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# Creativity And Sense Of Humor Of Elementary School Principals*

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The purpose of this study was to determine primary school teachers' perceptions of the extent of creativity behaviours and sense of humor applications of the primary school principals; to find out whether teachers' perceptions of primary schools' principals' creativity behaviour and sense of humor vary according to certain variables and whether there was a significant relationship between the primary school teachers' perceptions of creativity behaviours and their perceptions of humor styles of the primary school principles. The population of the study consisted of teachers employed in primary schools located in İzmir Province in the 2011-2012 academic year. The sample included 390 teachers chosen from different socio-economic level of districts. Two different questionnaires named "How Creative Are You?" and "Humor Styles Questionnaire" were used to gather data. The results of the study revealed that that there was a significant positive correlation between the teachers' perceptions of creativity behaviours and their perceptions of sense of humor of the primary school principals. As a proposition, some ice-breaking activities should be held at schools in order to boost principals' creativity and sense of humor.

## Introduction

Through the contributions of numerous authors such as Torrance and Rhodes, valuable insights have been obtained regarding the concept of creativity. These insights led to investigations upon the definition of creativity (Torrance, 1962), unearthing of its characteristics (Rossman, 1931; Wallas, 1926; as cited in Aktamış and Ergin; 2007), discovering the characteristics of creative individuals (Alder, 2004; Morris, 2006). Creativity is recognized as coming up with a solution out beyond ordinary thinking by executing the abilities of thinking with a different point of view and curiosity in the presence of numerous alternatives in order to bring out new solutions for a problem (Orçan, 2013). The word of creativity emphasizes the revelation of relationships others disregard, not the process of creating out of nothing (Et Al, Cengiz; 2007). Everybody can have inborn creativity. Though

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most of the time it is beyond our consciousness and willpower, creativity differs in sustainability, development, degree and emergence depending on individuals (Argun, 2004).

Information society is based on a perspective focusing on the individual. In this sense, creativity and diversity of people arising simply from being individuals bear great significance. Education, which develops creativity and is an indispensable element of diversity, has an indispensable role in this regard (Yucaoglu, 2000). Creativity is product of creative individual. Thus, creativity is primarily individualistic. On the other hand, organizational creativity can only be delivered by promoting a supporting atmosphere, which is quite friendly for members to perform their creativity (Çekmecelioğlu, 2002).

Competitive environment and innovational demand require working atmosphere promoting creative abilities, though it appears as if workers' did not matter for organizations (Mumford Et Al., 2002: 705). One of the greatest challenges leaders face in our age is to be able to keep up with the rapid changes in the environment.

As the globalized world requires the globalization of quality, we should intend to build new strategies and perspective rather than simply embracing current administrative techniques (Yurtseven, 2001). Contemporary principals need to adopt a creative standpoint in application and development of administrative works in rapidly changing contexts. So as to optimize the interaction of organization and environment, principals either display a creative and innovative performance or encourage chiefs and other staff for creativity and innovation by promoting an appropriate climate (Budak, 1998). Creative principals should build up an ambiance in their organizations supporting innovation, discovery and originality. They need to support creativity actively through role modeling as well as providing a creative environment (Yildirim, 2007).

In order to carry out schooling in line with their goals, principals, teachers, and students are needed to have certain qualities, first of which is creativity in terms of discovering new concepts, techniques and ways of working (Akdağ and Güneş, 2003).

There appear certain duties a creative school principal should deliver, such as (Sungur, 1992: 38-39):

- To make firstly other directors, heads, teacher, and school staff believe and respect creative thinking.
- To develop a regular system receiving the comments of teachers and school staff.
- To promote the feeling of honour in school system
- To put ideas into practice disregarding fatalism.
- To provide opportunities and resources for research.
- To settle school problems taking initiative setting aside school rules.
- To pay special attention not to impose his thoughts.
- To pay attention to different points of view in the system without ignoring them.
- To provide financial prospects for teachers to give their ideas a try.
- To make long term plans leading the programs.
- To avoid announcing truly creative teachers not to demotivate other non-creative teachers, though supporting the creative ones properly.
- To spare some time for teachers to work on and try out their original ideas.
- To have an attraction for every aspects of education and to improve himself in different fields of interest.

