

FAMILIAL FACTORS BEHIND EARLY ADULTHOOD HUMOR

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF PSYCHOLOGY

SEPTEMBER 2018

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ABSTRACT

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September 2018, 75 pages

The present study investigated the role of several familial factors in the development of early adulthood humor, which was examined with a focus on four humor styles. Two hypotheses stated earlier in the literature in relation to this subject (namely, modeling and reinforcement hypothesis, and stress and coping hypothesis) formed the core of the study, which was supported by additional explorations. 227 participants, who averaged 20.67 (SD = 1.33) years of age, filled in questionnaires on their own humor use, those of their parents, family environment quality, and parental warmth and acceptance. The results suggested that both fathers and mothers had some influence on their young adult children's humor styles. The quality of family environment was related only to the maladaptive humor styles. In addition, paternal warmth appears to have moderating effects on intergenerational humor associations between fathers and their children, with higher paternal warmth resulting in stronger relationships with regard to positive humor styles. The set of familial variables examined, however, explained only a small portion of interindividual variance in humor.

Keywords: humor styles, family, early adulthood, humor development

ÖZ

ERKEN YETİŞKİNLİK MİZAHINDA AİLENİN ROLÜ

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Yüksek Lisans, Psikoloji Bölümü

Tez Yöneticisi: Doç. Dr. Emre Selçuk

Eylül 2018, 75 sayfa

Mevcut çalışma ailevi etmenlerin genç yetişkinlerin mizahının gelişiminde oynadığı rolü incelemiştir. Mizah, mizah tarzları merkeze alınarak ele alınmıştır. Çalışma literatürde daha önce dile getirilmiş ve incelenmiş iki hipotezi temel almıştır ve ilave incelemeler ile desteklenmiştir. Yaşlarının ortalaması 20.67 olan 227 katılımcı kendi mizah tarzları, ebeveynin mizah tarzları, aile ortamı ve ebeveynin ilgi ve sevgisi üzerine anketler doldurarak çalışmada yer almışlardır. Yapılan analizler değerlendirildiğinde hem baba hem de annenin şimdilerde genç yetişkinlik döneminde olan çocuklarının mizah tarzları üzerinde etkili olmuş oldukları sonucuna varılabilmektedir. Aile ortamının yalnızca negatif mizah tarzlarıyla ilişkili olduğu bulunmuştur. Ayrıca, babanın gösterdiği sevgi ve ilginin babanın mizahı ile çocuğunki arasındaki ilişkiyi değiştirdiği görülmüştür. Daha yüksek sevgi ve ilgi pozitif mizah tarzları bağlamında söz konusu ilişkiyi kuvvetlendirmiştir. Bu bulgulara ek olarak belirtilmesi gerekir ki, incelenen ailevi etmenler mizah değişkenlerinde görülen varyansın sadece küçük bir bölümünü açıklayabilmiştir.

Anahtar kelimeler: mizah tarzları, aile, erken yetişkinlik, mizah gelişimi

ACKNOWLEDGEMENTS

I would like to express my gratitude towards my thesis advisor Assoc. Prof. Emre Selçuk for his helpful guidance and detailed feedbacks throughout the whole period. Also, I am thankful to have had the chance to complete courses offered by Assoc. Prof. Emre Selçuk, Prof. Sibel Kazak-Berument, Asst. Prof. Başak Şahin-Acar, and Asst. Prof. Yonca Toker. This study was built on what I learned from them.

I cannot thank my parents enough. They are the ones who helped me work in peace and quiet during the past three years, undisturbed by everyday troubles. So much have I experienced thanks to them.

Lastly, I received noteworthy help from my cousin Meleknur Kaya and my friend Felek Yoğan during the data collection. Thanks for being there when I needed it.

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CHAPTER 1

INTRODUCTION

Considering its complex role in highly diverse areas of human life including among others emotion regulation, friendships, mate selection, and physical health, humor is no laughing matter. Humor, comedy, and laughter have been taken as a subject in written works beginning with the ancient times, and philosophers ranging from Plato to Bergson as well as psychologists starting with Freud have formulated theories on the subject. Unlike most of the theories proposed by these writers, psychological theorizing and empirical work of recent times have focused on the differences among individuals, dealing with such questions as why some people engage in humorous behaviors more often, and why people differ in relation to the things they find amusing (Martin, 1998).

The present study focuses on individual differences in early adults' humor tendencies, and examines the role the family plays in the development of these differences. A conceptual background including the essential terms is followed by literature reviews on early humor development, gender differences, and predictors of individual differences regarding humor.

1.1. Humor and Sense of Humor

The origin of the word *humor* goes back to Latin, with the meaning being a liquid or fluid. It is this meaning that drives the historical usage of the word that denotes the four main body fluids (blood, phlegm, yellow bile, and black bile), which were part of the ancient Western medicine. A use of the word that is much more relevant to the present sense comes from the field of aesthetics as studied mainly by philosophers, for whom *the comic* belonged to a set of aesthetic features, such as beauty, harmony, and the tragic. However, humor was regarded only as an element of the comic, signifying a “smiling attitude toward life and its

imperfections: an understanding of the incongruities of existence” (Ruch, 1998). In fact, this understanding of humor entails what Freud meant in his related works, and a lack of awareness of this meaning is sure to lead to confusion upon encountering his distinctions between jokes, humor, and the comic. The word humor experienced yet another twist, leading to its contemporary use in everyday language and American research. In today’s language, humor replaced the comic as used in the aesthetics field, becoming a comprehensive term for all laughter-producing phenomena, which range from nonverbal humor forms (e.g. slapstick comedy) to verbal ones such as jokes or irony (Martin, 2007). In contrast to its earlier use, the word became more comprehensive also in the sense that it may have negative (for instance, hostile teasing) as well as positive content (Ruch, 1998).

The other important term in humor studies is the “sense of humor” that some people are said to have. But what exactly is meant when a person is said to have this quality? Martin (1998) reports that Eysenck suggested the following meanings: it may mean that such a person finds amusing the same things as we do, that this person laughs often and has a tendency to get amused easily, or that he or she is the “life and soul of the party”, in other words, the person that relates funny stories and makes others laugh. Hehl and Ruch (1985) offered an even longer list, perhaps the most important of them being the degree to which a person appreciates humorous stimuli (which corresponds to the definition given by *Oxford English Dictionary*) and the ability to create humor. In short, while having a sense of humor may be used in daily language to indicate various different qualities that may also coexist in a specific use of the word, it seems reasonable to say that the intended meaning is usually related to the appreciation of humor or a combination of the abilities of both appreciation and creation.

What is certain is that having a sense of humor is widely considered as a desirable characteristic in today’s world. Besides, as with physical attractiveness, people thought to have a good sense of humor are believed to have many other positive qualities, such as being interesting, intelligent, creative, extraverted, and cordial (Cann & Calhoun, 2001). As a result of this positive stereotype, a strong sense of humor serves as an important factor affecting friendly relationships and mate selection. In fact, a study by Sprecher and Regan (2002) showed that a sense of humor is one of the most desired characteristics in any relationship type (spanning

from casual sex partner to marriage partner and friendships), regardless of the participant gender.

1.2. Forms of Humor

Martin (2007) categorized humor forms into three main groups: jokes, spontaneous humor arising in conversations, and unintentional humor.

Jokes are very short stories aiming to produce a laughter in the listener during or after the last sentence, which is also referred to a punch line. The rest is only meant to prepare the listener, creating an expectation for what follows. The unexpected and surprising ending results in a merry reaction, as long as the listener understands the playful twist in the story. Another aspect of jokes is that they are “prepackaged”, meaning that the content remains unchanged or goes through only slight changes as people remember and spread it to others (Martin, 2007). In the Turkish culture, *fikras* share the same characteristics as jokes. Also, riddles are a form of humor closely related to jokes (Martin, 2007), and usually amuse the listener through language tricks, such as by using an alternative meaning of a word. An example from our culture would be: “*Eskimiş postala ne denir? Kartpostal.*”

Norrick (2003) noted three kinds of intentional humor used in conversations: anectodes (funny incidents experienced by oneself or others), play on words (e.g. puns), and irony (using words that normally mean the opposite in conveying what you have in mind). Other important forms include sarcasm, satire, teasing, and self-deprecation. Humor that is ironic and aggressive is called sarcasm when directed at a person, and if the target is instead a social or political institution, then satire is a more appropriate label. Teasing is a witty remark about the appearance or a mistake of another that is playful, and, unlike sarcasm, not intended at all to attack the person. Remarks making fun of the speaker himself or herself, in turn, are examples of self-deprecation, which can have a variety of motives, such as comforting somebody or trying to make somebody like you (Martin, 2007). Non-verbal humor is also a part of intentional humor taking place in social interactions. It is mainly produced through facial expressions or gestures that are in some way odd or exaggerated (Martin, 2007).

Unintentional humor is another notable source of laughter in daily life. This sort of humor occurs when we do or say something without intending to be funny. Embarrassing mistakes such as slipping and falling on one's buttocks or Freudian slips could be taken as humorous when no serious harm is involved.

1.3. Psychosocial Functions of Humor

In our daily lives we use humor for a myriad of purposes. It could serve as a bonding device that, when used regularly, may facilitate the development of new relationships. One can use it as an ice breaker in a newly formed social group, or as a means of distracting others in moments of pain and anxiety. It could be used to attack others systematically as well as in isolated incidents, say, to take revenge on anybody who has just crossed the line (Chiaro & Baccolini, 2014). It may help those in close relationships to ease conflicts among themselves, or alternatively, when used in an unwise manner to avoid dealing with problems and delay working on them constructively, might irritate and even estrange one's partner on the long run. In addition to interpersonal relationships, humor is present in the intrapersonal sphere as well. Notably, humor is used by many to deal with unpleasant experiences (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003). One could lift up one's spirits by focusing rather on the ironical side in the challenging circumstances of life, or simply by watching an episode of one's favorite sitcom.

Humor plays other important roles in everyday life in subtle though familiar ways. We often use humor to avoid risky situations. For instance, one might give his or her personal views on a controversial matter in a half-joking way, so that one would have the possibility to take back one's words in the case of undesirable initial reactions by simply saying "I was only joking" (Martin, 2014). Besides, humor is one of the means by which stereotypes and social norms are maintained through generations, though it could also be wielded to resist such social phenomena (Martin, 2007).

The list goes on. One important note to be remembered is that human creativity has ensured that humor is used for remarkably diverse purposes. Not surprisingly, it has attracted the attention of thinkers and scientists from different fields as a complex phenomenon. This complexity is also reflected in humor *styles*.

1.4. Humor Styles

Based on the earlier work on humor, Martin, Puhlik-Doris, Larsen, Gray, and Weir (2003) proposed and tested the existence of four humor styles: affiliative humor, self-enhancing humor, aggressive humor, and self-defeating humor. In addition, the first two were grouped as the adaptive styles and the last two as the maladaptive ones. The four styles, which were quick to gain popularity among the humor researchers, were designed with two basic distinctions in mind. First, humor can be used to enhance oneself or to improve one's social relationships, depending on the motives of the humor producer. Second, humor can be either benign and friendly or harmful and malicious.

Being high on affiliative humor indicates a tendency to laugh, and tell jokes and funny stories, often with the intention of making others laugh, facilitating relationships, and reducing social tensions. In contrast to aggressive humor, the authors intended to reflect benign humor in this style, and, it is argued that it is conducive to interpersonal relationships. In addition, people high on this dimension are expected to be high on such personality characteristics as extraversion and cheerfulness, and to generally experience positive emotions and satisfaction in their relationships. Significant and positive correlations were reported with these personality characteristics as well as psychological well-being in Martin et al. (2003). Furthermore, judging by the content of the items, the present author argues that this dimension can also be interpreted as one's general humor orientation, or the degree to which a person likes and engages in humorous acts and remarks.

Self-enhancing humor is concerned with the use of humor as an emotion regulation or coping mechanism. A person who often engages in this style of humor is thought to have a humorous perspective on life, to be able to retain it in stressful circumstances, and to find something amusing in the incongruities of life rather than being overcome by them. Compared to affiliative humor, this type of humor is less social and more intrapersonal. As the authors predicted, self-enhancing humor was found to be associated with lower depression, anxiety, and neuroticism scores, and higher psychological well-being (Martin et al., 2003).

