

Examining the Relationship between Humor Styles and Self-Perceptions in Turkish Children: A Validation of the HSQ-Y

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Abstract

Self concept is an experiential formation gained as a result of certain experiences. The concept of self-concept has an interesting intersection with the psychological field of humour. The aim of the study is to examine the relationship between the humor styles and self-perceptions of primary school 4th grade students and to conduct the validity-reliability study of the humor styles measurement tool. The study group of the research was carried out with 525 students attending the 4th grade of primary school. "Humor Styles Questionnaire for Young Children" (HSQ-Y) and "Self-Perception Profile for Children" (OIBAP) were used as data collection tools. In the analysis of the research, first of all, the validity-reliability study of the humor styles questionnaire was conducted and the correlational scanning method of the general scanning model was used to examine the relationship between humor styles and self-perceptions of primary school students. In the results of the research; The humor styles questionnaire was found to be valid and reliable. In the relationship between; The sub-dimension of the humor styles questionnaire reveals the positive and significant relationship of the "participatory humor style" with all the sub-dimensions of the self-perception profile for children, and the "self-enhancing humor style" with the sub-dimension of "social acceptance". In the study, it was also observed that "aggressive humor style" was negatively related to "educational competence", "behavioral management", "social acceptance" "general self-worth" sub-dimensions, and "self-destructive humor style" was negatively related to "athletic competence" sub-dimensions.

Keywords:

Humor, Humor Styles, Self, Self-Perception, Late Childhood



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Introduction

Humans are multifaceted beings, encapsulating an intricate tapestry of emotions, cognitions, behaviors, and physiological attributes that are in a constant state of flux from the cradle to the grave. Emerging at birth, an individual undergoes a plethora of transformations across

these domains as they navigate and acclimate to their ever-changing milieu (Perrotta, 2020). This fascinating journey of adaptation isn't just a standalone process; it's deeply entwined with an individual's personality architecture (Smith et al., 2019).

Personality isn't merely a static set of traits carved in stone. Rather, it constitutes a dynamic, fluid structure that serves as the sum total of distinct attributes that not only set each person apart from the next but also adapt and metamorphose in response to situational demands (Schultz & Schultz, 2015). Nestled within the complexity of these traits is an entity known as the 'self' (Cornellà-Font et al., 2020).

The 'self' is more than a buzzword in psychology; it is a multidimensional construct that arises at the crossroads of intrinsic characteristics and environmental interactions (Dolejš et al., 2022). Encompassing a subjective lens, it shapes and is shaped by how individuals conceptualize their own personalities (Chu & Lowery, 2023; Xiang et al., 2022). The self-concept isn't an isolated monolith; rather, it is a dynamic, organized, and hierarchically structured conceptual framework that embraces a broad spectrum of experiential realms—including but not limited to—the spiritual, social, and physical dimensions of one's existence (Epstein 1973; Paramanik et al., 2014). This self-concept is more than just an internal mirror reflecting our perceptions; it also acts as a two-way conduit, reciprocally influencing and being influenced by learning processes (Sewasew & Ulrich, 2019; Shavelson & Bolus 1982). It serves as the cognitive scaffolding for the mental blueprints individuals create, helping them make sense of and imbue meaning to the diverse situations they encounter throughout the various stages of life (Snyder 1989). Crucially, this cognitive schema can adapt and reshape depending on the specific life events and interactions one experiences.

The import of nurturing a positive self-concept is corroborated by numerous studies. It has been found to be instrumental not just for academic successes but also for broader social-emotional well-being (Chen et al., 2013; Nasir & Lin, 2012), academic achievement (Marsh & Martin, 2011; Salami & Ogundokun, 2009), and even engagement in prosocial activities (Schwarzer & Fuchs, 2009). Not to mention, a positive self-concept has been linked to enhanced levels of happiness and contentment (Hunagund & Hangal, 2014). Interestingly, this notion of self-concept has an intriguing intersection with the psychological domain of humor. Humor, characterized as the outward expression of playfulness often accompanied by emotional cues such as laughter or smiles (Chen & Martin, 2007), is an omnipresent social construct that transcends cultural boundaries (Jiang et al., 2019). Its relevance isn't confined to a particular set of circumstances but radiates through diverse social ecosystems.

Furthermore, humor takes on unique hues depending on the cultural backdrop, impacting both its execution and reception (Martin & Ford, 2018).

