods of education administrators are below the moderate level. When the analysis results in the table were investigated, it was determined that the most frequently experienced negative mood within the organization by administrators and assistant administrators was "Boredom" with an average of 2.67, while the least experienced mood was "Feeling Hate" with an average of 1.58.

Table 9. Descriptive statistics on the severity of negative moods

Scale Items	\bar{X}	Standard Deviation (SD)
Boredom	1,59	0,65
Feeling Helpless	1,43	0,67
Disappointment	1,50	0,70
Being Worried	1,53	0,63
Being Grieved	1,29	0,54
Being Unhappy	1,41	0,63
Feeling Hate	1,21	0,46
Get Angry	1,57	0,66
Losing Hope	1,41	0,62
Feeling Lonely	1,47	0,65
Total Average	1,44	0,62

When Table 9 is analyzed, it is seen that the average severity of experiencing negative moods in the mood scale is 1.44. The severity of moods is evaluated with a triple Likert type scale. For this reason, based on the average obtained ($\bar{X}=1,44$), we can say that the severity of experiencing negative moods is at a moderate level. When the data in the table is investigated, the most intense positive mood is "Boredom"; The mood experienced at the lowest intensity is "Feeling Hate".

Table 10. Change in moods according to gender

Variables	Groups	N	\bar{X}	SD	t	df	p
Positive Moods	Male	214	3,42	1,03	-1,06	302	0,28
	Female	90	3,56	0,99			
Negative Moods	Male	214	1,32	0,57	-3,23	120,7	,00
	Female	90	1,65	0,9			

* $p < 0,05$.

As regards the information in Table 10, while the positive moods of school administrators do not differ significantly according to the gender variable, their negative moods show a remarkable difference. When the analysis results in Table 10 are analyzed, it has been determined that male administrators experience lower levels of positive mood compared to female administrators. The examination of negative moods revealed that the average for female administrators is higher than that of male administrators. According to the table, the level of experiencing both negative and positive moods is higher in female educational administrators at schools.

The change in educational administrators' moods and perceptions of organizational humor according to educational status is shown in Table 11 and 12.

Table 11. Change in organizational humor perception according to educational status variable

Variable	Groups	N	\bar{X}	SD	t	df	p
Organizational Humor Perception	Bachelor's Degree	228	3,45	0,7	10	160,7	,00
	Postgraduate	76	4,24	0,56			

* $p < 0,05$.

Based on Table 11, there is a significant decrease in the organizational humor perception of education administrators with a bachelor's degree compared to the organizational humor perception of educational administrators with a postgraduate degree.

Table 12. Changes in positive and negative moods according to educational status variable

Variables	Groups	N	\bar{X}	SD	t	df	p
-----------	--------	---	-----------	----	---	----	---

Positive Moods	Bachelor's Degree	228	3,34	1,01	-4	302	,00
	Postgraduate	76	3,86	0,96			
Negative Moods	Bachelor's Degree	228	1,51	0,76	5,5	251,6	,00
	Postgraduate	76	1,14	0,39			

*p<0,05.

The data demonstrate a statistically significant difference in positive and negative moods according to the educational status variable ($t_{[302]} = -3.88$; $p < 0.05$; $t_{[251.6]} = 5.47$; $p < 0.05$).

Table 13 and Table 14 illustrate the fluctuations in the moods and perceptions of organizational humor among educational administrators, stratified by the type of school in which they work.

Table 13. ANOVA results showing the changes in positive and negative moods according to the school type variable

	N	\bar{X}	SD	Variance	Sum of Squares	df	Mean Squares	F	p
Pre-school	30	3,60	1,19	Between Groups	12,92	3	4,31	4,27	,00
Primary School	101	3,67	1,01	Within Groups	302,8	300	1		
Secondary School	96	3,48	0,95	Total	315,73	303			
High Schools	77	3,14	0,98						
Pre-school	30	1,3	0,59	Between groups	12,1	3	4,03	8,76	,00
Primary School	101	1,24	0,51	Within groups	138,16	300	0,46		
Secondary School	96	1,38	0,68	Total	150,26	303			
High Schools	77	1,75	0,86						

*p<0,05.