Such forms of humor as hostile teasing, ridicule, and sarcasm comprise aggressive humor. Needless to say, these types of humor are done at the expense of

another person, and, therefore, are likely to hurt him or her and damage the relationship between the perpetrator and the victim. As expected by the authors, aggressive humor was found to be positively related to neuroticism, and strongly and negatively related to agreeableness. Also, a negative relationship was observed between conscientiousness and aggressive humor use (Martin et al., 2003).

Self-defeating humor is the other maladaptive humor style due to its self-disparaging nature. It is defined by the production of humor at one's own expense, usually in an effort to bring oneself into others' favor or gain approval. A person high on this style often lets others make fun of himself or herself, and may also react with laughter when being ridiculed and laughed at, possibly so as to conceal negative feelings. Self-defeating humor was hypothesized and found to be positively related to neuroticism, depression, and anxiety, and negatively related to conscientiousness and psychological well-being (Martin et al., 2003). These findings suggest that humor may play an inconspicuous role in abnormal psychology, and that it might help practitioners to keep negative humor use in mind when searching for causes of psychological problems.

1.5. Early Humor Development

Laughter emerges in infants at some point between the third and fifth month (Martin, 2007). Infants could display laughter in response to tickling as early as the tenth week, and around the fifth month they typically enjoy playing peek-a-boo and show their merriment through a great deal of laughter (Mireault & Reddy, 2016).

Actions triggering laughter in infants are numerous, and they include popping of the lips, tickling, odd facial expressions, kiss on the stomach, sounding like a familiar animal, walking in an unusual way, and chase games (Martin, 2007). Naturally, these actions are enjoyed by infants at certain stages of development, and every stage has its own characteristic laughter-provoking behaviors. For instance, Sroufe and Wunsch (1972, as described in Mireault & Reddy, 2016) noted in their study of infant laughter that the period around the fifth month is mostly a time of enjoying such actions as lip-popping and being kissed on the bare stomach. In contrast, these behaviors are typically replaced by unexpected (or "inappropriate") actions like mother sucking the milk bottle or walking in an intentionally strange

and funny way in the second half of the first year, and by the “I’m gonna get you” game at 12 months.

These observations led Sroufe and Wunsch (1972) to conclude that infant humor is driven by actions that are incongruous with their existing schemas. Notably, these actions must be observed in a safe environment to be able to result in laughter. Parrott and Gleitman (1989) worked further on this subject, and noted that while actions such as walking like a penguin produce laughter due to their incongruous and unexpected nature, confronting events that are too incongruous with their schemas (e.g. observing that a different person appears in tricky peek-a-boo trials) causes infants to react with puzzlement instead of merriment.

Nwokah, Hsu, Dobrowolska, and Fogel (1994) examined the development of laughter in the first two years of life, and found that its frequency increased during the first year, and did not show a considerable change in the following year. Besides, an increase in the frequency of laughter was also reported for the period between the ages three and five (Bainum, Lounsbury, & Pollio, 1984). Perhaps not surprisingly, non-verbal (vs. verbal) humorous actions were preferred by the three-year olds, whereas the children aged five enjoyed verbal acts more. Furthermore, during the period between ages three and five, the children in this study exhibited an increase in the proportion of laughter linked to aggressive incidents such as pushing somebody roughly and derision.

But when does a true sense of humor emerge? When dealing with this question, it is important to keep in mind the distinction between things that are funny and those that are simply fun (Martin, 2007). Laughter can arise as a result of both experiences. Nevertheless, seeing something as funny implies an understanding of the humorous side of the event, whereas having fun does not necessarily involve humor. Laughing because one is having fun often simply reflects a pleasant mood due to an enjoyment of the present circumstances. Researchers have proposed various time points as to the age when a sense of humor first appears.

Basing his conclusion on his work on jokes, Shultz (1976, as described in Mireault & Reddy, 2016) argued that recognizing why jokes are humorous does not take place until the age six or seven. However, Pien and Rothbart (1976) criticized this conclusion, pointing out the relative difficulty of the stimuli used. They maintained that when more age-appropriate material was used, even four-year olds

understood what makes a joke funny. Other psychologists proposed a much earlier age for the development of humor. Notably, McGhee (1979, as described in Mireault & Reddy, 2016) argued that as soon as children gain the ability to pretend, they have what is needed to make sense of humor. Since make-believe play starts around 18 months, he claimed that the first experiences of humor must begin at this time as well. In contrast, according to Rothbart (1973), the necessary ingredient for an understanding of humor is a playful attitude. She tracked down the origin of humor appreciation to the first appearance of play, and argued that humor emerged together with play around the age of four months.

In addition to his views on the time when humor first appears, McGhee (1979, as described in Martin, 2007) also developed a developmental model on humor, which had four stages. According to his model, beginning with the eighteen months of age, infants start to see humor in unconventional usage of objects. Around the age of three, the playful mislabeling of objects or animate beings (e.g. calling a hand a foot) begins to give infants much pleasure. This is soon followed by an extension of mislabeling to the enjoyment of misrepresentation. An example could be a cat that sings like a bird. Lastly, around the age of seven, children gain the necessary skills to appreciate word plays and double meanings, so that they begin to enjoy riddles and jokes.

As children get older, they derive pleasure from subtler forms of humor, such as irony and sarcasm. Children fail to grasp the actual meaning in ironic statements until around the age of six (Dews et al., 1996). Interestingly, it seems to take them a little longer to recognize the humorous aspect of irony: Dews et al. (1996) found that the youngest group, which was comprised of five and six-year olds, found ironic criticisms funny as often as they did the literal ones, whereas ironic criticism was more often funny than literal criticism for the older group of children made up of eight and nine-year olds. However, in another study examining ironic and literal criticisms and compliments with children aged from five to eight, no age group considered ironic statements more humorous (Harris & Pexman, 2003). These two studies suggest that the normative age for understanding the humor in irony might be sometime around age nine. Pexman, Glenwright, Krol, and James (2005) concluded that early signs of recognizing the humor in ironic statements appear between the ages of seven and ten. A thorough understanding of

irony is thought to mature at twelve or thirteen years of age (Keltner, Capps, Kring, Young, & Heerey, 2001).

Other uses of humor are also present in childhood. Researchers as early as Freud and Wolfenstein have described how children make use of humor and laughter to change a threatening topic into something to be laughed at, thereby gaining mastery over the anxiety-producing situation (Martin, 2007). Führ (2002) examined the use of coping humor in age groups ranging from ten to sixteen. As both girls and boys get older, they use humor more often in dealing with stress and uncertainty. Interestingly, using humor to lift one's spirits becomes more frequent with increasing age in girls, but not in boys.

Teasing is another use of humor that becomes more conspicuous in older children. Some changes in the way children tease their peers have been reported in the literature, including the content and possible functions (Martin, 2007). As the ability to produce irony and sarcasm improves in early adolescence, teasing becomes more playful and humorous (Keltner, Capps, Kring, Young, & Heerey, 2001). Also, when asked to describe motives for teasing, children older than eleven years of age stated positive motives as well, unlike the younger age groups examined, who apparently had solely hurtful motivations (Warm, 1997).

In relation to developmental changes, it should also be noted that children and adolescents show a preference for humorous stimuli that are neither too simple nor too challenging for their current cognitive level (McGhee, 1976). In other words, there is an optimum level of difficulty for humor to be fully successful in producing laughter at each stage of the rapidly developing minds.

1.6. Gender Differences in Humor Appreciation and Creation

Differences between men and women in humor enjoyment and creation have been examined in diverse ways, including the analyses of ratings of jokes and cartoons, humor use in conversations, self-report questionnaires, and preferences in creating cartoons.

Studies on gender differences in humor appreciation were most often based on the enjoyment of two types of humor: hostile and sexual. Lampert and Ervin-Tripp (1998) gave a summary account of the then-available research, and it appears

that the results were mixed concerning hostile humor. Six of ten studies reported no gender differences, whereas three indicated that females rated this sort of humor less enjoyable compared to males. Interested in the effects of the feminist movement on women's humor preferences, Herzog (1999) examined hostile humor having females as targets (or victims), and found that females enjoyed such humor less than did males, which reportedly replicated an earlier finding. More recently, Iocin (2010) reported in her work dealing with humor appreciation, gender, and anxiety that among non-anxious participants women enjoyed video clips with aggressive humor more than did men. This result was the opposite of what was hypothesized, and can be considered noteworthy when we take into account the earlier studies.

As to sexual humor, Lampert and Ervin-Tripp's review (1998) concluded that apart from a few exceptions, eighteen studies from nearly two decades converged, indicating that women liked this kind of humor less than did men. Yet, they qualify this conclusion with the observation that most of the humor presented in those studies was sexist and belittling towards women (as reported in Martin, 2014). Apparently, when only non-sexist sexual humor was taken into consideration, there were no gender differences. In his study, in which targets of humor were separated into males and females, Herzog (1999) found that while sexual humor with female targets were enjoyed more by men, there was no gender difference in the case of male targets. These studies show that the nature of the jokes and cartoons (i.e., whether it is sexist or not) and the target's gender are crucial factors in making sense of gender differences in sexual humor appreciation.

Interestingly, when requested to name a person with an exceptional sense of humor, both male and female university students were more likely to nominate a man rather than a woman (Crawford & Gressley, 1991). Also, this finding was replicated with Chinese students in Singapore (Nevo, Nevo, & Yin, 2001).

Early research on gender differences in humor creation seems to have focused on joke-telling. In a survey done by Crawford and Gressley (1991), it was found that telling jokes was typical of males, whereas anecdotal humor (i.e. telling humorous short stories experienced by oneself or others) was more often used by females. This finding was supported by another study that asked college students to tell their favorite joke (Johnson, 1991). Significantly more women than men could not come up with a joke, suggesting that joke telling is generally speaking a "male

thing”. Moreover, the same study reported that among participants who were able to think of a joke men were more likely to tell jokes that had both sexual and aggressive elements. In contrast, women were more likely to tell jokes having neither sexual nor aggressive content (Johnson, 1991).

Several studies examined gender differences in humor production by focusing on humor produced during conversations among friends or strangers. Hay (2000) analyzed conversations that took place among all-male, all-female, and mixed-sex groups of adult friends, and categorized humor produced into three functions: power-based (e.g. aggressive teasing), solidarity-enhancing (e.g. telling humorous shared memories or friendly teasing), and psychological (e.g. coping humor). It was found that women used solidarity-enhancing humor more often than did men, regardless of group composition. Importantly, this finding echoed that reported in Crawford and Gressley (1991), which indicated that women used anecdotal humor more often than men. Another interesting finding in Hay’s (2000) study is that women were found to be slightly more likely to engage in aggressive teasing than men, which was observed both in same-sex and mixed-groups. Yet, the author’s comment on these odds-ratio findings downplayed the importance of them, as the ratios were quite close to 1.

Robinson and Smith-Lovin (2001) carried out another study examining conversations among single-sex and mixed-sex groups, though their participants did not know each other and worked together on some tasks during the study. Their results showed that men engaged in humor more frequently in mixed-sex groups. Comparing all-male and all-female groups, the authors found that humor was more frequent in all-female groups. In addition to a general examination of humor use, humor attempts were also examined by dividing them into two functional categories: cohesive and differentiating. As to the latter category, which was intended to capture humor aiming for status gains within a group, men used differentiating humor more often than did women.

Other results concerning gender differences in conversational humor are present in Lampert and Ervin-Tripp (2006), who examined teasing or comments that made fun of another in the group or the speaker himself or herself. Other-directed teasing was found to be more common in all-male versus all-female groups, whereas more self-directed humor was observed in all-female groups (vs. all-male).

The findings related to conversational humor are difficult to summarize due to the differences in study designs. One thing we can confidently argue is that group composition plays a decisive role. Besides, it seems that while humor making fun of others as a part of status struggle is more typical of males, solidarity-enhancing humor is used more by women.