Building upon Eysenck's pioneering framework, humor can be dissected into different facets: the conformist, quantitative, and generative dimensions (Eysenck 1972). These facets were later refined and extended by Hell and Ruch, who presented a more nuanced understanding, including an individual's cognitive and emotional responses to humor, and their capability to not just appreciate but also generate humor across varied contexts (Hell & Ruch 1985). In this respect, it is understood that humor is the ability to understand and express. In this regard, Guo, Zhang, Wang and Xeromeritou (2017) found that there was a positive relationship between Chinese and Greek preschool children's recognition of humor and their cognitive development.

In the realm of psychological inquiry, humor styles have emerged as a pivotal facet in understanding interpersonal dynamics and self-concept. Martin et al. (2003) have identified four distinct humor styles, each playing a unique role in shaping interpersonal relationships and individual self-perception. Affiliative Humor is characterized as a benign, non-hostile use of humor to facilitate interpersonal relationships, enhance interactions, and alleviate tensions. This style of humor is harmonious and tolerant, serving as a social lubricant in group settings. Aggressive Humor, in contrast, involves the use of humor in a hostile, sarcastic, and demeaning manner, often disregarding the impact on others. It's associated with the assertion of superiority and personal gratification at the expense of others, leading to socially adverse outcomes. Self-defeating Humor entails the individual engaging in self-deprecating humor, often at the cost of self-respect, to entertain others and strengthen relationships. This style can be harmful as it involves consistently belittling oneself. Lastly, Self-enhancing Humor represents a healthy coping mechanism, where an individual maintains a humorous perspective even in the face of stress and adversities, without losing touch with reality. This style reflects a balanced and considerate approach to humor, acknowledging both the self and others in the process. These humor styles not only reflect individual differences in the expression and perception of humor but also suggest significant implications for the development and manifestation of an individual's self-concept (Martin et al., 2003). Emerging as early as childhood, humor plays a pivotal role in shaping a child's self-concept and even their academic engagement (Iivari et al., 2020; Søbstad & Lillemyr, 2010). Beyond academic contexts, humor also fosters cooperative and social behaviors (Kim & Ho, 2018). Since the self is both a social construct and a shaping force, it can serve as a gauge to assess one's own strengths and weaknesses. Interestingly,

a positive self-concept can reciprocally boost the development and appreciation of humor (Søbstad & Lillemyr, 2010). Humor has been linked to enhanced cognitive abilities (McGhee, 2002) and even to greater acceptance among peers (Sletta et al., 1995), offering another layer to its positive impact on self-concept.

Humour involves a conciliatory and adaptive behaviour pattern and is effective in improving interpersonal relationships. It is also a sociopsychological tool and is used to prevent conflicts (Hofmann et al., 2020; Nguyen et al., 2022). When the humour level is high, the construction of a positive self-concept takes place. The individual perceives himself/herself as respected, accepted and valuable. Therefore, it is valuable to examine the correlation between humour and self-concept (Orth & Robins, 2022; Steiner et al., 2022). Given this intricate web of connections, the present research is designed to delve into the linkages between humor styles and self-perception, focusing specifically on fourth-grade elementary school students. This study embarks with a comprehensive validation process for the 'Humor Styles Questionnaire for Younger Children – HSQ-Y' and subsequently maps the interactions between humor styles and self-perceptions among this age group. Therefore, our hypothesis in this study is; Children with positive humor styles have high self-perceptions, while children with negative humor styles have low self-perceptions. This investigation is motivated by the following key research questions:

1. Does the HSQ-Y exhibit reliability and validity when applied to fourth-grade elementary school students?
2. Is there a discernible connection between the self-perceptions of fourth-grade elementary school students and various humor style sub-dimensions such as "Affiliative Humor," "Aggressive Humor," "Self-enhancing Humor," and "Self-defeating Humor"?

Method

Research Model

This inquiry employed a correlational research design within the broader framework. Correlational methodologies seek to define and quantify the interrelationships among variables or scores within groups through the application of correlational statistics, a technique delineated by Creswell (2005). The study specifically utilized this correlational paradigm to scrutinize the interplay between distinct styles of humor and self-conceptions within a population of fourth-grade students attending elementary schools.

Sampling and Demographics

The target population of this investigation consisted of fourth-grade students attending schools in the Central District of Afyonkarahisar Province. Stratified random sampling was employed to determine the study sample, with the primary selection criterion being enrollment in the fourth grade of elementary school. To establish consistency in the sample, socioeconomic and sociocultural backgrounds were considered foundational criteria. A comprehensive list of schools under the jurisdiction of the Afyonkarahisar Directorate of National Education was procured from the Afyonkarahisar Provincial Directorate of National Education. After meticulous analysis, eight schools representing a cross-section of economic strata were selected for inclusion in this study. Participation was voluntary, and the final sample constituted 525 fourth-grade students with normal development trajectories.