In the literature, humor is described as the skill of looking into situations and events via different perspectives, and regarded as a prominent product of art and literature for the development of creativity (Savaş, 2013). Investigating the definitions of creativity and humor, it reveals that humor can be taken as an outcome of creativity. As Kuiper and Martin (1993) put forward, humor and psychological health concepts such as well-being and life satisfaction have been associated throughout the recent research development. The results of the investigations reveal that humor is related to positive concepts. Researchers also have found out that people having high sense of humor could cope with stress more effectively and they could construct more healthy relationships with others (Aslan, 2006). Furthermore, some people can employ negative humor as a way of self-humiliation. Research findings have shown that humor can bear certain harmful elements related to the individual's psychological status (Martin, 1998). Humor can be used as an invisible weapon in social interactions. For instance, sometimes people can rely on humor during a dispute to insult and degrade their opponents (Zelvys, 1990). One can relate to humor as a self-interest or an interpersonal instrument. There are four kinds of styles categorized as coherent or incoherent. In terms of psychological well-being, two of these styles are positive and healthy, and on the other hand the other two are negative and unhealthy (Erickson and Feildstein, 2007: 259). These styles are:

(1) Affiliative humor,
(2) Self-enhancing humor,
(3) Self-defeating humor,
(4) Aggressive humor

Research findings point out a significant correlation between humor and school context. Proper utilization of humor can improve flexibility on personal thoughts, enhance communication, provide alternative views and goodwill in feelings; and all of these factors affect the leadership and school context positively (Ozdemir, 2002).

School principals play a crucial role in school wide communication. As long as the school principals have a positive attitude, teachers, students and parents tend to be willing to participate in instructional activities in schools, which consequently lead them to adopt positive attitudes towards school environment. It is considered that adoption of a humorous in communication by the school principal will help promote the idea of working together to resolve some difficulties and create a positive environment (Sepetçi, 2010). Besides, principals' success in communication depends on having certain basic characteristics, such as physical appearance, energy, speed of talking, pitch and tone of voice, reconstruction, movements of arms and heads. Along with these synergetic traits, humor obviously occupies a significant spot in organizational communication (Özdemir, 2002).

The function of humor in providing flexibility, communication, and alternative points of view can lead to positive working atmosphere in school settings. Principals can contribute to their organizations by assisting employees' self-realizations. A study on this issue has revealed that there is a positive correlation between school head's appreciation of humor and school atmosphere. Thus, any progress in school principals' sense of humor can result in positive and significant improvement in school environment (Çimen, 2011: 27). School principals' use of healthy humor in educational institutions could encourage teachers to deal with the stress in their school environments effectively.

When national and international literatures are analysed, it's recognized that teachers' (Aslan, 2006) and school principals' (Yılmaz, 2011) types of sense of humor are studied, and the

relationship among sense of humor and fatigue (Karagöz, 2009), job satisfaction (Recepoğlu, 2008, Hurren, 2006), coping with stress (Özdemir and et. al, 2011, Evans-Palmer, 2010), instructional leadership (Recepoğlu & Özdemir, 2012), levels of motivation (Eroğlu, Akyol & Gündüz, 2014), teacher leadership (Kılınç, Recepoğlu & Koşar, 2014) and management success (Gürbüz, Erdem & Yıldırım, 2013) are examined. Sense of humor facilitates acceptable solutions to social and individual problems as a consequence of stimulation of creativity (Ay, Gökler, Koçak, 2013). Thus, the determination of how these sense of humor and creativity levels of school principals to be perceived by teachers, and construction of relationship between these levels are seen crucial in terms of contribution to the literature.

### *Purpose*

The purpose of this study was to determine primary school principals' creativity and sense of humor level according to teachers' perceptions; and whether these perceptions show significant difference according to demographic such variables as gender, age and professional seniority; and to investigate the relationship between creativity scores and sense of humor scores. Therefore, the present study tried to shed light on the following questions:

1) What is the level of primary school principals' creativity according to teachers' perceptions?
2) Do teachers' perceptions about creativity differ significantly according to their gender, age, and professional seniority?
3)What is the level of primary school principals' sense of humor according to teachers' perception?
4) Do teachers' senses of humor differ significantly according to their gender, age, and professional seniority?
5) Are teachers' perception of primary school principals' creativity and of their sense of humor correlated significantly?

## Method

This study was designed in correlational research model. Correlational design is defined as the investigation of relationships among variables, in a specific time period (Fraenkel ve Wallen, 2010). In this study, the relationship between school principals' sense of humor and creativity levels are analysed in term of teachers' perception.

### *Procedure and Participants*

Teachers employed in primary schools located in the province of İzmir in 2011-2012 instructional year constituted the total field of this research. 30 districts in the province of Izmir are divided into three groups as (upper, middle and lower) with stratified sampling method depending on Socio-Economic Development Ranking research, made by State Planning Department in 2004. A questionnaire with three or four parts was presented to 450 teachers to be answered voluntarily. Following the collection of the questionnaires, 390 (86.66%) of the questionnaires were taken into consideration and statistically processed. 63.30% of the participants were female, and 34.10% of them were over the 41 years old. Furthermore, 81.50% of the participants had a bachelor's degree, and %24.87 of them had 21 years of service, 53.58% of the participants were primary school teachers (classroom teachers) and %71.80 of them worked in socio-economically upper grade schools.