Self-report measures were also utilized in measuring humor-related variables. A notable case is the Humor Styles Questionnaire. The original study reported gender difference in every style, with men showing a higher average (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003). A noteworthy aspect of the study is that the age range (between 14 and 87, $M = 25$) covers almost the whole life span. The authors drew attention to the very large sample, and argued that a significant gender difference in the adaptive styles of affiliative and self-enhancing humor was observed only because of the extraordinary sample size. As a result, they regarded these differences as trivial, emphasizing instead those in maladaptive styles. Kazarian, Moghnie, and Martin (2010) reported higher aggressive and self-defeating humor for male students in a Lebanese university, with the other two styles showing no difference. This pattern was also observed in two studies done in Turkey with students studying in Cukurova University and Anadolu University (Tumkaya, 2011; Basak & Can, 2014). A recent study from Spain reported a different pattern of results, with males having a higher mean than females in relation to every style (Salavera, Usan, & Jaire, 2018).

Lastly, Samson and Huber (2007) compared male and female cartoonists along formal features such as verbal elements and number of panels, offering us an unusual glimpse into gender differences regarding humor creation. Female cartoonists were more likely to produce cartoons having any kind of text as well as one or more speech balloons, and turned out to be more voluminous even when only those cartoons with words are considered. In addition, their cartoons had more panels than did those drawn by men, suggesting that female cartoonists prefer a longer narrative.

As can be seen in this section, a variety of themes are present in the studies that dealt with gender differences in humor. Aggressive or hostile humor is arguably the most recurrent one. Overall, although the findings do not all point to the same direction, this kind of humor seems more characteristic of men than women.

1.7. Predictors and Correlates of Individual Differences in Pre-Adulthood Humor

Interpersonal differences in humor appreciation and production in children and adolescents were examined from three main perspectives: genetic factors, family factors, and personality and behavioral associations. While the first two certainly imply causal effects on humor variables, findings related to the last category are less clear cut in relation to the nature of the link to humor.

Personality and behavioral correlates of humor variables have been examined in many phases of the life span. Children aged 4 and 5 with higher humor initiation in nursery school were rated by their mothers as showing greater activity and approach as opposed to social withdrawal (Carson, Skarpness, Schultz, & McGhee, 1986). The same age group as well as children in elementary school, who displayed more aggressiveness during free play, were later found to laugh more often and engage in more humorous acts (McGhee, 1980b). In grades 5 to 8, a higher degree of humor understanding and production were associated with more positive characteristics, namely, sociability and leadership as rated by peers, and no relationships were detected between humor measures and aggressiveness ratings (Masten, 1986). A Turkish sample of university students were participants of a study which examined the links between humor styles as developed by Martin and his colleagues and Big Five personality traits, with the largest correlations being those between extraversion and affiliative humor (correlation is positive) and between agreeableness and aggressive humor (negative) (Özyeşil, Deniz, & Kesici, 2013). Pourghaz, Jenaabadi, and Ghaeninejad (2016) conducted a similar work on teachers, and the results showed that teachers' sense of humor, which was assessed via a self-report measure, was associated with higher extraversion and lower neuroticism self-report scores. Lastly, a meta-analysis by Mendiburo-Seguel, Paez, and Martinez-Sanchez (2015), who integrated 15 studies utilizing the humor styles designed by Martin et al. (2003), yielded an overall picture depicting to what extent humor styles and Big Five personality traits are related. Affiliative humor has a positive relationship with extraversion and openness to experience, with the former personality trait being moderately strongly related (mean $r = .42$). Self-enhancing humor is also positively linked to extraversion, and shows a negative association

with neuroticism. Not surprisingly, agreeableness is negatively related to aggressive humor (mean $r = -.33$), which has a negative relationship with conscientiousness as well. Another notable finding is that self-defeating humor and neuroticism exhibit a positive relationship. The interested reader may refer to the article in question for the remaining significant (though smaller) associations.

To the best of our knowledge, genetic factors related to humor have been examined exclusively by twin studies. An early study carried out with young adults by Nias and Wilson (1977) asked their participants to rate the funniness of cartoons, and the results showed that identical and fraternal twins had similar correlations, which suggested negligible genetic effects, and that shared environmental influences played a major role. Working with a similar methodology, Cherkas, Hochberg, MacGregor, Snieder, and Spector (2000) also concluded that genetic factors made no contribution to individual differences related to humor appreciation. Vernon, Martin, Schermer, and Mackie (2008) utilized the twin design in the context of humor styles as developed by Martin et al. (2003), and the findings coming from a North American sample showed that the role of genetics depended on the type of humor. Individual differences in positive humor styles were largely accounted for by a combination of genetic and non-shared environmental factors, whereas negative humor styles were explained by shared and non-shared environmental ones. However, another study carried out with an Australian sample showed that individual differences pertaining to all styles were accounted for by genetic and non-shared environmental factors, and reported that these findings replicated their previous results from a UK sample (Baughman et al., 2014). Finally, using the humor appreciation perspective like the first two studies reported in this section, Weber, Ruch, Riemann, Spinath, and Angleitner (2014) found that apart from a moderate genetic effect in the funniness ratings of sexual content, shared and non-shared environmental effects dominated in other contexts. Overall, the present research findings seem contradictory, which could be attributed to the use of different conceptualizations of humor across the studies. Nevertheless, these studies suggest that some portion of interpersonal differences in humor is due to shared environmental factors, of which family constitutes an essential part.

Two hypotheses have been put forward in relation to the effects of family factors on an individual's humor development. The first one, modeling and

reinforcement hypothesis, argues that a child's humor-related behaviors are modelled after his or her parents', and parents who tend to laugh a great deal and frequently produce humor are thought to create many opportunities for their children to learn how to appreciate humorous stimuli and how and when to produce humor. Humorous parents are also likely to increase their child's production of humor and amount of laughter by reinforcing efforts to that end (McGhee, Bell, & Duffey, 1986). And it should be kept in mind that reinforcing humor-related tendencies does not even require deliberate attempts, and can easily take place through the ubiquitous and effortless use of laughter.

The stress and coping hypothesis (Manke, 1998; Martin, 2007) concerns the effect of an unfavorable family environment characterized by conflict, distress, or neglect, which may lead children to develop a sense of humor in order to cope with the resulting negative emotions. Such a reaction appears as an adaptive one, and to be closely linked to the conceptualization and use of humor as a coping strategy. Humor may be adopted in this context as a way to release hostile emotions in an acceptable manner, or can be used in an effort to get some attention or affection from neglectful and distant parents. Furthermore, a stressful family environment in childhood might lead to increased humor use in adulthood, at least when faced with stress.

A few studies examined the merit of these hypotheses using different samples ranging from nursery school children to university students. Some evidence for the effect of modeling and reinforcement on humor development comes from a study of university students and elderly women (McGhee, Bell, & Duffey, 1986). Participants rated their current amount of humor creation and their parents' humorous behaviors when they were growing up. Male students' humor production was found to be positively related to their fathers' amount of joking and playful teasing, suggesting that modeling effects are present only for the father-son dyad. In addition, female students' frequency of hearty and long laughter was positively related to their mothers' joking and teasing. Findings from elderly women were also present, but it should be noted that the data they provided are arguably even more prone to memory distortions. In a small-sample study described in detail below, McGhee (1980) consistently found positive relationships between mothers' amount

of humor and their school-age children's laughter and humor initiation, but they failed to reach statistical significance. This was observed for both boys and girls.

Paul McGhee (1980) investigated two different age groups and included many maternal and home variables in his study that have implications for the stress and coping hypothesis. A group of nursery school children was observed during free-play for three weeks, and their frequency of laughter and attempts at behavioral and verbal humor were recorded. Data were already available for the mothers' parenting behaviours which had been assessed in previous data collections. The results indicated that children whose mothers were less affectionate showed greater amounts of behavioral humor and laughter, and that babying and overprotectiveness were also associated with more behavioral humor and laughter. No relationship was detected between general adjustment of the home and humor variables. Data on elementary school children were gathered during a summer camp and analyzed separately for boys and girls. Girls, but not boys, whose family environment was poorer (i.e. having more conflict, unpleasantness, and insecurity) in the first three years of life engaged in more verbal joking, and at the same time had higher ratings of humor hostility. In contrast to nursery school children, babying and overprotectiveness were associated with less frequent laughter and attempts at humor, and affectionateness was unrelated to humor measures. It seems that while the study produced some evidence supporting the stress and coping hypothesis, the findings are mixed. It should also be noted that the study had somewhat small samples, with twenty children in the younger age group and forty-three in the older.

Prasinos and Tittler (1981) examined the effects of family environment and parental distance on adolescents' humor orientation. Splitting a group of boys into three subgroups differing according to their level of humor orientation, the authors found that the group with the highest humor orientation rated their families as more conflict-ridden and less cohesive than either of the other groups did. The same pattern was found for the parental distance measure, with the humor-oriented group showing the greatest distance from their fathers. Furthermore, Fisher and Fisher (as cited in Manke, 1998; Martin, 2007), in their 1981 book partly on professional comedians, related accounts of comedians who described their family environment as lacking in parental warmth, high in parental conflict, and exaggerated expectations of responsible behaviors.

Given the small number of relevant studies and their small sample sizes, Martin (2007) warned that firm conclusions concerning these hypotheses should best be avoided, pointing to the need for a more rigorous examination of the subject. To our knowledge, no study has dealt with this topic since, apart from a study carried out in Lebanon that examined the links between humor styles and parental warmth and rejection experienced from age 7 to 12. Overall, adaptive humor styles (i.e. affiliative humor and self-enhancing humor) were found to be positively related to both maternal and paternal warmth and negatively related to parental hostility, neglect, and rejection. The opposite pattern was observed in maladaptive humor styles (Kazarian, Moghnie, & Martin, 2010).

Importantly, these findings are relevant to the stress and coping hypothesis, according to which children's humor may develop as a means of coping with an adverse family environment. We have already noted that McGhee (1980) had detected a negative relationship between adjustment of the home and girls' verbal humor production. In contrast, Kazarian, Moghnie, and Martin's (2010) study produced evidence contrary to the view that negativity at home leads to increased humor. This seems to be the case especially when we consider affiliative humor as reflecting one's general humor orientation. This humor measure was either unrelated or negatively linked to parental variables such as neglect or rejection. Besides, the hypothesis also speaks to self-enhancing humor. A more negative home environment arguably contains more emotional challenges a child has to overcome, and when he or she is alone, a child needs to draw on his or her own resources to be able to cope with the resulting negative emotions. This may gradually lead to a heightened use and even a mastery of self-enhancing humor, which is likely to result in successful emotion regulation. Hence, McGhee's (1980) assertions also imply a negative link between family environment quality and self-enhancing humor. However, results from Kazarian et al. (2010) suggest otherwise, as self-enhancing humor use increases with higher parental warmth and acceptance, and decreases with higher parental hostility, neglect, and rejection. In sum, combining the results from both studies, we can argue that McGhee indeed had a point, but that an unfavourable family environment has an incremental effect *only* in relation to maladaptive humor.

1.8. Present Study

The aim of the study was not only to further investigate these two hypotheses about the family's role in humor development but also to revisit them with novel perspectives. Unlike the original studies of the 1980s, but in a similar way to Kazarian, Moghnie, and Martin (2010), the study was based on humor styles. Using different styles, we intended to give a detailed and comprehensive account of humor as required by the complexity of the construct, and the four styles outlined by Martin et al. (2003) were regarded well-suited to this effort.

Evidence for the modeling and reinforcement hypothesis was sought by an examination of the associations between parents' and their children's humor style scores. The study covered all four humor styles included in Rod Martin and colleagues' work (Martin et al., 2003), and dealt with both parents. Positive intergenerational associations were expected for each humor style and for both parents. Additionally, the strength of the association for self-enhancing humor might be relatively low compared to the other styles because it is less conspicuous (alternatively described as intrapersonal by Martin) and consequently might be harder for children to observe.