The study group consists of 10-year-old children. The study group was selected from Afyonkarahisar province located in the inner Aegean part of Turkey. Ethics committee approval was obtained from Afyon Kocatepe University before the study was started. Afterwards, research permission was obtained from Afyonkarahisar Provincial Directorate of National Education. After obtaining consent from the school principals and the parents of the children, the study was conducted.

An array of key variables was examined to provide a comprehensive demographic snapshot of the sample. Gender distribution comprised 268 females (51.0%) and 257 males (49.0%). In terms of birth order, 43.6% were eldest children ($n = 229$), 26.3% were middle children or one among them ($n = 138$), and 30.1% were youngest ($n = 159$). Family size was also considered, with 9.1% being single children ($n = 48$) and 90.9% hailing from families with multiple children ($n = 477$).

Data Collection Instruments

For this investigation, three primary instruments were employed: the General Information Form, the Humor Styles Questionnaire for Younger Children (HSQ-Y), and the Self-Perception Profile for Children (SPPC).

General Information Form

This form encompassed questions related to the child's demographic characteristics, including gender, birth order, family size, parents' age brackets, educational attainment, occupational status, and household income levels. Data were collected through interviews conducted by the researcher with the parents of the participants.

Self-Perception Profile for Children (SPPC)

Originally developed by Harter (1985) and later adapted for Turkish populations by Şekercioğlu (2009), the SPPC was utilized to gauge the children's self-perceptions across six distinct sub-dimensions. These include Scholastic Competence, Social Acceptance, Athletic Competence, Physical Appearance, Behavioral Conduct, and Global Self-Worth. A 4-point Likert scale was applied for scoring, where a rating of 1 signified inadequate self-judgment, while a score of 4 indicated a more competent self-evaluation. The instrument demonstrated satisfactory reliability coefficients, ranging from .71 to .77 for the various sub-dimensions, and an overall internal consistency of .73 for the study's sample size of 525 participants.

Humor Styles Questionnaire for Younger Children (HSQ-Y): Instrumentation and Scoring Methodology

The Humor Styles Questionnaire for Younger Children (HSQ-Y), conceptualized and developed by James and Fox (2016), is an instrument specifically crafted to assess the humor styles of younger populations. It focuses on four principal dimensions of humor: Affiliative Humor, Aggressive Humor, Self-defeating Humor, and Self-enhancing Humor. The HSQ-Y engages a 4-point Likert scale for participant responses, where 1 signifies "not at all suitable for me" and 4 represents "very suitable for me". This scale enables a nuanced assessment of each child's humor orientation.

In terms of reliability, James and Fox (2016) report that the HSQ-Y demonstrates robust alpha reliability coefficients, which range from .62 to .88 across its various sub-dimensions, indicating a satisfactory level of internal consistency. Furthermore, test-retest reliability coefficients were observed to vary between .68 and .81, suggesting a reasonable degree of stability in the responses over time.

For scoring, each item on the HSQ-Y is linked to one of the four humor styles. The total score for each style is calculated by summing the responses to the items corresponding to that style. Attention is given to reverse-scoring negatively worded items to ensure consistency in the direction of the responses. Higher scores in a specific humor style indicate a greater propensity for that style. The interpretation of these scores is contextualized within normative data or comparative groups to glean insights into the humor tendencies of the population under study.

Data Collection and Analysis

Data collection was executed post the approval of the ethics committee from 08/ 11.12.2019 Afyon Kocatepe University and obtaining the formal permissions from the Directorate of National Education. The participation was voluntary, and confidentiality was

assured. Prior to the application of the measurement instruments, ethical approval was obtained from the relevant ethical committee, and permission was granted by the Afyonkarahisar Provincial Directorate of National Education. In order to administer the measurement tools to the children, discussions were held with school principals and classroom teachers. The children present in the class during the teachers' available hours were informed about how to complete the measurement instruments, and the tools were then administered to those who volunteered to participate. The entire dataset was subjected to rigorous statistical analyses. Descriptive statistics were employed to analyze the demographic data.

For the analysis of the scores obtained from the SPSC and HSQ-Y, the normality was initially assessed using the Kolmogorov-Smirnov (K-S) test. A p-value less than 0.05 indicated non-normal distribution (Bütüner, 2008). Subsequently, Spearman's Rank Correlation Coefficient was employed to assess the relationship between non-normally distributed data points (Alpar, 2012). This exhaustive multistage analysis affirms the HSQ-Y's validity and reliability, supporting its application in future research initiatives.

Findings

In this section, the study focuses on the reliability and validity analyses of the HSQ-Y and the relationship between different humour styles measured by the HSQ-Y and various sub-dimensions of the SPPC.