Upon examination of Table 13, it was determined that the positive moods of educational administrators exhibited a notable distinction contingent on the type of school in which the participants were employed ($F_{(2,301)} = 4.27$; $p < 0.05$). Furthermore, negative moods among educational administrators exhibited a notable discrepancy based on the type of school where the participants were employed ($F_{(3,300)} = 8.76$; $p < 0.05$).

Table 14. ANOVA results showing the change of organizational humor perception according to the variable of school type

School Type	n	\bar{X}	SD	Variance	Sum of Squares	df	Mean Squares	F	p
Pre-School	30	3,7	0,95	Between Groups	30,92	3	10,31	22,2	,00
Primary School	101	3,96	0,64	Within Groups	139,4	300	0,46		
Secondary School	96	3,7	0,61	Total	170,32	303			
High Schools	77	3,13	0,68						

* $p < 0,05$.

Based on Table 14 results, a remarkable difference was ascertained between the organizational humor levels of educational administrators working in high schools and the organizational humor levels of educational administrators working in pre-school, primary and secondary schools ($p = ,00$). The mean of organizational humor level of educational administrators working in high schools ($\bar{X} = 3.13$) and organizational humor levels of educational administrators working in pre-school ($\bar{X} = 3.70$), primary school ($\bar{X} = 3.96$) and secondary school ($\bar{X} = 3.70$) is lower than the average levels. Moreover, educational administrators working in high schools are less likely to be receivers and producers of humor within the organization than administrators working in other types of schools.

In this study, the emotional states and organizational humor perceptions of educational administrators were also examined according to the variables of age, gender and total years of service. The analysis results showed that there was no significant difference depending on these variables.

Table 15. Pearson correlation analysis results for the relationship between moods and organizational humor

Variables		Organizational Humor
Negative moods	N	304
	Pearson r	-,559**
	p	,00
Positive moods	N	304
	Pearson r	,389**

p ,00

* p<0,05

There is a moderately negative ($r=-0.559$) and remarkable ($p<0.05$) relationship between negative moods and organizational humor. Furthermore, when participants' negative moods increase, organizational humor decreases meaningfully with a moderate relationship. The variance explained by the variables on each other is 31.24%. In other words, 31.24% of organizational humor may be due to negative moods. There is a low level positive ($r=0.389$) and remarkable ($p<0.05$) relationship between positive moods and organizational humor. additionally, participants' positive moods and organizational humor increase meaningfully with a low level of relationship. The variance explained by the variables on each other is 15.13%. That is, 15.13% of organizational humor may stem from positive moods.

Table 16. Regression analysis of educational administrators' positive and negative moods as predicting their perception of organizational humor

Variables	B	Std. Error	(β)	t	p	R	R ²	F	p
Negative moods	-0,59	0,05	-0,55	-11,5	0	0,55	0,30	133	,00
Positive moods	0,29	0,04	0,39	7,34	0	0,39	0,15	53,8	,00

*p<0,05

As a result of the linear regression analysis conducted to determine to what extent the positive and negative moods of the education managers predict their organizational humor perceptions, it was seen that the positive ($F=53.80$; $p<.05$) and negative ($F=132.95$; $p<.05$) moods of the education managers were significant predictors of organizational humor. It was concluded that the organizational humor of educational administrators is predicted by 15% of positive emotional states and 30% of negative emotional states.

4 Conclusions and Discussions

According to the results of the research, it was determined that the average of the positive mood sub-dimension of the mood scale was moderate. When the averages of positive moods were investigated in general, it was revealed that experiencing emotions corresponded to the options "Experienced to some extent" and "Experienced to a great extent". When the positive moods with the highest average are evaluated; it was observed that the moods that the participating educational administrators felt most intensely within the organization were Hope, Feeling Grateful and Feeling Compassion, respectively. When the positive moods with the lowest mean are