### *Data Collection*

Data collecting tools used in this research are personal information forms, "How creative are you?" scale which was developed by Eugene Raudsepp in order to determine creativity level and adapted to Turkish language by Çoban (1999) and "Humor Experience Scale" which was developed by Martin and Puhlik Doris (1999) and adapted to Turkish by Yerlikaya. Data collecting instruments were combined into one form and applied together. "How creative you are" scale is calculated by Çoban and found .42. (Çoban, 1999: 194). Besides, the scale is applied to 120 teachers in two primary schools by the researcher and the study of reliability and validity are repeated. The Cronbach Alpha coefficient is found .90 for creativity. Types of sense of humor scale's statistics of reliability and validity are carried out by Ercüment Yerlikaya. In the work of the scale's adaptation to Turkish, each sub-scale's internal reliability of Cronbach Alpha coefficient is calculated as follows: For participative humor .74, self-enhancing humor .78, aggressive humor .69, self-defeating humor .67. The reliability coefficient of sub-scales against time is as follows respectively .88, .82, .85, .85 (Yerlikaya, 2003: 38).

## Results

Throughout this section, in connection with the purpose of this research, the results derived from the questionnaires were analysed. Researchers utilized SPSS 15 software for the necessary calculations. For the pair comparisons, t-test was executed, and then in the comparison of more than two groups, one-way ANOVA analysis (F) was used. The relations between primary school principals' creativity and their sense of humor were solved with Pearson Correlation Coefficient.

*1. What is the level of primary school principals' creativity according to teachers' perception?*

When we consider that the lowest score is -2 and the highest score +2 for the each item, the item based average of teachers' answers who participate the research range from -.26 to .83. Primary school principals' creativity behaviour according to teachers' perception in the overall scale evaluation was found "Neutral/Undecided" ($\bar{x}$ = .35).

Table 1. The Highest Scored Scale Items of Teachers' Perception about Primary School Principals' Creativity Behaviour

| **Item Number** | **Perception Level** | **N** | $\bar{x}$ | **Ss** |
|---|---|---|---|---|
| 40th Item | The highest | 389 | .83 | .88 |
| 24th Item | The highest | 389 | .78 | .93 |
| 1st Item | The highest | 389 | .74 | .96 |

*** p<.05**

When we analyze Table 1, the highest perceived item is the 40th item with $\bar{x}$ = .83 "He/She believes that the road to success requires to be hardworking". The next highest item is the 24th item with $\bar{x}$ = .78 " Self-respect is more important than the respect which other people show to you" The other highly perceived item is the 1st item with $\bar{x}$ = .74 "When he/she is trying to solve a specific problem, he/she is quite sure about the way that he/she handles the problem."

Table 2. The Lowest Scored Scale Items of Teachers' Perception About Primary School Principals' Creativity Behaviour

| **Item Number** | **Perception Level** | **N** | $\bar{x}$ | **Ss** |
|---|---|---|---|---|
| 37th Item | The lowest | 389 | .26 | 1.00 |
| 39th Item | The lowest | 389 | .15 | 1.09 |
| 35th Item | The lowest | 389 | .15 | 1.01 |

*** p<.05**

When we analyze Table 2, the lowest perceived item is the 35th item with $\bar{x}$ =- .15 "It is waste of time to analyze a person's mistakes. The next lowest item is the 39th item with $\bar{x}$ = -.15 "He/She often forgets people's, cities' and roads' names." The other lowest perceived item is the 37th item with $\bar{x}$ =- .26 "Unless they are arrested, he/she always admires the ingenuity of a fraudulent."

*2. Do the perceptions of teachers' about creativity show any significant difference according to their gender, age and professional seniority?*

Table 3. T-test Results of Teachers' Perceptions About Primary School Principals' Creativity Behaviour According to Their Gender Variable

| | **Gender** | **N** | $\bar{x}$ | **Ss** | **Sd** | ***t*** | **p** |
|---|---|---|---|---|---|---|---|
| Scale Scores | Female | 247 | 17.53 | 20.00 | 388 | .16 | .87 |
| | Male | 143 | 17.89 | 22.83 | | | |

*** p<.05**

When Table 3 was analyzed, it is seen that there isn't any significant difference in teachers' perception about primary school principals' creativity behaviour according to their gender (t=-.16, p=.87)

Table 4. One-Way ANOVA Results of Teachers' Perceptions About Primary School Principals' Creativity Behaviour According to Their Age Variable

| **Age Group** | **Sum of Square** | **Sd** | **Mean Square** | **F** | **P** | **Sig.** |
|---|---|---|---|---|---|---|
| Between Groups | 1999.85 | 4 | 499.96 | 1.13 | .34 | - |
| Within Groups | 170415.80 | 385 | 442.64 | | | |
| Total | 172415.60 | 389 | | | | |

*** p<.05**

When the table 4 was analyzed, no statistically significant difference was found between the groups according to the results of one-Way ANOVA analysis carried out to determine whether there is a significant difference in teachers' perceptions about primary school principals' creativity behaviour according to teachers' age variable. Teachers in each age group perceive the creativity exhibited by primary school principals at the same level.