It was hypothesized that the same-sex dyads would show stronger intergenerational associations as compared to opposite-sex dyads, given the emphasis the social learning theory places on similarity. Gender socialization in family and school, which is prevalent in contemporary Turkish society (Sunar & Fisek, 2005), is another factor that is expected to contribute to such a difference. In their efforts to fit in and fulfill gender roles, children and adolescents may follow the example of their same-sex parent (and same-sex older siblings) to adjust their own behavior, and this may include humor-related ones as well, such as hostile humor use or the amount and loudness of laughter.

It was also of interest to examine the possible role that parental warmth plays in the modeling and reinforcement hypothesis, and this variable was considered as a potential moderator variable. Parental warmth is undoubtedly one of the most important aspects of parenting and parental influence, and also one of a number of factors in social learning theory that facilitate modeling and imitative learning (Bao, Whitbeck, Hoyt, & Conger, 1999). It is argued that warm and sensitive parents'

behaviors and beliefs acquire a positive value for the child who associate them with the parent's positive attitude, and the child is more motivated to reproduce the parent's characteristics. Moreover, facilitators of modeling and imitative learning affect these processes not only in the family context but also when an unfamiliar adult acts as a model, as shown by Yarrow, Scott, and Waxler's (1973) study of the learning of prosocial actions. The moderating influence of parental warmth has been documented in such diverse contexts as religious transmission (Bao, Whitbeck, Hoyt, & Conger, 1999) and ethnic intergroup attitudes (Jugert, Eckstein, Beelmann, & Noack, 2016). In short, parental warmth was expected to act as a moderator in the context of humor development as well, with parent-child relationships characterized by higher parental warmth showing a stronger humor association, regardless of parental gender.

In connection with the stress and coping hypothesis, which suggests young people coming from problem-stricken families are more in need of coping methods and may therefore use humor more frequently, it was hypothesized that family environment quality would be negatively associated with self-enhancing humor. Besides, Kazarian, Moghnie, and Martin (2010) made a significant contribution to the assessment of the familial factors by examining a set of parental variables including warmth, hostility, and rejection. This study can be summarized as adding a nuance to McGhee's earlier findings (1980). Its results indicated that only maladaptive humor use heightens with increasing familial negativity. This pattern of course competes with the above-mentioned hypothesis. Both views were taken into consideration in the discussion section.

CHAPTER 2

METHOD

2.1. Participants

227 young adults (females: 168 (74%)) were the study participants. Their age ranged from 18 to 25, though there were only four participants older than 23 ($M = 20.67$, $SD = 1.33$). The participants were largely university students ($n = 219$), and the rest was composed of high school and university graduates. The reported monthly family income (in Turkish Liras) was as follows: less than 2000 (10%), 2000-4000 (37%), 4000-6000 (23%), 6000-8000 (15%), and more than 8000 (12%), suggesting that each income level was represented to a considerable extent. More or less half of the parents were university graduates, with fathers and mothers having a 2-year degree or higher making up 55% and 44% of their own group. The education level of the rest of the parents was reported to be: high school (23%, 24%), middle school (9%, 11%), primary school (11%, 18%), and not graduated from primary school (0%, 2%), with the percentages referring to fathers and mothers, respectively.

The majority of the participants ($n = 176$) lived with both of their parents during the years spanning adolescence and the transition to early adulthood before they started their studies in university. Forty others spent the same period with one of the parents, with only five of them living with the father. Eight participants reported that they lived with neither of their parents.

2.2. Procedure

The study was approved by the Human Subjects Ethics Committee of the Middle East Technical University (METU) (Approval protocol number: 2018-SOS-002), and data collection took place between March and May 2018. The required sample size had been calculated using G*Power 3.1 (Faul, Erdfelder, Buchner, & 20

Lang, 2009). It was based on the main statistical analysis of the study, namely, multiple linear regression, and determined by using the module “Linear Multiple Regression: Fixed model, single regression coefficient”. In order to achieve 95% power with a two-tailed test that assumes an effect size of $f^2 = .073$ for a single coefficient, 180 participants were needed and aimed at. Most of the subjects ($n = 170$, 75% of the total) were recruited via the METU Psychology Department’s subject pool, which consists of psychology and non-psychology students enrolled in the introductory courses offered by the department.

All the participants filled in the questionnaires online. The order of presentation was such that the introductory page, which informed the participants about the study and requested their consent, was followed by the main questionnaires assessing humor styles, family environment, and parental warmth, which appeared in a random order. Then came a five-item questionnaire assessing how closely the participants resembled their parents in terms of their humor appreciation. These five items were written by the present author and added for exploratory purposes. The session ended with the presentation of a demographic form.

Those METU students who were part of the subject pool received course credit (0.5 point) for their participation in this study. The rest of the participants did not receive any compensation.

The study was preregistered in the website of the Open Science Framework before the data collection began. The registration form contains detailed information on the study hypotheses, dependent variables examined, statistical analyses to be conducted, and the sample size, and can be accessed via <https://osf.io/vqjiye/>.

2.3. Measures

2.3.1. Humor Styles Questionnaire (Mizah Tarzları Ölçeği). This 32-item self-report questionnaire deals with the four humor styles designed by Martin and his colleagues (2003), with each style being measured by eight items. Affiliative humor reflects the degree to which a person uses humor to make others laugh, and how much he or she laughs and jokes around with others. Self-enhancing humor measures the extent to which humor is utilized to get over unpleasant feelings or to

disperse bad mood. Aggressive humor informs us about a person’s use of “put-down” humor. Finally, self-defeating humor is defined as the production of humor at the expense of the self. Scores for the items were averaged to form the score representing each humor style. Cronbach’s alphas for the four styles were reported to range from .77 to .81 in the above-mentioned study, which had a large sample of 1195 participants. The questionnaire was adapted to Turkish by Yerlikaya (2003). In this adaptation study, internal reliability values were acceptable, ranging from .67 to .78. Our sample yielded better internal reliability results, with Cronbach’s alpha scores ranging from .803 to .884.

The questionnaire was adapted by the present author so that the participants could also rate their parents on the same dimensions. The statements were changed from first person singular to third person singular sentences with no reference to gender. In order to avoid too many repetitions, parents were rated in a single questionnaire, and rating options for both parents appeared after every item. “Mother” was listed first under every statement, though the participants were free to choose which parent to rate first. Internal reliability scores for the mother version were as good as the self-report, and the alphas ranged from .802 to .890. The same scores for the father version were exceptionally good (ranging from .881 to .895) apart from the self-defeating humor subscale (.758). The reader may refer to Table 1 for detailed information on internal reliability.

The items in both versions appeared in a random order.

Table 1

Cronbach’s alpha scores for the different versions of the Humor Styles Questionnaire used in the present study

	Affiliative	Self-enhance	Aggressive	Self-defeating
<i>Version</i>				
Self	.834	.884	.811	.803
Mother	.888	.890	.849	.802
Father	.887	.895	.881	.758

2.3.2. McMaster Family Assessment Device (Aile Değerlendirme Ölçeği).

This self-report questionnaire was developed by Epstein, Baldwin, and Bishop (1983) in accordance with the McMaster model of family functioning, and adapted to Turkish by Bulut (1990). It consists of 60 items answered using a 4-point Likert scale, and its seven subscales are as follows: problem solving, communication, roles, affective responsiveness, affective involvement, behavior control, and general functioning. The subscales of problem solving, communication, affective responsiveness, and general functioning were used in the present study to measure family environment quality. In assessing internal reliability, the four subscales were not considered separately, as the variable of interest was the family environment quality. Cronbach's alpha for the whole questionnaire comprising 33 items was excellent (.943). The items appeared in a random order.

2.3.3. Parenting Styles Questionnaire (Çocuk Yetiştirme Tutumları Ölçeği). Developed by Sümer and Güngör (1999), the 22-item questionnaire has two subscales assessing parental warmth and acceptance, and parental discipline and control. Only the subscale concerning warmth and acceptance, which has 11 items, was used in this study. The questionnaire uses a 5-point Likert scale, with scores ranging from 1 to 5.

Participants were asked to rate their mothers and fathers separately, though in the same questionnaire. Rating options for the mother appeared first under every statement. As in other cases, the items appeared randomly.

Cronbach's alphas for the ratings on both the mother and the father were especially good: .922 and .936, respectively.

The three questionnaires used can be found in the Appendices section.

2.4. Data Analysis

All the statistical analyses were run using SPSS v. 24.

To examine the two main hypotheses, multiple regression analyses were conducted, with humor styles analyzed separately. For each style, participants' humor style scores served as the outcome variable, and parents' own corresponding humor scores and family environment quality as predictor variables. It was

originally planned to include mothers' and fathers' warmth/acceptance in these analyses as well, in order to assess the unique effects of family environment and parental warmth on humor styles. However, these two variables were decided to be left out due to the following reasons: 1) The addition of the parental warmth variables in question led to suppression situations, where *paternal* warmth had beta weights significantly or marginally significantly different from zero, even though its simple associations with the dependent variables as observed in the correlation matrix were non-significant and nearly zero in such cases (affiliative and self-enhancing humor). According to the description by Tabachnick and Fidell (2013), family environment quality seems to act as a suppressor variable. In another case (aggressive humor), *paternal* warmth was observed to change sign when five predictors were all included, coming to have a positive beta weight, despite being a significantly negative correlate of young adults' aggressive humor and keeping its negative association with the dependent variable in a multiple regression that includes only family environment apart from itself. As a result, comparing unique effects became meaningless in the full model context. 2) The variable of family environment quality was strongly correlated with both measures of parental warmth ($r = .66$ and $.63$, for maternal and paternal warmth/acceptance, respectively), leading to concerns over multicollinearity.

The reader may refer to Table 8 in Appendix D for the results of the multiple regression analyses carried out with the full set of predictors. For the sake of brevity, only the results concerning affiliative humor and self-enhancing humor are presented.

As a further examination of the modeling and reinforcement hypothesis from the gender perspective, it was hypothesized that compared to opposite-sex dyads the same-sex dyads would show a stronger association given the emphasis the social learning theory places on similarity in the context of gender, and gender socialization in family and school. This hypothesis was tested by statistically comparing the correlations of father-son and mother-son dyads, as well as those of father-daughter and mother-daughter dyads. To this end, an interactive calculator designed by Lee and Preacher (2013) which is available from <http://quantpsy.org/corrttest/corrttest2.htm> was utilized. This calculator tests whether two correlation coefficients are equal that have been obtained from the same sample

and have one variable in common (in the present case, humor scores of sons as well as daughters). With an eye to avoid too many comparisons, one adaptive (affiliative humor) and one maladaptive (aggressive humor) style were examined. The *p*-values reported below were from two-tailed tests.

The possible moderator role of parental warmth in the modeling and reinforcement hypothesis was explored using the Modprobe syntax written by Hayes and Matthes (2009). For each humor style, parents' scores served as the focal variable, and those of the participants as the outcome variable. The influence of mothers and fathers was explored separately. The moderator was a continuous variable, and was treated as such. In view of the fact that the sample size was not large enough for a solid test of a moderation effect, the analysis was considered as exploratory.

No estimation was done for the missing data, most of which were observed in parental humor and paternal warmth. Since analyses were carried out with those participants who had no missing values in the set of variables included, the analyses containing several variables suffered some noteworthy decrements in sample size. Multiple regression analyses of affiliative and aggressive humor utilized data from 211 individuals, and those of the remaining two styles from 210. Likewise, the moderation analyses were run with sample sizes ranging from 210 to 216.

CHAPTER 3

RESULTS

3.1. Descriptive Statistics

The humor styles were correlated with each other to some extent, with the correlation coefficients ranging from .152 to .392 (see Table 2). It is worth noting that the two highest coefficients were observed in the relationships between the styles belonging to the same category in terms of adaptiveness, and that the adaptive styles of affiliative and self-enhancing humor were moderately correlated ($r = .392$). The overall picture that emerged from these intercorrelations resembles the findings of the original scale development study (Martin et al., 2003) and those of the scale adaptation study (Yerlikaya, 2003), with the notable exceptions that affiliative and self-defeating humor were unrelated in both sexes in the former study, and that self-enhancing and aggressive humor showed no association in the latter.