Validity Assessment of the HSQ-Y): A Multi-Stage Inquiry

Stage One: Translation and Linguistic Adaptation

The initial phase of this research focused on the linguistic adaptation of the HSQ-Y into the Turkish language. This procedure employed a dual translation-back translation technique involving two experts proficient in English. Subsequent back translations into English were executed independently by bilingual individuals. To ascertain semantic equivalency between the original and translated questionnaires, another linguistic expert, well-versed in both languages, conducted a thorough review. Lastly, a linguistics specialist in Turkish performed a meticulous analysis, culminating in minor adjustments made by the researcher in accordance with this final expert consultation.

Stage Two: Assessment of Content Validity

Content validity, defined as a measure of a questionnaire's comprehensive coverage of the relevant topic and the behavior under scrutiny, was the focus of the second stage (Alpar, 2012; Büyüköztürk, 2014). For this, expert opinions were actively sought to

evaluate the scale's comprehensive representation of the domain. A panel of academicians, specializing in Elementary Teaching, Child Development, Education, and Educational Sciences, as well as practicing fourth-grade educators, was consulted. Both the original English and the Turkish versions of the HSQ-Y were presented to them for evaluation.

To quantify the content validity, Content Validity Ratio (CVR) and Content Validity Index (CVI) were calculated post-expert consultation (Veneziona & Hooper, 1997; Yurdugül, 2005). A content validity ratio of 0.91 was achieved, confirming the inclusion of all necessary items in the questionnaire and thereby establishing its content validity.

Stage Three: Construct Validity and Reliability Assessment

The construct validity was examined through item-total correlations and Cronbach's alpha coefficients, as elucidated in Table 1. A school comprising fourth-grade students in the Central District of Afyonkarahisar Province was selected at random for a pre-application of HSQ-Y to a subset of 60 students. Following the administration, item-total correlations were scrutinized.

Upon review of Table 1, the item-total correlations ranged from .20 to .60, as per the guidelines of Büyüköztürk (2014). Given the scale's high reliability coefficient of $\alpha=0.822$, it was determined that the questionnaire should be retained in its entirety. Thus, the outcomes from this pre-application stage were incorporated into the broader study.

Stage Four: Final Validation and Reliability Study

For the ultimate phase, the overarching objectives were communicated to elementary school administrative personnel to secure the necessary permissions. The study included a total of 525 voluntarily participating fourth-grade students, chosen via stratified sampling from schools under the Directorate of National Education in the city center of Afyonkarahisar during the 2019-2020 academic year. The instrument was directly administered by the research team.

Reliability Examination of the HSQ-Y

The reliability was assessed using Cronbach's alpha coefficients, test-retest reliability, and item-total correlations, and the findings are delineated below.

Table 1

Item Total Correlation and Cronbach's Alpha Analysis Results of the HSQ-Y (n=60)

Item No.	Scale Mean when the item is deleted	Variance of the Scale when the Item is Deleted	Item Total Correlations	Cronbach's Alpha Coefficient when the item is deleted
1	58.8167	94.966	.424	.814
2	59.8167	93.034	.378	.815
3	59.1500	94.231	.356	.816
4	59.9000	95.142	.295	.818
5	59.1500	93.079	.457	.812
6	60.3500	95.316	.239	.822
7	59.8333	95.734	.216	.823
8	60.0667	88.707	.611	.804
9	59.3833	92.817	.378	.815
10	60.7333	95.318	.348	.816
11	59.4333	96.724	.251	.820
12	59.5500	90.014	.564	.806
13	59.1333	92.626	.481	.811
14	60.8500	97.384	.250	.820
15	59.5167	94.559	.309	.818
16	60.1000	93.142	.353	.816
17	59.4167	94.145	.375	.815
18	60.4500	96.014	.259	.820
19	59.2833	93.834	.339	.817
20	60.1000	91.176	.501	.809
21	59.3333	94.633	.339	.817
22	59.8500	96.028	.227	.822
23	59.2500	95.242	.254	.821
24	59.8167	90.118	.594	.805

Table 2

Item-Total Correlation and Cronbach's Alpha Analysis Results of the HSQ-Y (n=525)