Table 5. One-Way ANOVA Results of Teachers' Perceptions about Primary School Principals' Creativity Behaviour According to Their Professional Seniority Variable

| **Pro. Seniority** | **Sum of Squares** | **Sd** | **Mean Square** | **F** | **P** | **Sig.** |
|---|---|---|---|---|---|---|
| Between Groups | 4084.87 | 4 | 1021.22 | 2.34 | .05 | * |
| Within Groups | 168330.80 | 385 | 437.22 | | | |
| Total | 172415.60 | 389 | | | | |

*** p<.06**

When the table 5 was analyzed, a statistically significant difference was found between the groups according to the results of one-Way ANOVA analysis which was carried out to determine whether or not there is a significant difference in teachers' perception about primary school principals' creativity behaviour according to teachers' professional seniority variable. [F (4,385) =2.34; p<.06].

LSD test results obtained after ANOVA in order to determine between which professional seniority groups the significant differences occur in teachers' perception about primary school principals' creativity behaviour are shown in Table 6.

Table 6. LSD test results showing the significant difference in teachers' perceptions about primary school principals' creativity behaviour according to professional seniority groups

| **Independent Variable** | **Seniority Group** | **Seniority Group** | **Mean Difference** | **p** |
|---|---|---|---|---|
| | 1-5 years | 6-10years | .63 | .86 |
| | | 11-15years | -4.79 | .21 |
| | | 16-20 years | 4.67 | .26 |
| | | over 21 years | -3.85 | .30 |
| | 6-10 years | 11-15 years | -5.42 | .07 |
| | | 16-20 years | 4.04 | .25 |
| | | over 21 years | -4.48 | .13 |
| | 11-15 years | 16-20 years | 9.46 | .01* |
| | | over 21 years | .94 | .76 |
| | 16-20 years | over 21 years | -8.52 | .02* |

*** p<.05**

When the Table 6 analyzed, in creativity behaviours, there is a statistically significant difference between the teachers having teaching experience between 11-15 years and the teachers who have 16-20 years. (p = .01 < .05) and the difference is in favor of the teachers having 11- 15 years of teaching experience. Besides, There is also statistically significant difference between the teachers with 16 – 20 years of teaching experience and those with over 21 years (p=.02<.05), and this difference is in favour of the teachers with more than 21 years of teaching experience. Considering the values in the table, it is seen that the teachers who have professional experience between 11-15 years and the teachers who have experience more than 21 years find the primary school principals more creative than the other seniority groups.

*3. "What is the degree of school principals' sense of humor according to the perceptions of teachers?"*

It can be observed that the average of the teachers' responses to the items fluctuates between 3-4.44, provided the minimum score is 1 and the maximum score is 7. The school principals' sense of humor, according to the teachers' perceptions, is observed at the level of "Neutral/Undecided" ($\bar{x}$=3.73).

Table 7. The Scale Items Having the Highest Score About Teachers' Opinions on the Primary School principals' Sense of Humor

| **Item Number** | **Level of Perception** | **N** | $\bar{x}$ | **Ss** |
|---|---|---|---|---|
| 1st Item | Highest | 389 | 4.45 | 1.64 |
| 29thItem | Highest | 389 | 4.44 | 1.49 |
| 13th Item | Highest | 389 | 4.33 | 2.05 |

When the table 7 examined, the 1st item "S/he does not laugh generally or does not make jokes with others" has the highest score $\bar{x}$ = 4.45. Item 29th "When among others s/he cannot recall humorous things to tell" is the other item with a high score $\bar{x}$ = 4.44. The next item with the high score, item 13th, "S/he makes lots of jokes with close friends often" has the score of $\bar{x}$ = 4.43. The items - 1, 13 and 29- with the highest perception scores belong to the Affiliative (Social) Humor sub- category. It has been observed that the perception of item 13 with the highest perception score "Not Clear", item 1 and 29 "Little Disagree" in the Humor Experiences scale. It is taken into consideration that item 1 and 29 are scored in the opposite direction.