Table 2

Descriptive statistics for and correlations among participants' humor styles

	1	2	3	4
1. Affiliative	-			
2. Self-enhancing	.392**	-		
3. Aggressive	.226**	.189**	-	
4. Self-defeating	.222**	.152*	.286**	-
<i>M</i>	5.612	4.507	2.788	3.899
<i>SD</i>	.926	1.256	1.033	1.111

* $p < .05$.

** $p < .01$.

As would be expected in a self-report study, the maladaptive humor styles had lower average scores than the adaptive ones, with the aggressive humor ($M = 2.788$) being the lowest. Aggressive humor was even significantly lower than the other maladaptive style, namely, self-defeating humor ($M = 3.899$), $t(226) = -13.044$, $p < .001$, 95% CI for the difference [.943, 1.278].

Furthermore, the means and standard deviations of maternal and paternal humor styles are presented in Table 3 for comparison purposes.

Table 3
Descriptive statistics for parents' humor styles

	Affiliative	Self-enhancing	Aggressive	Self-defeating
Mothers				
<i>M</i>	4.961	3.474	2.665	2.981
<i>SD</i>	1.198	1.327	1.152	1.111
Fathers				
<i>M</i>	5.229	3.651	3.258	2.947
<i>SD</i>	1.163	1.319	1.356	1.020

A clear pattern emerged concerning the associations between the participants' humor and the predictor variables present in the study. For each and every humor style, a positive association was observed between the two generations, regardless of the parents' gender. However, the influence of the variables regarding familial conditions diverged where the adaptiveness of the styles was concerned. While family environment quality and parental warmth/acceptance showed negative associations with the maladaptive styles of aggressive and self-defeating humor, these same familial variables were found to be unrelated to the adaptive styles (see Table 4). The last finding stands in stark contrast to what was reported in Kazarian, Moghnie, and Martin (2010), which was focused on parental warmth, neglect, and rejection. In this study, parental warmth was found to be significantly and positively related to the affiliative and self-enhancing humor of university students, with the correlation coefficients being .27 and .30 for the latter style.

Table 4

Correlations between participants' humor styles, parental humor, family environment, and parental warmth and acceptance

	MH ^a	FH ^a	FamEnv	MW	FW
Affiliative	.255**	.363**	.091	.067	-.026
Self-enhancing	.284**	.264**	.114	.025	-.027
Aggressive	.232**	.323**	-.213**	-.157*	-.194**
Self-defeating	.272**	.271**	-.132*	-.057	-.169*

Note. MH, maternal humor; FH, paternal humor; FamEnv, family environment quality; MW, maternal warmth; FW, paternal warmth.

^a Maternal and paternal humor reflects the corresponding humor style at each row.

* $p < .05$.

** $p < .01$.

Maternal and paternal warmth were found to be highly correlated with family environment quality ($r = .663$ and $.628$, respectively). The former variables were moderately correlated with each other ($r = .465$) (see Table 5).

Table 5

Descriptive statistics for and correlations among familial variables

	1	2	3
1. Family Environment	-		
2. Maternal Warmth	.663	-	
3. Paternal Warmth	.628	.465	-
<i>M</i>	2.839	3.901	3.418
<i>SD</i>	.557	.803	.963

Note. All correlations were significant at $p < .01$.

As to the gender differences regarding young adults' humor, aggressive humor was significantly higher for males ($M = 3.302$, $SD = 1.174$) than for females ($M = 2.603$, $SD = .914$), $t(221) = -4.575$, $p < .001$, with the CI of the difference being [.398, 1.000]. In contrast, the averages for males and females in the remaining humor styles were strikingly close to each other ($ps > .67$). Importantly, males showed higher self-defeating as well as aggressive humor than did females in earlier studies carried out in such diverse places as Canada (Martin et al., 2003), Lebanon (Kazarian, Moghnie, & Martin, 2010), and Turkey (Tumkaya, 2011; Basak & Can, 2014). It may be that the pattern observed in this study, which is characterized by a gender difference only in aggressive humor, is a rare case.

3.2. Familial Variables Predicting Early Adulthood Humor Styles

Multiple linear regression analyses indicated that mothers' and fathers' humor were significant predictors of young adults' humor in every style examined. Family environment was a significant predictor only in the case of self-defeating humor, though it also reached marginal significance when predicting aggressive humor ($p = .069$). Findings related to family environment suggest that the variable has a predictive quality only in relation to maladaptive humor.

For each style, the three-predictor model accounted for a rather small portion of the variance, ranging from .11 to .16 (see Table 6). Yet, it should be noted that the addition of gender to the model predicting aggressive humor, where a significant difference was observed between the average scores of young men and women, increased the explained variance from 14 to 22%.

3.3. Influence of Gender Similarity on Intergenerational Associations

Detailed information on the correlation coefficients among same-sex and opposite-sex dyads is presented in Table 7. The relationship between young men's and their mothers' affiliative humor is the only one that is not statistically significant ($r = -.021$, $p = .885$).

Comparing the strength of the associations between same-sex and opposite-sex dyads, the expected difference was found only in relation to the young men's

Table 6

Results of multiple regression analyses wherein young adults' humor styles were regressed against familial factors in three-predictor models

	Affiliative		Self-enhancing		Aggressive		Self-defeating	
	Beta	<i>p</i>	Beta	<i>p</i>	Beta	<i>p</i>	Beta	<i>p</i>
MH ^a	.185	.007	.239	.002	.144	.040	.208	.004
FH ^a	.327	.001	.165	.025	.242	.001	.194	.007
FamEnv	-.067	.329	-.017	.803	-.123	.069	-.159	.015
<i>R</i> ²	.161		.114		.142 (.223) ^b		.134	

Note. MH, maternal humor; FH, paternal humor; FamEnv, family environment quality. Statistically significant beta weights are emphasized in bold type.

^a Maternal and paternal humor reflects the corresponding humor style at each column.

^b When gender is included in the model.

affiliative humor, in which the relationship with fathers was stronger than that with mothers ($p = .002$). Although a tendency seemed to be present in the case of male aggressive humor, the difference was not significant, as were those in the female context ($ps > .461$).

Table 7

Correlations between young adults' and their same-sex and opposite-sex parents' humor

	Males		Females	
	Fathers	Mothers	Mothers	Fathers
Affiliative	.433	-.021	.349	.342
Aggressive	.410	.295	.254	.304
<i>N</i>	50	52	164	161

Note. The elements of the bold pair are significantly different from each other, $p = .002$.

3.4. Paternal Warmth as Moderator of Intergenerational Associations

The results suggested that paternal warmth acted as a significant moderator in the relationship between fathers' and their children's affiliative humor, R^2 change = .034, $F(1, 207) = 8.896$, $p = .003$. The unstandardized slope for fathers showing average warmth and acceptance was .397. The same coefficient for paternal warmth one standard deviation below and above the mean was .248 and .546, respectively (see Figure 1). When the analysis was run with maternal variables instead, the interaction term was not significant ($p = .35$).



Figure 1. The relationship between fathers' and young adults' affiliative humor as moderated by paternal warmth and acceptance.

The same pattern emerged when the analysis was repeated with self-enhancing humor, with the paternal but not maternal warmth acting as a moderator, R^2 change = .039, $F(1, 206) = 9.093$, $p = .003$. The respective unstandardized slopes were .057, .256, and .455 (see Figure 2), depending on the increasing values of paternal warmth as used in the previous case.

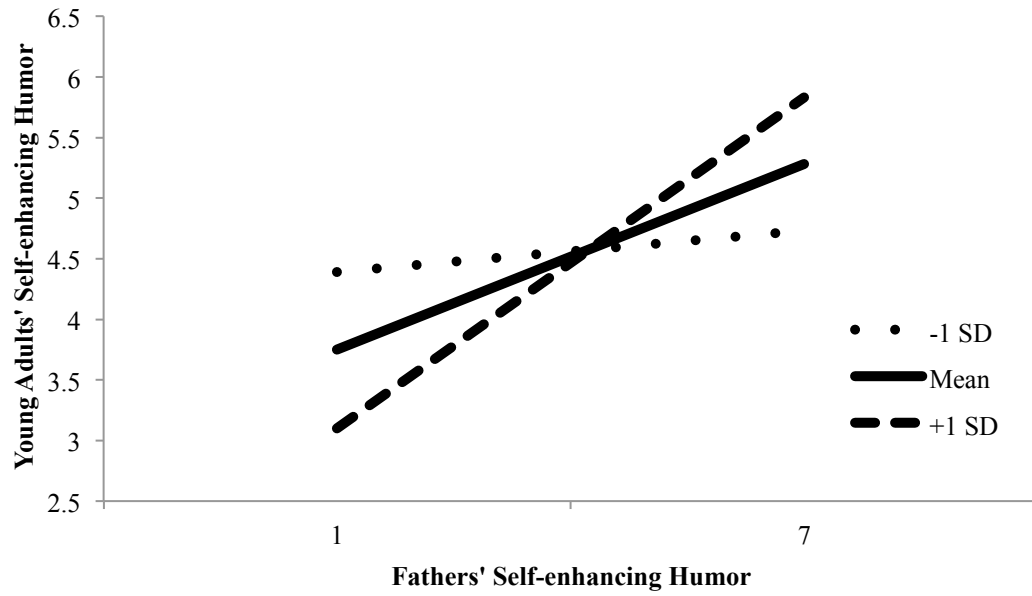


Figure 2. The relationship between fathers' and young adults' self-enhancing humor as moderated by paternal warmth and acceptance.

CHAPTER 4

DISCUSSION

The finding that parents' humor styles were consistently associated with those of their children in early adulthood even after considering their influence together in the same model suggests parents play a role in the development of humor use and styles. This is in line with the modeling and reinforcement hypothesis, which argues that parents shape their children's behavior through serving as models to be imitated and reinforcing most of those behaviors and attitudes that are similar to their own, if not all.

Importantly, positive associations between parents and their children were observed not only in each and every humor style examined but also in both parents, which is not in agreement with an earlier study that found that significant relationships were peculiar to the same-sex dyads (McGhee, Bell, & Duffey, 1986). The results in this study strongly suggest otherwise. It appears that both parents shape –to some degree at least - the types of humor preferred by their children and to what degree they are used. That said, modelling and reinforcement mechanisms are unlikely to single-handedly explain the associations observed. First of all, intergenerational associations may be partly due to shared genes. A study also focusing on the four humor styles indicates that monozygotic twins, compared to dizygotic ones, have roughly twice as large correlations among themselves (Vernon, Martin, Schermer, Cherkas, & Spector, 2008). Second, parents and children who are similar in certain personality traits are expected to show similarities in certain humor tendencies as well, especially with regard to two styles. Affiliative humor was found to be moderately correlated with extraversion, and aggressive humor strongly (and negatively) with agreeableness (Martin et al., 2003). Since the humor style measure used deals with *to what degree* one produces a certain type of humor in a definite context rather than what is produced (the precise content), personality similarities, if they existed in our sample to a large extent, must have been one of the factors

behind the associations. Lastly, many family members share a cultural sphere, and in some cases a subculture, and this may have effects on both generations, influencing their humor-related tendencies in similar ways. If so, then modeling and reinforcement would only serve as an additive factor by strengthening and building on these foundations.

Family environment quality does not appear to have any influence on young adults' positive humor styles. Self-enhancing humor, which is essentially humor used for *coping* purposes, is apparently unaffected by how bad the family environment is, as opposed to what the stress and coping hypothesis suggests. The same conclusion seems valid for affiliative humor, and we can argue that family adjustment does not affect our general humor tendency in social settings. Thus, the hypothesis does not seem to hold up well against these considerations. Needless to say, humor can be used to cope with many kinds of problems and undesirable emotions arising from diverse situations and incidents. Our results indicated, however, no linear relationship between family environment quality and self-enhancing humor, causing us to shift our attention away from the coping mechanism.