Item No.	Scale Mean when the item is deleted	Variance of the Scale when the Item is Deleted	Item Total Correlations	Cronbach's Alpha Coefficient when the item is deleted
1	59.1238	108.521	.407	.833
2	59.9810	107.324	.302	.837
3	59.5524	106.538	.378	.834
4	60.0971	107.023	.331	.836
5	59.4762	104.967	.508	.829
6	60.8590	108.388	.273	.838
7	60.1162	105.336	.373	.834
8	60.2190	104.034	.453	.831
9	59.6019	104.606	.504	.829
10	61.0743	110.065	.241	.838
11	59.6076	105.796	.451	.831
12	59.9676	102.058	.552	.826
13	59.4343	105.051	.515	.829
14	61.1810	112.744	.112	.842
15	59.7733	105.462	.416	.832
16	60.4590	112.359	.173	.846
17	59.6457	105.290	.494	.830
18	60.6933	108.637	.261	.838
19	59.6400	105.998	.416	.832
20	60.2095	104.887	.450	.831
21	59.6343	104.309	.518	.828
22	60.1048	105.388	.413	.832
23	59.5981	105.558	.435	.832
24	60.3638	104.827	.458	.831

Inspection of Table 2 revealed that the majority of item-total correlations were within the range of .20 to .60. Cronbach's alpha for the complete scale stood at .84. The reliability coefficients for the sub-dimensions of the questionnaire were determined as follows: Affiliative Humor exhibited a reliability coefficient of .83, Aggressive Humor yielded a coefficient of .64, Self-enhancing Humor demonstrated a reliability coefficient of .73, and Self-defeating Humor also recorded a reliability coefficient of .73. It was observed that specific items, particularly items 14 and 16, showed item-total correlations that fell below the optimal range. However, their removal would have a negligible impact on the Cronbach's alpha, which was ultimately determined to be .83, justifying the retention of the original scale.

The test-retest reliability was evaluated in the second phase, employing a time interval of four weeks between applications, as suggested by Büyükoztürk (2014).

Table 3
Test-Retest Reliability Coefficients of the HSQ-Y (n=60) Analysis Results

		HSQ-Y Score Retest	
	r	.992	
HSQ-Y Pre-Test	p	.000	
	n	60	

p<.01

The high test-retest coefficients indicated the HSQ-Y's robust reliability over time as can be seen in Table 3, thus reinforcing its validity and reliability as a measurement tool.

In light of the findings obtained, the measurement instrument encompasses four sub-dimensions: Affiliative Humor, Aggressive Humor, Self-defeating Humor, and Self-enhancing Humor. The scale comprises six items for each sub-dimension, culminating in a total of 24 items. These sub-dimensions are analyzed through the calculation of total scores for each. The potential score range for each sub-dimension spans from a minimum of 4 to a maximum of 24 points. For instance, attaining a score of 24 in the Affiliative Humor sub-dimension is indicative of a high propensity for this positive style of humor.

Table 4
Spearman Correlation Analysis Results Regarding the Affiliative humor Sub-Dimensions of the HSQ-Y and the SPPC Sub-Dimensions

HSQ-Y Sub-dimension	SPPC Sub-dimensions	R	P
Affiliative humor	Scholastic Competence	.250	.000*
	Physical Appearance	.130	.003*
	Athletic Competence	.315	.000*
	Behavioral Conduct	.110	.012*
	Social Acceptance	.207	.000*
	Global Self-worth	.149	.001*

A thorough examination of Table 4 reveals statistically significant positive correlations between the Affiliative Humor sub-dimension and multiple sub-dimensions of the SPPC. Notably, significant positive correlations were observed between Affiliative Humor and the following sub-dimensions: Scholastic Competence ($r = 0.250, p < 0.001$), Physical Appearance ($r = 0.130, p = 0.003$), Athletic Competence ($r = 0.315, p < 0.001$), Behavioral Conduct ($r = 0.110, p = 0.012$), Social Acceptance ($r = 0.207, p < 0.001$), and Global Self-worth ($r = 0.149, p = 0.001$), all at a statistical significance level of $p < 0.05$.

In light of these findings, it can be inferred that an increase in children's scores on the Affiliative Humor sub-dimension correlates with higher self-perception scores across various sub-dimensions, such as Scholastic Competence, Physical Appearance, Athletic Competence, Behavioral Conduct, Social Acceptance, and Global Self-worth. This implies that children who are more predisposed to affiliative humor are likely to exhibit elevated self-perception scores in these specific areas.

Table 5
Spearman Correlation Analysis Results Regarding the Aggressive Humor Sub-dimension of the HSQ-Y and the SPPC Sub-Dimensions

HSQ-Y Sub-dimension	SPPC Sub-dimensions	r	P
Aggressive Humor	Scholastic Competence	-.143	.001*
	Physical Appearance	-.020	.653
	Athletic Competence	-.059	.178
	Behavioral Conduct	-.197	.000*
	Social Acceptance	-.089	.042*
	Global Self-worth	-.132	.003*

*p<.05

Upon rigorous analysis of Table 5, significant negative correlations emerge between the Aggressive Humor sub-dimension and several sub-dimensions of the SPPC. Specifically, negative correlations were detected between Aggressive Humor and the sub-

dimensions of Scholastic Competence ($r = -0.143$, $p = 0.001$), Behavioral Conduct ($r = -0.197$, $p < 0.001$), Social Acceptance ($r = -0.089$, $p = 0.042$), and Global Self-worth ($r = -0.132$, $p = 0.003$), all with a statistical significance of $p < 0.05$. Conversely, no statistically meaningful relationships were observed between Aggressive Humor and the sub-dimensions of Physical Appearance and Athletic Competence.