evaluated; It was observed that the moods that the participating educational administrators felt least intensely within the organization were, respectively, Feeling Love, Feeling Enthusiastic and To Be Pleased. Although the positive mood with the lowest mean was feeling love, it was observed that the feeling felt most intensely was love. In Yıldırım's [27] study, "Examination of the Hierarchical Structures of Emotions Experienced by School Administrators and Teachers", the emotions experienced most frequently by teachers and school administrators were determined to be love, care, patience, trust, empathy, pride and joy. Additionally, boredom is felt by administrators both frequently and acutely. Such differences may occur depending on the characteristics, cultural context and socio-economic level of the region where the schools are located. There are high differences between the frequency and severity of the emotions revealed in the research. The high number of people in the study who experience their emotions at very low or very high levels, that is, at the extremes, indicates that the participants generally do not have a balanced mood.

According to the gender of education administrators; while the positive moods of educational administrators do not show a remarkable difference, their negative moods show a remarkable difference. The level of experiencing both negative and positive moods is higher in female education administrators. In the research conducted by Titrek, Bayrakçı and Zafer [28] whose sample consisted of teachers and administrators, it was concluded that women have a more negative opinion than men regarding the ability of school administrators to manage their emotions. Rosenthal and Hall stated that women are significantly better at feeling emotions than men [29]. The findings of this study are not aligned with those of our study. The findings reveal no notable distinction between positive and negative mood states with regard to the age factor. Such inconsistencies may be attributed to the interconnection between emotions and moods with inherent characteristics.

According to school type, the school types with the highest average positive moods are pre-school and primary school, while the school types with the lowest negative moods are pre-school and primary school. In addition, the type of school where negative moods are experienced at the highest level and positive moods at the lowest level are high schools. The reason for this may be that as the age of the students concerned increases the problems that arise become increasingly serious in direct proportion and factors such as adolescence and individualization are observed in students, and factors such as adolescence and individualization are observed in the students. There is no remarkable difference in the moods of education administrators according to the total years of service.

According to the education level variable, there is a remarkable decrease in positive emotions at the undergraduate level compared to master's and doctorate levels, while a remarkable increase is observed in negative emotions. The rationale behind this phenomenon may be that as the level of education increases, individuals tend to gravitate towards self-realization. In the study titled "The relationship between high school teachers' emotional intelligence levels and critical thinking tendencies" prepared by Çelik, Erdem and İlğan [30] and it was determined that the emotional intelligence competencies of teachers with a bachelor's degree were significantly lower than the emotional intelligence competencies of teachers with a master's degree. The effect of increasing education degree on emotional intelligence and the effect on the moods obtained in our study can be considered as similar results.

Educational administrators' organizational humor perceptions were found to be at a reasonable level. This situation shows that communication and human relations are very important in educational institutions and that humor has a place in these organizations. It was established that the educational administrators' perceptions of organizational humor among female participants and male participants were almost the same. In the study by Yavuz [31] investigated the phenomenon of humor by focusing on gender, and found that women, one of the most common and well-known perceptions in society about gender, which is one of the most basic sources of humor, do not understand humor and can't do it. For this reason, there is no remarkable difference. No remarkable difference was ascertained according to age and current years of service. It was observed that the organizational humor levels of educational administrators working in high schools were significantly lower than the organizational humor levels of educational administrators working in preschool, primary school and secondary school. In other words, educational administrators working in high schools are less likely to be receivers and producers of humor within the organization than administrators working in other types of schools. However, the level of organizational humor of educational administrators working in high schools is at a reasonable level. Humor is a trait that can be developed. It is related to the qualitative characteristics of individuals rather than their quantitative characteristics. While a low-level remarkable difference was found between positive moods, which are sub-dimensions of moods, and the perception of organizational humor, a moderately negative remarkable difference was found between negative moods and the perception of organizational humor. Based on these results we can write some proposals below:

- The majority of the study's participants were male. It would be beneficial to conduct another study where the sample is equally distributed.
- A qualitative study could be conducted with female principals and assistant principals as the universe of participants, focusing on their perceptions of organizational humor.
- This study is a cross-sectional study. It could be repeated as a longitudinal study.
- It is possible to conduct studies which examine how school principals can enhance the productivity and effectiveness of the school.