Table 8. The Scale Items Having the Lowest Score About Teachers' Opinions on the Primary School principals' Sense of Humor

| **Item No** | **Level of Perception** | **N** | $\bar{x}$ | **Ss** |
|---|---|---|---|---|
| 4th Item | Lowest | 389 | 2.77 | 1.71 |
| 27th Item | Lowest | 389 | 2.97 | 1.58 |
| 20th Item | Lowest | 389 | 3.34 | 1.51 |

When the table 8 examined, item 4 "S/he allows other people to make fun of her/him or laugh at her/him more than necessary" has the lowest score of $\bar{x}$ = 2,77. The other lowest score, $\bar{x}$ =2, 97, belongs to the item 27 "When s/he does not like a person, s/he makes jokes about that person or makes fun of that person in order to humiliate him/her." The next item with a low score is item 20, $\bar{x}$ =3, 34, "While making jokes or trying to be funny, generally s/he criticizes herself/himself more than necessary." The lowest items 4 and 20 belong to the subcategory of Self-defeating Humor and item 27 belong to the Aggressive Humor subcategory.

*4. Do the teachers' perceptions on the primary school principals' sense of humor differ according to their gender, age group or job experience variables?*

Table 9. T-test Results of the Teachers' Perceptions on the Primary School Principals' Sense of Humor According to their Gender Variable

| **Dimensions** | **n** | $\bar{x}$ | **Ss** | **Sd** | ***t*** | **P** |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| Affiliative | | | | | | |
| Female | 247 | 33.63 | 8.26 | 388 | .66 | .51 |
| Male | 143 | 33.05 | 8.48 | | | |
| Self-enhancing Humor | | | | | | |
| Female | 247 | 30.61 | 6.89 | 388 | -1.17 | .25 |
| Male | 143 | 31.43 | 6.43 | | | |
| Aggressive Humor | | | | | | |
| Female | 247 | 27.98 | 6.79 | 388 | -.74 | .46 |
| Male | 143 | 28.50 | 6.74 | | | |
| Self-defeating Humor | | | | | | |
| Female | 247 | 26.51 | 6.95 | 388 | -.91 | .36 |
| Male | 143 | 27.20 | 7.65 | | | |
| Total | | | | | | |
| Female | 247 | 118.72 | 18.30 | 388 | -.76 | .45 |
| Male | 143 | 120.19 | 18.29 | | | |

***p<.05**

When the table 9 examined, it has been observed that teachers' perceptions on the primary school principals' sense of humor have no meaningful differences according to the gender variable since the findings are as follow; for Affiliative Humor [t=.66; p>.05], for Self-enhancing Humor [t=-1.17; p>.05], for Aggressive Humor [t=-.74; p>.05], for Self-defeating Humor [t=-.91; p>.05], and for the overall scale [t=-.76;p>.05].

Table 10. T-test Results of the Teachers' Perceptions on the Primary School Principals' Sense of Humor According to Their Age Variable

| **Age Group** | **Sum of Square** | **Sd** | **Mean of Square** | **F** | **p** | **Meaningful Difference** |
|---|---|---|---|---|---|---|
| Affiliative Humor | | | | | | |
| Between Groups | 1306.41 | 4 | 326.60 | 4.89 | .00 | * |
| Within Groups | 25710.30 | 385 | 66.78 | | | |
| Total | 27016.71 | 389 | | | | |
| Self-enhancing Humor | | | | | | |
| Between Groups | 741.64 | 4 | 185.41 | 4.23 | .00 | * |
| Within Groups | 16857.40 | 385 | 43.79 | | | |
| Total | 17599.04 | 389 | | | | |
| Aggressive Humor | | | | | | |
| Between Groups | 57.63 | 4 | 14.41 | .31 | .87 | - |
| Within Groups | 17599.21 | 385 | 46.18 | | | |
| Total | 17836.83 | 389 | | | | |
| Self-defeating Humor | | | | | | |
| Between Groups | 873.46 | 4 | 218.37 | 4.35 | .00 | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| Within Groups | 19348.84 | 385 | 50.26 | | | |
| Total | 20222.30 | 389 | | | | |
| Overall | | | | | | |
| Between Groups | 5962.35 | 4 | 1490.59 | 4.62 | .00 | * |
| Within Groups | 124161.0 | 385 | 322.50 | | | |
| Total | 130123.3 | 389 | | | | |

*** p<.05**

When the table 10 examined, it has been observed that teachers' perceptions on the primary school principals' sense of humor has no meaningful difference according to the age variable for Aggressive Humor [F (4,385)=.31; p>.05]. However, since the findings for Affiliative Humor [F (4,385) =4.89; p<.05], for Self-enhancing Humor [F (4,385) =4.23; p<.05], for Aggressive Humor [t=-.74; p>.05], for Self-defeating Humor [F (4,385) =4.35; p<.05], and for the overall scale [t=-.76; p>.05] are as seen, a meaningful difference can be observed according to the age variable. In another words, teachers' age variable is not a significant determiner for the aggressive humor dimension; nevertheless, for affiliative humor dimension, self-enhancing humor dimension, for self-defeating humor dimension and for the overall scale the age variable is a determiner for the "principals' sense of humor."