From these observations, one can conclude that as the scores for Aggressive Humor increase among children, there tends to be a corresponding decrease in their self-perception scores in areas such as Scholastic Competence, Behavioral Conduct, Social Acceptance, and Global Self-worth. This suggests that a proclivity for aggressive humor, characterized by actions that may be harmful to others, is associated with diminished levels of self-perception across multiple domains.

Table 6
Spearman Correlation Analysis Results Regarding the Self-Developing HSQ-Y and the SPPC Sub- Dimensions

HSQ-Y Sub-dimension	SPPC Sub-dimensions	R	P
Self-Enhancing Humor	Scholastic Competence	.172	.000*
	Physical Appearance	.089	.041*
	Athletic Competence	.229	.000*
	Behavioral Conduct	.133	.002*
	Social Acceptance	.076	.084
	Global Self-worth	.107	.014*

* $p < .05$

In scrutinizing Table 6, significant positive correlations were discovered between the Self-enhancing Humor sub-dimension and various sub-dimensions of the SPPC. Particularly, positive correlations were observed between Self-enhancing Humor and the sub-dimensions of Scholastic Competence ($r = 0.172$, $p < 0.001$), Physical Appearance ($r = 0.089$, $p = 0.041$), Athletic Competence ($r = 0.229$, $p < 0.001$), Behavioral Conduct ($r = 0.133$, $p = 0.002$), and Global Self-worth ($r = 0.107$, $p = 0.014$), all at a significance level of $p < 0.05$. However, no significant correlation was found between Self-enhancing Humor and the Social Acceptance sub-dimension.

These findings indicate that higher scores in the Self-enhancing Humor sub-dimension are associated with elevated self-perception scores in areas such as Scholastic Competence, Physical Appearance, Athletic Competence, Behavioral Conduct, and Global Self-worth. This correlation suggests that individuals who frequently engage in self-enhancing humor are

inclined to perceive themselves more favorably across multiple domains.

Table 7
Spearman Correlation Analysis Results Regarding the Self-defeating Humor Sub-dimension of the SHQ-Y and the SPPC Sub-Dimensions

HSQ-Y Sub-dimension	SPPC Sub-dimensions	n	r	P
Self-destructive Humor	Scholastic Competence	525	.000	.998
	Physical Appearance	525	.057	.191
	Athletic Competence	525	.088	.044*
	Behavioral Conduct	525	-.068	.119
	Social Acceptance	525	-.001	.981
	Global Self-worth	525	-.039	.367

* $p < .05$

Upon close examination of Table 7, a statistically significant positive correlation was found between the Self-destructive Humor sub-dimension and the Athletic Competence sub-dimension of the SPPC ($r = 0.088$, $p = 0.044$), at a significance level of $p < 0.05$. However, the study did not find any statistically significant relationships between Self-destructive Humor and the remaining sub-dimensions—namely, Scholastic Competence, Physical Appearance, Behavioral Conduct, Social Acceptance, and Global Self-worth.

Consequently, it may be concluded that increases in the Self-destructive Humor sub-dimension scores are positively related to increases in self-perception scores within the domain of Athletic Competence. This pattern suggests that individuals employing Self-destructive Humor may attempt to channel their self-deprecating tendencies into the athletic arena, thereby enhancing their self-perception of athletic prowess. Nevertheless, it is important to note that no significant correlations were found between Self-destructive Humor and other sub-dimensions like Scholastic Competence, Physical Appearance, Behavioral Conduct, Social Acceptance, and Global Self-worth, thereby suggesting that these particular domains remain unaffected by Self-destructive Humor according to the data in this study.