On the other hand, family environment quality was found to be a significant factor in the prediction of self-defeating humor, and a marginally significant one in relation to aggressive humor, suggesting that family environment quality, a factor that typically surrounds the young developing person and is highly likely to have varied effects, may have some influence on our negative humor behavior. If it is indeed the case that negative humor use increases as a result of problems linked to a dysfunctional family environment, then this finding is worthy of attention since increased maladaptive humor production is likely to add to problems a young person is already facing due to an unfavorable family life, which is surely a strong negative influence on human development. As aggressive humor becomes a regular part of one's social interactions, there should arise numerous cases where adolescents and young adults find themselves in a difficult situation, both in the family and the school setting, due to strained relationships. Likewise, high levels of self-defeating humor could lead to problems among friends by betraying a lack of self-confidence, which often underlies this humor style (Martin et al., 2003). Social problems could also emerge when characteristics that could be regarded as weaknesses in a person

are made more conspicuous by such humor use and, as a result, more easily exploited and made fun of by peers.

Furthermore, the finding related to family environment and aggressive humor resonates with an earlier result from McGhee's (1980) observational study, in which elementary school girls' verbal humor and hostility of humor produced among themselves were negatively related to home environment, which was assessed along such dimensions as the degree of conflict and the feeling of security at home. Importantly, this finding and its interpretation by the author lie at the origin of the stress and coping hypothesis mentioned in the writings of Manke (1998) and Martin (2007). McGhee linked the increased verbal humor to attempts by girls to cope with negative familial circumstances. Since both verbal humor and humor hostility were related to home environment, it seems to be the case that the humor observed was for the most part hostile. The relationship we observed between family environment and aggressive humor fits well with this finding, and consequently, it may well be argued that the increased verbal humor in McGhee's study was simply due to the influence of home environment on aggressive humor. While he emphasized coping, McGhee also hinted on such an influence by remarking that girls may have increased their verbal humor in order to release hostile feelings. In short, McGhee's finding that inspired the stress and coping hypothesis is in fact explainable without regard to coping. That said, one could still argue that producing hostile humor may help some young people cope with their problems and difficult experiences and feel better, at least in the short run. The question is open for discussion and future research, but we believe that the present study is not well-equipped to treat it properly.

It should be remembered that our sample consisted mostly of young women, and this might mean that it is women who are particularly sensitive to the quality of the home setting. Considering this in combination with McGhee's findings concerning school-aged girls leads us to the possibility that females exhibit this influence on their negative humor-related behaviors in various stages of development.

As a last note to the first set of findings, the familial variables explained only a small portion of the total variance in humor styles, as reflected in the rather low values of variance accounted for (ranging from .11 to .16). In other words, a

satisfactory explanation of interindividual differences regarding humor styles would require the consideration of additional factors, personality being a good candidate.

As regards the role of gender similarity on intergenerational humor associations, no strong evidence was found that supports the hypothesis that same-sex dyads have a stronger relationship among themselves when compared to opposite-sex ones. On the one hand, there were no signs of such a difference in the mother-daughter pairs of our sample. On the other, the relationship between fathers' and sons' affiliative humor was significantly stronger than that among mother-son dyads, with mothers' humor bearing no relation at all to sons' in this context. Concerning aggressive humor, some difference was observed in the strength of association between the father-son and mother-son pairs that favored the former, though the comparison did not reach statistical significance. These findings suggest that the hypothesis in question was not confirmed in a general manner, preventing us from concluding that parents have a stronger influence on humor development when the child is from the same sex category. Nevertheless, the proposed difference could still be true depending on the context, such as the gender of the child or the aspect of humor being examined.

The last set of results suggested that warmth and acceptance shown by fathers moderated the relationship between the two generations with regard to both of the adaptive humor styles, though the relatively small sample size should be kept in mind when assessing the merit of these findings. As expected, the association became significantly stronger as the fathers exhibited a more loving and caring attitude towards their children. When we assume the validity of the findings, an intriguing and baffling question arises: what are the reasons behind the observation that paternal warmth has a moderating effect, while maternal warmth does not? The moderation analysis was carried out as an extension of the modeling and reinforcement hypothesis which places emphasis on the modeling mechanism. Combining this with a gender-stereotype observation leads us to a plausible explanation. It has been noted that according to certain stereotypic notions in society, humor and especially humor production are considered a "guy thing" (though such beliefs were disputed and contradicted by empirical work) (Martin, 2014). If this view is consciously or unconsciously internalized by a youngster at some point in childhood or adolescence, then this could lead to his or her seeing the

father as the only or the more important humor model in the family. In such cases where the father has more weight than the mother in the eyes of the child, who is consequently more “tuned in” to the former’s jokes or humorous remarks, it may be that there is more room for influence for a moderator factor such as paternal warmth, and that it plays a more important role in the degree to which the child acquires parental characteristics. Meanwhile, the child might continue to be influenced by the mother’s style acting in the background, affected less by her parental attitude.

An alternative explanation could be that the observed difference between mothers and fathers was driven by variable characteristics. Compared to paternal warmth, maternal warmth had a considerably higher average and a somewhat smaller variance (see Table 5). This meant that lower portion of the paternal warmth scores contained more of the values that would be considered low also in an absolute sense. If the moderation effect depended on the presence of such low absolute values to surface, then this may explain why it was seen only in relation to fathers.

The consideration and investigation of the familial factors all together that were examined separately in earlier works, and of their relationships to one another was a noteworthy aspect of the present study. The main contribution to the literature was to present which factors were related to a particular humor style, and a rough estimation of their total explanatory power with regard to individual differences. The study with its Turkish sample is an addition to the small number of works in the Turkish context, and also could be of help for future cross-cultural research. The sample characteristics were satisfactory in that the sample was balanced in terms of age and family income distribution, the subjects were not from a single academic department or university, and a significant portion of the sample did not live with both of their parents so that people with experiences outside the norm were also represented. Another strength of the study was that participation was completely anonymous and took place without any researcher or assistant present, and because social desirability was assumed to affect the scoring of some factors, especially the maladaptive humor styles, it was expected that being anonymous would increase the truthful reporting of personal information. Finally, randomization was used in the presentation of both the questionnaires and items, minimizing the possibility of any order effect.

Limitations of the study include: 1) Intergenerational associations may involve genetic effects in addition to the modeling and reinforcement mechanisms. Besides, humor styles may be affected by the fact that family members share a cultural sphere in many cases, and any link could also be partially due to a shared subculture. Disentangling such influences from the pure effect of modeling and reinforcement was beyond the scope of this study, and, as a result, no estimation was offered for it. 2) There was a marked gender imbalance in the sample. Except for the second set of analyses where male and female subjects were treated separately, the results should be interpreted cautiously because the observed relationships and effects may have been affected by this imbalance. In other words, the female participants that formed the vast majority may have been the driving force behind some or all of the findings. 3) The sample size was rather small for a moderation analysis, and it was therefore regarded as exploratory. In addition, the analyses that compared father-son and mother-son pairs were based on a small subsample of about 50 young men. Although only bivariate correlations were examined in that analysis, sampling error for the male subjects was definitively a bigger concern as compared to the females. In both cases, additional research making use of a larger sample is needed to clarify and confirm the findings. Replicating the moderation effect appears especially important since it would be an indirect evidence supporting our view that modeling plays a key role in the intergenerational associations regarding humor. Carrying out a post-hoc sample size analysis in G*Power for a reliable moderation analysis, we estimated the required sample size to be 305 when aiming to achieve 95% power with a two-tailed test that takes an effect size of $f^2 = .043$ for the interaction coefficient. The effect size was calculated using the results from the first moderation analysis described in the Results section and an equation appropriate for calculating local effect size, which was given and explained in the work by Selya, Rose, Dierker, Hedeker, and Mermelstein (2012). 4) In the parental questionnaires, mothers and fathers were rated one after the other. This may have affected the responding in at least two ways: either repeating what was reported for the mother when rating the father in cases where the parents are similar but not exactly the same in a certain aspect of humor, or accentuating the differences especially when there is a contrast in the eyes of the respondent. It could have been better to have the participants fill in the parental questionnaires separately and

preferably with other questionnaires in between, but this was deemed inconvenient as it would make the participation too repetitive and possibly result in many dropouts. 5) The use of self-report for the maladaptive styles of aggressive and self-defeating humor is not the ideal method, and admittedly, it must have led to some distortion in the data due to self-presentation concerns. At the same time, using self-report ensured continuity with earlier studies that used the Humor Styles Questionnaire, and enabled us to compare our findings with theirs. The obtaining of reports from close others would have been a complicating factor in this regard.

A note on the self-defeating humor style could be helpful in interpreting the relevant findings presented here and also for future research. This way of producing humor was formulated as a maladaptive style by Martin and colleagues, but an examination of the items assessing this style suggests that this may not be as clear-cut in the Turkish context as it was presented in the original work. The content of some items reflects behaviors that could be either adaptive or maladaptive depending on the social context, especially in terms of how much collectivistic values are endorsed. For instance, the item “Letting others laugh at me is my way of keeping friends and family in good spirits” may well be adaptive for those who socialize in collectivist circles, in which one would expect the well-being of the group is prioritized. Besides, such items could also be adaptive or perhaps neutral if the behavior described is actually a norm in the group, regardless of the cultural context. These reservations are in no way intended as a rejection of the formulation of the self-defeating style as negative. It was deemed, however, necessary to point to the possibility that some of the items could be considered and may also in reality work as an adaptive behavior in a less individualist social environment. This issue complicates the interpretation of the findings to some extent, and also exemplifies how complex a phenomenon humor is, and how difficult it is to fit in categories to simplify the matter.

The present study investigated humor from one particular perspective. Humor Styles Questionnaire is based on humor *production*, though a few of the items deal with how one reacts to a certain style when used by others. Additional studies with different perspectives are needed for a more comprehensive understanding of the multifaceted phenomenon of humor. Future research could make further contribution by looking at the subject from humor appreciation.

Familial influences on humor appreciation could be analyzed by focusing on the enjoyment of certain types of humor such as hostile, sexual, or sexist humor in a manner similar to the present study. Alternatively, the researcher may choose to take a content-based approach by having young adults and their parents rate cartoons, jokes, short stories, or video clips. This would certainly result in fruitful research shedding light on the intergenerational continuities (and discontinuities) regarding humor appreciation in Turkey.

Aggressive humor is an important part of a major social issue, namely, peer victimization or bullying. Forms of humor belonging to this behavior, such as hostile teasing, ridicule, and name-calling are widespread in schools, and used by bullies either as the dominant method or in combination with physical and/or relational aggression (Rigby, 2004). Bullying leads to serious problems in victims that include social-cognitive deficits, depression, impaired school performance, and school avoidance, or exacerbates already existing difficulties, and consequently there have been repeated calls to minimize this problematic behavior in children and adolescents (Berk, 2009). Working with parents has been recommended (Limper, 2000) as a valuable component to those forming interventions to tackle peer victimization, and our results support this view. It could make a difference to detect parents of bullies who use aggressive humor themselves to a high degree, and have them change their ways to set a more prosocial example to their children. It could also be helpful to make suggestions to interested parents to help them form and sustain a more functional family environment. Intervention projects are likely to benefit from such approaches when designing comprehensive programs.

CHAPTER 5

CONCLUSION

Humor is an impressive phenomenon characterized by complexity. With or without language, humans have used humor in various ways and for many purposes, and showed or developed different tastes in appreciating it. Taking a developmental perspective, this study dealt with the familial influences behind early adulthood humor in the frame of two hypotheses voiced in the literature, and in addition to searching for evidence supporting them, additional analyses were done in order to probe these hypotheses further. The focus of the study was on humor styles, which were, along with the related factors examined, reported by participants through online questionnaires.

Parents' and their children's humor were found to be consistently and positively associated when the same humor style was examined, and this constituted a supporting evidence for the hypothesis that children take their parents as models also in relation to humor, and relationships are apparently still present even in early adulthood. Overall, family environment and parental warmth seemed to be of lesser importance, and appeared influential only with regard to maladaptive humor. On the one hand, the results did not support the basic tenet of the stress and coping hypothesis, as the self-enhancing humor was not found to be negatively related to family environment quality. On the other, they drew our attention to the links to negative humor discussed above that are potentially informative to interventions aiming to create healthier settings for children and adolescents.