Table 11. LSD test results showing the meaningful differences in the age groups according to the teachers' perceptions on primary school principals' affiliative humor

| **Independent Variable** | **Age Group** | **Age Group** | **Difference Between Means** | **p** |
|---|---|---|---|---|
| Affiliative Humor | 20-25 | 26-30 | 8.97 | .00* |
| | | 31-35 | 8.59 | .00* |
| | | 36-40 | 10.55 | .00* |
| | | 41 and above | 9.70 | .00* |
| | 26-30 | 31-35 | -.38 | .77 |
| | | 36-40 | 1.58 | .24 |
| | | 41 and above | .73 | .54 |
| | 31-35 | 36-40 | 1.96 | .12 |
| | | 41 and above | 1.11 | .31 |
| | 36-40 | 41 and above | -.86 | .47 |

*** p<.05**

When the table 11 examined, for the Affiliative Humor subcategory, comparing the teachers at the age group (20-25) to the (26-30) (p=.00<.05), to the (31-35) (p=.00<.05), to the (36-40) (p=.00<.05), and to the (41 and above) (p=.00<.05), an advantageous meaningful difference has been observed for the teachers at the age group (20-25).

Table 12. LSD test results showing the meaningful differences in the age groups according to the teachers' perceptions on primary school principals' self-enhancing humor.

| **Independent Variable** | **Age Group** | **Age Group** | **Difference Between Means** | **P** |
|---|---|---|---|---|
| Self-enhancing Humor | 20-25 | 26-30 | 3.76 | .06 |
| | | 31-35 | 3.92 | .04* |
| | | 36-40 | 6.14 | .00* |
| | | 41 and above | 2.74 | .15 |
| | 26-30 | 31-35 | .16 | .89 |

| | | | | |
|---|---|---|---|---|
| | | 36-40 | 2.38 | .03* |
| | | 41 and above | -1.02 | .29 |
| | 31-35 | 36-40 | 2.22 | .03* |
| | | 41 and above | -1.17 | .18 |
| | 36-40 | 41 and above | -3.39 | .00* |

*** p<.05**

When Table 12 is analyzed, at the "self-enhancing humor" subscale there is a significant difference between the teachers in the age group of (20-25) and the teachers in the age group of (31-35) according to the value (p=.04<.05) , and the teachers in the age group of (36-40) according to the value (p=.00<.05). This difference is in favor of the teachers in the age group of (20-25). Moreover, at the same subscale, between the teachers in the age group of (26-30) and the teachers in the age group of (36-40) compared to the value (p = .03 <.05, there is a significant difference in favor of the teachers in the age group of (26-30). At the same subscale, between the teachers in the age group of (31-35) and the teachers in the age group in the age of (36-40) compared to the value (p=.03<.05) a significant difference is observed in favor of the teachers in the age group of (31-35). In addition, at the same subscale, between the teachers in the age group of (36-40) and the teachers in the age group of (41 and over) compared to the value (p = .00 <.05), there is a significant difference in favor of the teachers in the age group of (41 and over).

Table 13. LSD test results showing the meaningful differences in the age groups according to the teachers' perceptions on primary school principals' self-defeating humor

| **Independent Variable** | **Age Group** | **Age Group** | **Difference Between Means** | **P** |
|---|---|---|---|---|
| Self-defeating Humor | 20-25 | 26-30 | 3.49 | .10 |
| | | 31-35 | .71 | .74 |
| | | 36-40 | 4.28 | .04* |
| | | 41and above | 1.09 | .60 |
| | 26-30 | 31-35 | 2.79 | .01* |
| | | 36-40 | .79 | .50 |
| | | 41and above | -2.40 | .02* |
| | 31-35 | 36-40 | 3.58 | .00* |
| | | 41and above | .39 | .68 |
| | 36-40 | 41and above | 3.19 | .00* |

*** p<.05**

When Table 13 is analysed, at the "self-defeating humor" subscale there is a significant difference between the teachers in the age group of (20-25) and the teachers in the age group of (36-40) according to the value (p=.04<.05) ). This difference is in favor of the teachers in the age group of (20-25). There is also a significant difference between the teachers at the age group of (31-35) and the teachers in the age group of (26-30) according to the value (p=.01<.05), and the teachers in the age group of (36-40) according to the value (p=.00<.05). This difference is in favor of

the teachers at the age group of (31-35). Moreover, at the same subscale, between the teachers at the age group of (36-40) and the teachers at the age group of (41 and over) compared to the value (p = .03 <.05, there is a significant difference in favor of the teachers in the age group of (36-40).