AUTHOR STATEMENT

Author Contributions

All authors contributed equally to the manuscript.

Ethical Approval and Participant Consent

Ethics committee permission for this study was obtained from Sakarya University Institute of Educational Sciences Directorate Ethics Committee with the decision dated 20.02.2023 and numbered 14.

References

1. Thorson, J. A. and Powell, F. C. (1993), Mizah duygusu ve kişiliğin boyutları. *Journal of Clinical Psychology*, 49(6), 799-809. [https://doi.org/10.1002/1097-4679\(199311\)49:6<799::AID-JCLP2270490607>3.0.CO;2-P](https://doi.org/10.1002/1097-4679(199311)49:6<799::AID-JCLP2270490607>3.0.CO;2-P)
2. Napier, R. and Gershenfeld, M. (1981). *Groups: Theory and experience*. Houghton Mifflin.
3. Özdemir, A. (2002). Sağlıklı okul ikliminin çeşitli görünüşleri ve öğrenci başarısı. *Gazi Üniversitesi Kastamonu Eğitim Dergisi*, 10(1), 39-46. Erişim adresi: <https://www.acarindex.com/pdfs/665158>
4. Sala, F. (2003). Laughing all the way to the bank. *Harvard Business Review*, 81(9), 16–17. <https://hbr.org/2003/09/>.
5. Waters, L. (2011). A review of school-based positive psychology interventions. *The Australian Educational and Developmental Psychologist*, 28(2), 75-90. <https://doi.org/10.1375/aedp.28.2.75>
6. Güngör, A. (2017). Eğitimde pozitif psikolojiyi anlamak. *Türk Eğitim Bilimleri Dergisi*, 15 (2), 154-166. <https://dergipark.org.tr/tr/pub/tebd/issue/32959/316404>
7. Barth, R. S. (1990). Okulları içeriden geliştirmek: Öğretmenler, ebeveynler ve müdürler fark yaratabilir. Jossey-Bass.
8. Romero, E. J. and Cruthirds, K. W. (2006). İşyerinde mizahın kullanımı. *Yönetim Akademisi Perspektifleri*, 20(2), 58–69. <https://doi.org/10.5465/AMP.2006.20591005>
9. Mesmer-Magnus, J., Glew, D.J. and Viswesvaran, C. (2012). İşyerinde olumlu mizahın bir meta-analizi. *Yönetim Psikolojisi Dergisi*, 27(2), 155–190. <https://doi.org/10.1108/02683941211199554>
10. Robbins, S. P. and Judge, T. A. (2020). Örgütsel davranışın esasları (Çev. İ. Erdem Artan ve G. Eser). Nobel Akademik Yayıncılık.
11. Decker, W.H. (1987). Yönetimsel mizah ve ast memnuniyeti. *Sosyal Davranış ve Kişilik: Uluslararası Bir Dergi*, 15 (2), 225–232. <https://doi.org/10.2224/sbp.1987.15.2.225>
12. Yardımcı, İ. (2010). Mizah kavramı ve sanattaki yeri. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 3(2), 1-41. <https://dergipark.org.tr/tr/download/article-file/202399>
13. Ünal, Z. M. (2014). Influence of leaders' humor styles on the employees' job related affective well-being. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 4(1), 201-211. <http://dx.doi.org/10.6007/IJARAFMS/v4-i1/585>
14. Balta, E. E. (2016). Eğitimde mizahın kullanımına ilişkin öğretmen tutumları. *Elementary Education Online*, 15(4), 1268-1279. <http://dx.doi.org/10.17051/io.2016.64984>