Same-sex dyads were expected to have a stronger association concerning humor styles as compared to opposite-sex ones. However, only partial evidence was found for it, and the results indicate this could indeed be the case for father-son pairs. Admittedly, additional research is needed to clarify these blurry findings. Finally, exploratory analyses suggested that paternal warmth moderated the relationship between fathers' and their adult children's humor, and as expected, the

associations became stronger as paternal warmth increased. It has been argued that having a fondness for the model facilitates the modeling process, and since parental warmth predominantly leads to affection in children for the parent, this analysis was considered as an indirect evidence supporting the modeling and reinforcement hypothesis. Nevertheless, this set of findings requires replication with a larger sample in order to be conclusive.

Humor is an essential part of our daily life. We use it to enhance relationships, to disperse a bad mood, to dominate others, to get away from a problem, and so on. In addition to affecting our everyday interactions and close relationships, it even affects how much we like distant figures we see and read about in the media. And comedy has been a favourite pastime since the ancient times. Yet, I believe humor is still an underresearched area which in fact promises to reveal so much about the basic human nature and the transitions humans go through, as well as individual and cultural differences. Apart from psychological research, language, cultural and gender studies will hopefully continue their work on this field, and I hope this work is a contribution, albeit small, to that end.

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APPENDICES

A. HUMOR STYLES QUESTIONNAIRE

	Kesinlikle Katılmıyorum	Katılıyorum	Biraz katılmıyorum	Ne katılıyorum ne Katılmıyorum	Biraz katılıyorum	Katılıyorum	Tamamıyla Katılmıyorum
1. Genellikle çok fazla gülmem ya da başkalarıyla şakalaşmam.							
5. İnsanları güldürmek için çok fazla uğraşmam gerekmez – doğuştan esprili bir insan gibiyimdir.							
9. Başımdan geçen komik şeyleri anlatarak insanları pek güldürmem.							
13. Yakın arkadaşlarımla çok sık şakalaşır ve gülerim.							
17. Genellikle fıkra anlatmaktan ve insanları eğlendirmekten hoşlanmam.							
21. İnsanları güldürmekten hoşlanırım.							
25. Arkadaşlarımla çok sık şakalaşmam.							
29. Başkalarıyla birlikteyken genellikle söyleyecek esprili şeyler düşünemem.							
2. Moralim bozuk olduğunda kendimi mizahla neşelendirebilirim.							
6. Tek başıma bile olsam çoğunlukla yaşamın gariplikleriyle eğlenirim.							
10. Üzgün ya da mutsuzsam, kendimi daha iyi hissetmek için genellikle o durumla ilgili gülünç bir şeyler düşünmeye çalışırım.							
14. Yaşama karşı takındığım mizahi bakış açısı, benim olaylar karşısında aşırı derecede üzülmemi ya da kederlenmemi önler.							
18. Tek başınaysam ve mutsuzsam, kendimi neşelendirecek gülünç şeyler düşünmeye çalışırım.							

22. Kederli ya da üzgünsem genellikle mizahi bakış açımı kaybederim.					
26. Tecrübelerime göre bir durumun eğlendirici yanlarını düşünmek sorunlarla başa çıkmada çoğunlukla etkili bir yoldur.					
30. Neşelenmek için başkalarıyla birlikte olmam gerekmez, genellikle tek başımayken bile gülecek şeyler bulabilirim.					
3. Birisi hata yaptığında çoğunlukla onunla bu konuda dalga geçerim.					
7. İnsanlar asla benim mizah anlayışım yüzünden gücenmez ya da incinmezler.					
11. Espri yaparken ya da komik bir şey söylerken genellikle karşımdakilerin bunu nasıl kaldıracacağını pek önemsemem.					
15. İnsanların, mizahı başkalarını eleştirmek ya da aşağılamak için kullanmalarından hoşlanmam.					
19. Bazen öyle komik şeyler gelir ki aklıma bunlar insanları incitebilecek, yakışık almaz şeyler olsa bile, kendimi tutamam söylerim.					
23. Bütün arkadaşlarım bunu yapıyor olsa bile, bir başkasıyla alay edip ona gülerlerken asla onlara eşlik etmem.					
27. Birinden hoşlanmazsam çoğunlukla onu küçük düşürmek için hakkında espriler yapar ya da alay ederim.					
31. Bir şey bana gerçekten gülünç gelse bile, birini gücendirecekse eğer, buna gülmem ya da bununla ilgili espri yapmam.					
4. İnsanların benimle dalga geçmelerine ya da bana gülmelerine gereğinden fazla izin veriyorum.					
8. Kendimi yermem ailemi ya da arkadaşlarımı güldürüyorsa eğer, çoğunlukla bu işi kendimden geçerek yaparım.					
12. Çoğunlukla kendi güçsüzlüklerim, gaflarım ya da hatalarımla ilgili gülünç şeylerden söz ederek, insanların beni daha çok sevmesini ya da kabul etmesini sağlamaya çalışırım.					
16. Çoğunlukla kendi kendimi kötüleyen					

ya da alaya alan espriler yapmam.						
20. Espriler yaparken ya da komik olmaya çalışırken çoğunlukla kendimi gereğinden fazla eleştiririm.						
24. Arkadaşlarımla ya da ailemle birlikteyken çoğunlukla hakkında espri yapılan ya da dalga geçilen kişi ben olurum.						
28. Sorunlarım varsa ya da üzgünsem, çoğunlukla gerçek duygularımı, en yakın arkadaşlarım bile anlamasın diye, espriler yaparak gizlerim.						
32. Başkalarının bana gülmesine izin vermek; benim, ailemi ve arkadaşlarımı neşelendirme tarzımdır.						

B. MCMASTER FAMILY ASSESSMENT DEVICE

İlişikte aileler hakkında 60 cümle bulunmaktadır. Lütfen her cümleyi dikkatlice okuduktan sonra, sizin ailenize ne derecede uyduğuna karar veriniz. Önemli olan, sizin ailenizi nasıl gördüğünüzdür. Her cümle için 4 seçenek söz konusudur (*Aynen Katılıyorum/ Büyük Ölçüde Katılıyorum/ Biraz Katılıyorum/ Hiç Katılmıyorum*). Her cümle için yanlarında 4 seçenek için de ayrı yerler ayrılmıştır. Size uygun seçeneğe (X) işareti koyunuz. Her cümle için uzun, uzun düşünmeyiniz. Mümkün olduğu kadar çabuk ve samimi cevaplar veriniz. Kararsızlığa düşerseniz, ilk aklınıza gelen doğrultusunda hareket ediniz. Lütfen her cümleyi cevapladığınızdan emin olunuz.

	Aynen Katılıyorum	Büyük Ölçüde Katılıyorum	Biraz Katılıyorum	Hiç Katılmıyorum
1. Ailece ev dışında program yapmada güçlük çekeriz, çünkü aramızda fikir birliği sağlayamayız.				
2. Günlük hayatımızdaki sorunların (problemlerin) hemen hepsini aile içinde hallederiz.				
3. Evde biri üzgün ise, diğer aile üyeleri bunun nedenlerini bilir.				
4. Bizim evde, kişiler verilen her görevi düzenli bir şekilde yerine getirmezler.				
5. Evde birinin başı derde girdiğinde, diğerleri de bunu kendilerine fazlasıyla dert ederler.				
6. Bir sıkıntı ve üzüntü ile karşılaştığımızda, birbirimize destek oluruz.				
7. Ailemizde acil bir durum olsa, şaşırıp kalırız.				
8. Bazen evde ihtiyacımız olan şeylerin bittiğinin farkına varmayız.				
9. Birbirimize karşı olan sevgi, şefkat gibi duygularımızı açığa vurmaktan kaçınırız.				
10. Gerektiğinde aile üyelerine görevlerini hatırlatır, kendilerine düşen işi yapmalarını sağlarız.				
11. Evde dertlerimizi üzüntülerimizi birbirimize söylemeyiz.				
12. Sorunlarımızın çözümünde genellikle ailece aldığımız kararları uygularız.				
13. Bizim evdekiler, ancak onların hoşuna giden şeyler söylediğimizde bizi dinlerler.				
14. Bizim evde bir kişinin söylediklerinden ne hissettiğini anlamak pek kolay değildir.				
15. Ailemizde eşit bir görev dağılımı yoktur.				
16. Ailemizin üyeleri, birbirlerine hoşgörülü davranırlar.				

17.Evde herkes başına buyruktur.				
18.Bizim evde herkes, söylemek istediklerini üstü kapalı değil de doğrudan birbirlerinin yüzüne söyler.				
19.Ailede bazılarımız, duygularımızı belli etmeyiz.				
20.Acil bir durumda ne yapacağımızı biliriz.				
21.Ailecek, korkularımızı ve endişelerimizi birbirimizle tartışmaktan kaçırırız.				
22.Sevgi, şefkat gibi olumlu duygularımızı birbirimize belli etmekte güçlük çekeriz.				
23.Gelirimiz (ücret, maaş) ihtiyaçlarımızı karşılamaya yetmiyor.				
24.Ailemiz, bir problemi çözdükten sonra, bu çözümün işe yarayıp yaramadığını tartışır.				
25.Bizim ailede herkes kendini düşünür.				
26.Duygularımızı birbirimize açıkça söyleyebiliriz.				
27.Evimizde banyo ve tuvalet bir türlü temiz durmaz.				
28.Aile içinde birbirimize sevgimizi göstermeyiz.				
29.Evde herkes her istediğini birbirinin yüzüne söyleyebilir.				
30.Ailemizde, her birimizin belirli görev ve sorumlulukları vardır.				
31.Aile içinde genellikle birbirimizle pek iyi geçinemeyiz.				
32.Ailemizde sert-kötü davranışlar ancak belli durumlarda gösterilir.				
33.Ancak hepimizi ilgilendiren bir durum olduğu zaman birbirimizin işine karışırız.				
34.Aile içinde birbirimizle ilgilenmeye pek zaman bulamıyoruz.				
35.Evde genellikle söylediklerimizle, söylemek istediklerimiz birbirinden farklıdır.				
36.Aile içinde birbirimize hoşgörülü davranırız				
37.Evde birbirimize, ancak sonunda kişisel bir yarar sağlayacaksa ilgi gösteririz.				
38.Ailemizde bir dert varsa, kendi içimizde hallederiz.				
39.Ailemizde sevgi ve şefkat gibi güzel duygular ikinci plandadır.				
40.Ev işlerinin kimler tarafından yapılacağını hep birlikte konuşarak kararlaştırırız.				
41.Ailemizde herhangi bir şeye karar vermek her zaman sorun olur.				
42.Bizim evdekiler sadece bir çıkarları olduğu zaman birbirlerine ilgi gösterir.				
43.Evde birbirimize karşı açık sözlüyüzdür.				
44.Ailemizde hiçbir kural yoktur.				
45.Evde birinden bir şey yapması istendiğinde mutlaka takip edilmesi ve kendisine hatırlatılması gerekir.				

46.Aile içinde, herhangi bir sorunun (problemin) nasıl çözüleceği hakkında kolayca karar verebiliriz.				
47.Evde kurallara uyulmadığı zaman ne olacağını bilmeyiz.				
47.Bizim evde aklınıza gelen her şey olabilir.				
49.Sevgi, şefkat gibi olumlu duygularımızı birbirimize ifade edebiliriz.				
50.Ailede her türlü problemin üstesinden gelebiliriz.				
51.Evde birbirimizle pek iyi geçinemeyiz.				
52.Sinirlenince birbirimize küseriz.				
53.Ailede bize verilen görevler pek hoşumuza gitmez çünkü genellikle umduğumuz görevler verilmez.				
54.Kötü bir niyetle olmasa da evde birbirimizin hayatına çok karışıyoruz.				
55.Ailemizde kişiler herhangi bir tehlike karşısında (yangın, kaza gibi) ne yapacaklarını bilirler, çünkü böyle durumlarda ne yapılacağı aramızda konuşulmuş ve belirlenmiştir.				
56.Aile içinde birbirimize güveniriz.				
57.Ağlamak istediğimizde, birbirimizden çekinmeden rahatlıkla ağlayabiliriz.				
58.İşimize (okulumuza) yetişmekte güçlük çekiyoruz.				
59.Aile içinde birisi, hoşlanmadığımız bir şey yaptığında ona bunu açıkça söyleriz.				
60.Problemimizi çözmek için ailecek çeşitli yollar bulmaya çalışırız.				