Table 14. LSD test results showing the meaningful differences in the age groups according to the teachers' perceptions on the general scale of primary school principals' humor experiences

| Independent Variable | Age Group | Age Group | Difference Between Means | P |
|---|---|---|---|---|
| General | 20-25 | 26-30 | 17.33 | .00* |
| | | 31-35 | 14.21 | .00* |
| | | 36-40 | 21.04 | .00* |
| | | 41 and above | 14.37 | .00* |
| | 26-30 | 31-35 | -3.12 | .26 |
| | | 36-40 | 3.72 | .21 |
| | | 41 and above | -2.96 | .26 |
| | 31-35 | 36-40 | 6.84 | .01* |
| | | 41 and above | .16 | .94 |
| | 36-40 | 41 and above | -6.68 | .01* |

*** p<.05**

When Table 14 is analysed, throughout the sense of humor, there is a significant difference between the teachers at the age group of (20-25) and the teachers in the age group of (26-30) according to the value (p=.00<.05) ;the teachers in the age group of (31-35) according to the value (p=.00<.05); the teachers in the age group of (36-40) according to the value (p=.00<.05) and the teachers in the age group of (41 and over) according to the value (p=.00<.05). This difference is in favor of the teachers in the age group of (20-25). Moreover, at the same level, between the teachers in the age group of (31-35) and the teachers in the age group of (36-40 ) compared to the value(p=.01<.05), there is a significant difference in favor of the teachers in the age group of (31-35). There is also a significant difference between the teachers in the age group of (36-40) and the teachers in the age group of (41 and over) according to the value (p=.01<.05) in favor of the teachers in the age group of (41 and over).

Table 15. The results of One-way analysis of variance according to the variable of occupational seniority of teachers' perceptions of primary school principals' sense of humor

| Seniority | Sum of Square | Sd | Mean of square | F | P | Significant difference |
|---|---|---|---|---|---|---|
| Affiliative Humor | | | | | | |
| Between Groups | 473.91 | 4 | 118.48 | 1.72 | .15 | - |
| Within Groups | 26542.80 | 385 | 68.94 | | | |
| Total | 27016.71 | 389 | | | | |
| Self-enhancing Humor | | | | | | |
| Between Groups | 445.14 | 4 | 111.28 | 2.50 | .04 | * |
| Within Groups | 17153.90 | 385 | 44.56 | | | |
| Total | 17599.04 | 389 | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Aggressive | | | | | | |
| Between Groups | 252.71 | 4 | 63.18 | 1.38 | .24 | - |
| Within Groups | 17584.13 | 385 | 45.67 | | | |
| Total | 17836.83 | 389 | | | | |
| Self-defeating Humor | | | | | | |
| Between Groups | 118.09 | 4 | 29.52 | .57 | .69 | - |
| Within Groups | 20104.21 | 385 | 52.22 | | | |
| Total | 20222.30 | 389 | | | | |
| General | | | | | | |
| Between Groups | 1836.62 | 4 | 459.15 | 1.38 | .24 | - |
| Within Groups | 128286.70 | 385 | 333.21 | | | |
| Total | 130123.30 | 389 | | | | |

*** p<.05**

When table 15 is analysed, there is not a significant difference of the teachers' perceptions participating in the research relating to the primary school principals' sense of humor according to the seniority variable as "the level of affiliative humor" is [F (4,385) = 1.72; $p > .05$], the level of aggressive humor is [F (4,385)=1.38; p>.05] , the level of Self-defeating humor is [F (4,385)=.57; p>.05] and the whole research subject of sense of humor is [F (4,385)=1.38; p>.05]. However, there is a significant difference according to the seniority variable as the level of self-enhancing humor is [F (4,385) =2.50; p<.05]. In other words the seniority of teachers is not a determining variable at the levels of affiliative humor, aggressive humor self-defeating humor and the sense of humor of primary school principals. But it is a determining variable at the level of self-enhancing humor.

| **Independent Variable** | **Seniority Group** | **Seniority Group** | **Differences of Means** | **P** |
|---|---|---|---|---|
| Self-enhancing Humor | Year 1-5 | Year 6-10 | 1.79 | .13 |
| | | Year 11-15 | 2.24 | .07 |
| | | Year 16-20 | 3.32 | .01* |
| | | 21 and above | .46 | .70 |
| | Year 6-10 | Year 11-15 | .45 | .65 |
| | | Year 16-20 | 1.53 | .17 |
| | | 21 and above | -1.33 | .16 |
| | Year 11-15 | Year 16-20 | 1.08 | .35 |
| | | 21 and above | -1.78 | .07 |

| | | | | |
|---|---|---|---|---|
| | Year 16-20 | 21 and above | -2.86 | .01* |

Table 16. LSD test results showing the meaningful differences in the seniority groups according to the teachers' perceptions on primary school principals' self-defeating humor