15. Çelik, F. (2014).Ortaokul müdürlerinin mizah davranışları ile öğretmenleri etkileme düzeylerine ilişkin öğretmen görüşleri (Muş ili örneği) (Yüksek Lisans Tezi). YÖK Tez Merkezi veri tabanından erişildi (Tez No: 357564).
16. Liu, Y. ve Wang L. (2016). A review of organization humor: Concept, measurement and empirical research. *Psychology*, 7(10), 1307-1314. <http://dx.doi.org/10.4236/psikoloji.2016.710132>
17. Çelikten, M. and Çelikten, Y. (2018). Okul yöneticilerinin mizah ve disiplin anlayışı. *OPUS International Journal of Society Researches*, 8(Youth Researches Special Issue), 453-467. <https://doi.org/10.26466/opus.392882>
18. Karacaaydın, S. (2020). Kadınlarda mizah anlayışının aile hayatı ve sosyal hayat üzerindeki etkisi. *Aksaray İletişim Dergisi*, 2(1), 13-24.<http://aid.aksaray.edu.tr/tr/pub/issue/52071/619212>
19. Türesin Tetik, H. (2022). Örgütlerde mizah kullanımına genel bir bakış: Web of science veri tabanına dayalı bibliyometrik bir analiz. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 20(3), 23-244. <https://doi.org/10.18026/cbayarsos.1097314>
20. Kennedy-Moore, E. and Watson, J. C. (2001). Duygusal ifade nasıl ve ne zaman yardımcı olur?. *Genel Psikolojinin İncelenmesi*, 5, 187-212. <https://doi.org/10.1037/1089-2680.5.3.187>
21. Gencoğlu, C. and Yılmaz, M. (2013). Duygusal farkındalık eğitim programının duygu kontrol düzeyine etkisi. *The Journal of Academic Social Science Studies*, 6(5), 961-980. <https://doi.org/10.9761/JASSS1552>
22. Duman, N., Yılmaz, S. A., Umunç, Ş. and İmre, Y. (2019). Üniversite öğrencilerinde duygu durum düzenleme ve öfke. *Uluslararası Bilimsel Araştırmalar Dergisi*, 4(1), 1-9. <https://doi.org/10.21733/ibad.505283>
23. Yıldırım, A. (2018). Türkiye’de eğitim yönetimi üzerine yapılmış araştırmalarının incelenmesi: Milli eğitim ve sosyal bilimler dergisi örneği. *Kastamonu Eğitim Dergisi*, 26(6), 1887-1896. <https://doi.org/10.24106/kefdergi.2210>
24. Yıldırım, K. and Tabak, H. (2019). Öğretmen adaylarının duygu durumlarının farklı sınıflamalara göre incelenmesi. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(4), 1441-1457. <https://doi.org/10.17240/aibuefd.2019..-473905>
25. Gürbüz, S. and Şahin, F. (2018). Sosyal bilimlerde araştırma yöntemleri (5. Baskı). Seçkin Yayıncılık.
26. George, D. and Mallery, M. (2010). *Windows için SPSS adım adım: Basit bir kılavuz ve referans* (10. Baskı). Pearson, USA.
27. Yıldırım, K. (2019). Okulda yönetici ve öğretmenlerin deneyimledikleri duyguların hiyerarşik yapılarının incelenmesi. *Trakya Eğitim Dergisi*, 9(3), 564-579. <https://doi.org/10.24315/tred.503154>

28. Titrek, O., Bayrakçı, M. and Zafer, D. (2009). Okul yöneticilerinin duygularını yönetme yeterliklerine ilişkin okul yöneticisi ve öğretmenlerin görüşleri. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 0(18), 55-73. <https://dergipark.org.tr/tr/pub/maeuefd/issue/19392/205924>
29. Goleman, D. (2011). The brain and emotional intelligence: New Insights (Edt: T. Coalter), Regional Business Review (94-95). Northwest Missouri State University Booth College of Business and Professional Studies.
30. Çelik, F., Erdem, M., and İlğan, A. (2013). Lise öğretmenlerinin duygusal zekâ ve eleştirel düşünme eğilimleri arasındaki ilişki. Journal of Turkish Studies, 8(12), 509-532. <http://dx.doi.org/10.7827/TurkishStudies.5932>
31. Yavuz, G. (2017). Türkiye'de toplumsal cinsiyet kapsamında popüler Türk mizah kültüründe cinsiyetler arası mizah algılarının farklılaşması (Yüksek Lisans Tezi). YÖK Tez Merkezi veri tabanından erişildi (Tez No: 463175).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