Discussion and Conclusion

A content validity index was calculated for the validity study of the HSQ-Y. As a result of calculating the content validity index values, the content validity ratio of the questions was determined to be 0.91. The CVI and CGI values indicate that all items in the questionnaire are necessary and that content validity is ensured. For reliability, the Cronbach alpha reliability coefficient was calculated. The Cronbach's alpha value for the whole HSQ-Y is 0.84. The reliability coefficient of

the sub-dimensions of the questionnaire that are participatory humour is .83, the reliability coefficient of aggressive humour is .64, the reliability coefficient of self-enhancing humour is .73 and the reliability coefficient of self-destructive humour is .73. The test-retest results showed that the relationship between the two tests was positive, high and significant. Accordingly, it can be said that the HSQ-Y has a stable structure over time. As a result of all these analyses it was accepted that the HSQ-Y is a valid and reliable instrument. These values are consistent with the results obtained by James and Fox (2016), who developed the HSQ-Y. When analysing the research, several studies were found in which the HSQ-Y was used. Venkatesan (2022) stated in his study that the HSQ-Y provides a healthy indication of the development of humour in children. Halfpenny and James (2020) found that the reliability values of the sub-dimensions of the HSQ-Y were above .70 and Kimura, Tsugawa and Oka (2008) found that they were above .60. These results are similar to the reliability values obtained in the current study.

The empirical evidence garnered from this investigation establishes a substantial and affirmatively correlated relationship between the Affiliative humor style sub-dimension and an array of self-perception factors, namely Scholastic Competence, Physical Appearance, Athletic Competence, Behavioral Conduct, Social Acceptance, and Global Self-worth. Affiliative humor encapsulates the strategic utilization of humor in a manner that is accommodating and adaptive, thereby serving as a catalyst in fostering effective interpersonal relationships (Nguyen et al., 2022; Martin et al., 2003). It can be postulated that individuals who demonstrate a predilection for affiliative humor employ this style as a socio-psychological tool to enhance the quality of their interpersonal relationships and as a preventive measure against potential social conflicts (Hofmann et al., 2020).

A plethora of scholarly literature posits that individuals with high levels of perceived competence in the domains of education, physicality, athleticism, and behavior tend to manifest a positively oriented self-concept (Dolejš et al., 2022; Sewasew and Schroeders, 2019). Affiliative humor is particularly potent in inducing affective states characterized by heightened levels of extraversion, cheerfulness, and self-esteem (Steiner et al., 2022). The architecture of a favorable self-concept necessitates the individual's capacity to perceive oneself as esteemed, accepted, and inherently valuable (Orth et al., 2016; Orth & Robins, 2022). Therefore, a logical corollary would be that as the magnitude of individuals' self-perception positivity escalates, so does their inclination to adopt an affiliative humor style.

The current inquiry fortuitously dovetails with existing research trajectories that emphasize the interconnectedness between humor styles and self-perception (Delaney, 2019; Dudones, 2022; Çakmak et al., 2015), as well as the specific linkage between affiliative humor and self-esteem (McCosker & Moran, 2012; Overholser, 1992; Traş, Aslan & Taş, 2011; Shaikh & Vyas, 2022; Stieger et al., 2011; Zeigler-Hill & Besser, 2011). Additional scholarly contributions indicate that individuals with elevated self-perception metrics experience higher instances of joyousness and light-hearted moods (Brown, 2019). Furthermore, the concept of affiliative humor has been noted to share a positive relationship with dimensions such as emotional labor among educators (Liao et al., 2020) and empathic capabilities among student demographics (Halfpenny & James, 2020). Given the inherent nature of affiliative humor as a socially harmonious form of humor, it is hypothesized to exhibit greater efficaciousness in the realm of positive interpersonal communication, in contrast to its maladaptive counterparts.

Intriguingly, the data also highlighted a markedly negative correlation between the Aggressive humor sub-dimensions and several facets of self-perception, particularly Scholastic Competence, Behavioral Conduct, Social Acceptance, and Global Self-worth. Nevertheless, the sub-dimensions concerning Physical Appearance and Athletic Competence did not manifest statistically significant relationships. Aggressive humor is characterized by its use in a confrontational and demeaning manner, typically manifesting through behaviors such as ridicule and sarcasm with the explicit intent of deriding or manipulating others (Mesmer-Magnus et al., 2018; Zeigler-Hill & Besser, 2011). This particular style of humor has been found to be positively correlated with traits such as hostility and aggression, while being inversely related to traits like responsibility and sensitivity (Shaikh & Vyas, 2022).

In light of these findings, it can be reasonably inferred that a student's proclivity for an aggressive humor style remains tangentially unrelated to their self-perception vis-à-vis Physical Appearance and Athletic Competence. Conversely, as students' scores in the aggressive humor style ascend, there is a concomitant diminution in their self-perception relating to Scholastic Competence, Behavioral Conduct, Social Acceptance, and Global Self-worth. This delineates that students who exhibit a preference for an aggressive humor style are potentially undermining their self-concept, possibly leading them to seek social approval and acceptance through less constructive avenues.