*** p<.05**

When table 16 is analysed, there is a significant difference between the teachers whose seniority is (1-5 years) and the teachers whose seniority is (16-20) according to the value (p=.01<.05) and this difference is in favor of the teachers whose seniority is (1-5 years). Moreover at the same level, there is a significant difference between the teachers whose seniority is (16-20 years) and the teachers whose seniority is (21 and more years) according to the value (p=.01<.05) and this difference is in favor of the teachers whose seniority is (21 and more years).

*5. According to teachers' perception, what is the relationship between the creative behaviour and the sense of humor of primary school principals?*

Table 17. The level of the creative behaviour and the principals' sense of humor, n, Ss and $\bar{x}$ Scores

| **Scales** | **N** | $\bar{x}$ | **Ss** |
|---|---|---|---|
| Creative Behaviour Total Score | 390 | | .42 |
| Sense of Humor Total Score | 390 | | .57 |

When Table 17 is analysed, the creative behaviour of primary school principals $\bar{x}$=.35, and their sense of humor $\bar{x}$=3.73 are evaluated in neither agree nor disagree level.

The results of Pearson's Correlation Coefficient determining the relationship between the creative behaviour and the sense of humor of primary school principals are presented in Table 18.

Table 18. The results of Pearson's Correlation Coefficient Determining the Relationship Between the Creative Behaviour and the Sense of Humor of Primary School Principals

| | | Total Score of Creative Behaviour | Total Score of Sense of Humor |
|---|---|---|---|
| Total Score of Creative Behaviour | Pearson Correlation | 1 | .219** |
| | Sig.(2-Toiled) | | .000 |
| | N | 390 | 390 |
| Total Score of Sense of Humor | Pearson Correlation | .219** | 1 |
| | Sig.(2-Toiled) | .000 | |
| | N | 390 | 390 |

*** p<.001**

When Table 18 is analysed, there is positive, significant relationship between the scores of creative behaviour and sense of humor. (r=.219, p<.01). There exists moderate positive,

significant relationship at the level of 0.22 between creative behaviour and sense of humor. It can be interpreted that as creative behaviour of primary school principals increases, their sense of humor increases, too.

## Discussion And Conclusion

In the light of the results of this study, it was revealed that teachers perceived school principals' creativity at the level of "not sure". According to Ciftci (2011), the reason behind the decisions made without utilizing individual creativity and variety of alternatives is focusing on the result without even realizing the causes. It is understood that it requires more creativity and attention to generate alternatives when the conflicts between possible decisions increase at the time of solving a problem. In this context, it can be thought that teachers are not sure in evaluating school principals' creativity because they witness that principals behave inconsistently while trying to solve a problem because of their (principals) limited capacity in administrating duties and negative learning experiences.

It has been found out in this study that regarding teachers' perceptions the most rated item for principals in the questionnaire has turned out the item "she/he believes it needs working hard to succeed something" Simontan emphasized that creative is the one who works very hard, who focuses on success among everything, and who is ambitious, determined, persistent and excited. During the process of creating, one performs extraordinary physical and psychological energy (Sungur, 1992). Bearing this in mind, it is a necessity for principals not to decide very quickly when come across a problem. They need to work hard on it and generate alternative solutions for it.

Teachers' perceptions have been revealed as "not sure" regarding school principals' sense of humor. Cetin (2009) puts forward that people with a sense of humor can not reveal this at a strict and bureaucratic organizational atmosphere, though they can easily express their sense of humor in at warmer and intimate organizational climate. In this context, strict and formal atmosphere at schools is considered to have negative effects on school leadership and leaders' communication skills with school personnel. Teachers, likewise, tend to have doubts about leaders' sense of humor at schools where strict atmosphere is prevalent.

Teachers' high scores on the item "the principal does not smile and make jokes around" have indicated that smiling and making jokes have positive effects on creating positive organizational climate, and absence of smiling and joking can be considered to be among negative leadership behaviours of the school principals.

As an outcome of this study, a noteworthy correlation has been revealed between school principals' creativity and their sense of humor. With this in mind, it is right to point out that school principals' creativity increase depending on the increase in their sense of humor. Furthermore, as school principals' capacity of humor raise, their level of creativity goes up as well.

As a proposition, some ice-breaking activities should be held at schools in order to boost principals' creativity and sense of humor.

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