Moreover, a considerable body of existing literature corroborates the notion that aggressive humor is implicated in maladaptive behaviors during

interpersonal exchanges, such as sarcasm and mockery (Hampes, 2010; Ho, 2016). The proclivity for aggressive humor has also been linked to negative emotional states, including hostility and aggression, while demonstrating a negative correlation with positive personality traits like mildness and empathy (Martin et al., 2003; Rnic et al., 2016; Yue et al., 2014).

Furthermore, the empirical data indicated a positive correlation between the Self-enhancing Humor sub-dimension and several aspects of self-perception, including Scholastic Competence, Physical Appearance, Athletic Competence, Behavioral Conduct, and Global Self-worth. However, there was no statistical significance identified in the relationship with the Social Acceptance sub-dimension. The self-enhancing humor style encompasses the ability to find levity in challenging circumstances and to employ humor as an emotional regulation mechanism (Chen & Martin, 2007; Ford et al., 2017; Tsai et al., 2021).

In synthesizing these observations, it can be deduced that students who adopt a self-enhancing humor style do not express significant concern regarding their peer acceptance or social popularity. Additionally, as the score of students' self-enhancing humor style escalates, it is accompanied by an increase in their self-perception across the domains of Scholastic Competence, Athletic Competence, Physical Appearance, and Behavioral Conduct. This buttresses the notion that students who engage in self-enhancing humor are less likely to perceive adverse situations as personal failures but rather utilize them as motivational catalysts.

Previous research has firmly established a significant positive relationship between self-enhancing humor style and self-esteem (Jolly & Lokesh, 2022; Leist & Müller, 2013). Several studies have also indicated that the propensity for self-enhancing humor is a significant predictor of heightened self-esteem (Schermer et al., 2021; Cheliuslina, 2021). Given these multiple lines of evidence, it is reasonable to conclude that self-enhancing humor serves as a positive influence on individuals' self-conception, possibly contributing to an overall elevation in self-esteem levels.

The analysis also brought to light a significant and positive correlation between the Self-destructive Humor sub-dimension and the Athletic Competence sub-dimension. However, no statistically noteworthy relationship was identified in connection with Scholastic Competence, Physical Appearance, Behavioral Conduct, Social Acceptance, and Global Self-worth. The Self-destructive Humor style encompasses the act of engaging in self-directed humor as a means of gaining social acceptance and approval from peers (Jolly & Lokesh, 2022; Cheliuslina, 2021). Consequently, it can be inferred that the Self-destructive Humor style does not hold any significant

association with the global self-worth or the broader components of self-perception. This is likely because the self-defeating humor style is frequently used in a self-deprecating manner and may not foster long-term benefits for self-esteem.

Considering particularly primary school children and their developmental characteristics, it is recognized that personality development is ongoing and the formation of positive self-perceptions can be significantly influenced by individuals in their environment. During this period, children desire to be in the spotlight and seek affirmation of being loved. If these needs and desires are not met, and if negative self-perceptions are in the process of developing, they may resort to various methods and approaches to gain acceptance. Specifically, the use of self-defeating humor can be influenced by negative experiences. Yelikaya (2007) noted that when individuals cannot cope with negative experiences, they tend to employ unhealthy coping mechanisms. Aktepe (2019) further highlighted that self-defeating humor, which involves behaviors such as self-derogation and belittlement for the sake of interpersonal relations, can create issues in self-perception and potentially lead to negative effects on the individual. For example, a person adopting a self-defeating humor style might use humor without considering their own needs. Displaying a facade of happiness while denying true feelings of sadness is also indicative of this humor style (Yerlikaya, 2009; Çalişandemir & Tagay, 2015).

Limitations and Future Research

The present study, while substantial in its findings, is not without its methodological limitations. As the study relied on cross-sectional data, it does not offer insights into the longitudinal trajectories of humor styles and self-perception dynamics. In addition, the sample population comprised primarily of primary students, thus rendering the generalizability of the findings to broader demographics somewhat circumscribed. Future avenues for research could include the design of interventions targeted at promoting adaptive humor styles among younger populations, potentially through pedagogical strategies or educational programs. Additionally, it may be constructive to investigate the influence of familial upbringing and educators' perspectives in understanding the dynamics of students' self-perception and humor styles. A more holistic purview that considers these factors may offer a more nuanced understanding of the nexus between humor styles and self-perception.

In sum, this research significantly contributes to the expanding corpus of empirical studies exploring the relationship between humor styles and self-perception. The current findings not only substantiate but extend our understanding of the complex interplay between these constructs, thereby elucidating their

respective contributions to the psychological well-being of individuals.

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