C. PARENTING STYLES QUESTIONNAIRE

Aşağıda anneniz ve babanızla olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, çocukluğunuzu ve genel olarak anne-babanızla ilişkinizi düşünerek her bir cümlenin sizin için ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Bunu anne ve babanız için ayrı ayrı yapmanızı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmanızdır.

	Annem					Babam				
	hiç doğru değil	doğru değil	kısmen doğru	doğru	çok doğru	hiç doğru değil	doğru değil	kısmen doğru	doğru	çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu.										
2. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir.										
3. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur.										
4. Sorunlarımı çözmemde destek olurdu.										
5. Sevgi ve yakınlığına her zaman güvenmişimdir.										
6. Hiçbir zaman fazla yakın bir ilişkimiz olmadı.										
7. Bir problemim										

olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim.										
8. Onunla birbirimize çok bağlıydık.										
9. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı.										
10. Bir sorunum olduğunda bunu hemen anlardı.										
11. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi.										

D. RESULTS OF MULTIPLE REGRESSION ANALYSES IN FIVE PREDICTOR MODELS

Table 8

Results of multiple regression analyses wherein young adults' humor styles were regressed against familial factors in five-predictor models

	Affiliative		Self-enhancing	
	Beta	<i>p</i>	Beta	<i>p</i>
MH ^a	.149	.030	.214	.006
FH ^a	.411	.001	.196	.012
FamEnv	.021	.827	.121	.238
MW	.093	.279	-.056	.535
FW	-.268	.002	-.162	.070
<i>R</i> ²	.201		.131	

Note. MH, maternal humor; FH, paternal humor; FamEnv, family environment quality; MW, maternal warmth; FW, paternal warmth. Statistically significant beta weights are emphasized in bold type.

^a Maternal/paternal humor reflects the corresponding humor style at each column.

E. METU HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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08 ŞUBAT 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Emre SELÇUK ;

Danışmanlığımı yaptığınız yüksek lisans öğrencisi Kadir Cem UNARAN'ın "*Family Influences in Humor development in Adolescence and Early Adulthood*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-SOS-002 protokol numarası ile 08.02.2018 - 30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

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Prof. Dr. Ayhan Gürbüz DEMİR

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Yrd. Doç. Dr. Emre SELÇUK

Üye

F. TURKISH SUMMARY / TÜRKÇE ÖZET

Giriş

Mevcut çalışma genç yetişkinlerin mizahı üzerindeki ailevi etmenleri incelemektedir. Mizah, doğası gereği farklı bakış açılarından incelenmeye uygun bir konudur. Örneğin, geçmişte belirli bir tür mizahın kimlerin daha çok hoşuna gittiği, kimlerin daha sıklıkla bir mizah türü olan şakayı kullandığı, ve erkek ve kadın karikatüristlerin üretimlerinin hangi yönlerden ayrıştığı gibi konularda araştırmalar yapılmıştır. Önceki çalışmalara şekil veren bakış açılarından biri de mizah tarzlarıdır, ve bu çalışma da farklı mizah tarzlarını ele alacak şekilde tasarlanmıştır. Dolayısıyla genç yetişkinlerin mizahına ilişkin ailenin gelişimsel rolü incelenirken farklı mizah tarzlarına ayrı ayrı bakılmıştır. İlgili literatürü gözden geçirmeden önce mizah tarzlarını kısaca betimlemek faydalı olacaktır.

Mizah Tarzları

Bu çalışma Rod Martin'in tasarladığı dört mizah tarzını kullanmıştır. Bunlardan olumlu kabul edilen iki tanesi katılımcı ve kendini geliştirici mizahtır, olumsuz ya da zararlı görülen diğer ikisi ise saldırgan ve kendini yıkıcı mizahtır.

Katılımcı mizah başkalarıyla ne sıklıkta gülüp şakalaştığımız, çevremizdekileri ne sıklıkla güldürdüğümüz ve güldürmekten ne kadar keyif aldığımızla ilgilidir. Yazarlara göre bu mizah tarzının kişinin sosyal ilişkilerine olumlu bir etkisi vardır ve genel olarak zararsız bir içeriğe sahiptir (Martin, Puhlik-Doris, Larsen, Gray ve Weir, 2003).

Kendini geliştirici mizah kişinin morali bozukken neşelenmek veya daha iyi hissetmek için mizahı kullanabilmesi, hayata mizahla bakabilme sayesinde kötü duygulara engel olması, ve tek başına da olsa birşeyi komik bulabilme ya da gülebilmesi ile ilgilidir. Bu mizah tarzına sahip olma kişinin kendisi için olumlu bir özellik olarak görülmektedir (Martin ve diğerleri, 2003).

Saldırgan mizah günlük hayattan aşına olduğumuz alay, saldırgan ya da düşmanca takılma, ve iğneleyici ironi gibi değişik formlarda karşımıza çıkar. Hedef

olan kişiyi üzebileceği ya da farklı bir şekilde zarar verebileceği gibi saldırgan mizahı üreten kişi ve buna maruz kalan kişi arasındaki ilişkiyi de zedelemesi olasıdır. Buna ek olarak yazarlar bu tür mizahı üreten kişinin başkaları üzerinden kendini yükselttiğini düşünür (Martin ve diğerleri, 2003).

Kendini yıkıcı mizah kişinin kendisini küçük düşüren mizah kullanımınıdır. Amacın çoğunlukla başkalarına kendini sevdirmek ya da başkalarının onayını almak olduğu düşünülmektedir. Dolayısıyla, bir yandan başka insanlarla olan ilişkileri iyi tutmak için kullanıldığı söylenebilirken, öbür yandan çok kullanıldığında kişinin kendi akıl sağlığı için bir tehdittir çünkü kişi başka insanların yanında kendini küçük düşürür ve bazı durumlarda duygusal ihtiyaçlarını bastırır (Martin ve diğerleri, 2003).

Bu mizah tarzlarının kişilik özellikleriyle olan ilişkileri hakkında temel bulgular ana metinde bulunabilir.

Çocuklarda ve Ergenlerde Mizaha Dair Kişilerarası Farkların Açıklanması

Mizah gelişimi konusunda çocukların ve ergenlerin mizahındaki kişilerarası farkları açıklamaya çalışan çalışmalarda üç bakış açısı göze çarpar: genetik; ailevi etmenleri içeren ve kişilik özelliklerini kullanan çalışmalar. Bu özetle sadece ailevi etmenleri konu alan hipotez ve çalışmalardan bahsedilecektir.

Literatürde ailevi etmenlere dair iki hipotez öne sürülmüştür: (a) model alma ve pekiştirme hipotezi ve (b) stres ve başa çıkma hipotezi (Manke, 1998; Martin, 2007). İlkine göre, mizahı seven ve hayatlarında mizaha önemli bir yer veren ebeveynler çocuklarına model olacaklardır. Ayrıca, böyle ebeveynlerin çocuklarının mizah denemelerine destek olmaları ve onları pekiştirmeye çalışmaları olasıdır. Dolayısıyla, bu türden anne ve babanın çocuklarının mizahla daha çok iç içe olmaları beklenmektedir. İkinci hipoteze göre, olumsuz bir aile ortamında yetişen çocukların mizahi yönü, sorunlarla baş etmeye çalışırken kuvvetlenebilir.

Birinci hipotezi destekleyen bulgular bildiğimiz kadarıyla azdır. McGhee, Bell ve Duffey'in (1986) yürüttüğü çalışmada erkek ve kadın üniversite öğrencilerinden kendilerinin ne sıklıkta mizah ürettiklerini ve anne, babalarının kendileri büyüme çağındayken ürettikleri mizahı değerlendirmeleri istenmiştir. Erkek öğrencilerin mizah üretim sıklığının babalarının geçmişte sergilediği

şakalaşma ve oyuncu takılma miktarı ile pozitif ilişkide olduğu bulunmuştur. Sonuçlar model alma ve pekiştirme hipotezinin yalnızca baba-oğul çiftinde geçerli olduğuna işaret eder.

İkinci hipotezle ilgili ve destekler görünen bazı bulgular mevcuttur. McGhee'nin (1980) yuvaya ve ilkokula gitmekte olan çocuklarla yürüttüğü araştırmada ilkokula giden kızlarda ev ortamı durumunun, akranlarıyla beraberken ürettikleri sözel mizah miktarı ve mizahın saldırganlığı ile negatif ilişkide olduğu görülmüştür. Bu ilişki erkek çocuklarda saptanmamıştır. McGhee bu bulguya, Freud ve Wolfenstein gibi mizaha dair yazıları bulunan eski yazarlara gönderme yaparak, sorunlarla başa çıkma perspektifinden bakmıştır ve mizahın olumsuz aile ortamının sebep olduğu duygularla başa çıkmada bir yöntem olarak kullanıldığı sonucuna varır. Anlaşıldığı kadarıyla, bu yorum ilerleyen yıllarda yazılan metinlere stres ve başa çıkma hipotezi olarak geçmiştir. İlaveten söylemek gerekir ki, aynı çalışmada annenin 0-6 yaş arası gösterdiği şefkat ilkokula giden kız ve oğlanların mizah değişkenleriyle alakasız çıkmıştır.

Prasinos ve Tittler (1981) aile ortamının ve babaya olan mesafenin ergenlik çağındaki erkeklerin mizahına olan etkilerini incelemiştir. Mizahi eğilimlerinin kuvvetine göre üç gruba ayırdıkları gençlerin en yüksek mizaha sahip grubunda aile ortamının diğer gruplara kıyasla daha çok çatışma içerdiği saptanmıştır. Ayrıca, bu grup, babaya en fazla mesafe bildirmiş olan gruptur. Bu bulguların stres ve başa çıkma hipotezini destekler nitelikte olduğu söylenebilir.

İlgili çalışmaların az sayıda olduğu göz önünde bulundurulduğunda bir sonuca varmaktan kaçınılması önerilmiştir (Martin, 2007). Görünen o ki, bu konuya ilişkin sadece bir araştırma daha yapılmıştır. Lübnan'da üniversite öğrencileriyle yürütülen bu çalışmada mizah tarzları ve çocuklukta yaşanmış ebeveynin sevgi ve reddedişi gibi faktörler arasındaki ilişkiler incelenmiştir. Genel olarak, olumlu mizah tarzlarının hem anne hem de babanın gösterdiği sevgi ve yakınlıkla pozitif, ihmal ve reddediş ile negatif ilişkide olduğu bulunmuştur. Olumsuz mizah tarzları ile aynı ebeveyn değişkenleri arasındaki ilişkiler için tam tersi söz konusudur (Kazarian, Moghnie ve Martin, 2010).

Bu çalışmanın sonuçlarının McGhee'nin (1980) yukarıda sözü geçen çalışmasındaki aile ortamı-mizah bulgusuyla, en azından ilk bakışta, uyumsuz olduğu dikkate değerdir. Kazarian ve diğerlerinin çalışmasına göre, aile değişkenleri

kötüleştikçe kişinin genel mizah eğilimini yansıttığını söyleyebileceğimiz katılımcı mizah, ve de kendini geliştirici mizah azalmaktadır. Öbür yandan, olumsuz mizah tarzları aile değişkenleri kötüleştikçe artış gösterir. İki çalışmanın sonuçlarını birlikte yorumlarsak, McGhee'nin aslında önemli bir noktaya işaret ettiğini ama kötü aile ortamının sadece olumsuz mizah tarzları üzerinde artırıcı bir etkisi olduğunu söyleyebiliriz. McGhee'nin çalışmasında görülen aile ortamı ve mizahın saldırganlığı arasındaki negatif ilişki de bu yorumu destekler niteliktedir.

Mevcut Çalışma

Bu çalışmada geçmiş literatürde dile getirilmiş iki hipoteze ilişkin ilave bulgulara ulaşmak dışında, konuya yeni perspektiflerden bakmak hedeflenmiştir.

Model alma ve pekiştirme hipotezi bağlamında ebeveynin ve genç yetişkin çocuklarının mizahı arasındaki ilişkiler incelenmiştir. Dört mizah tarzına ayrı ayrı bakılmış, ve hem anne hem de baba ele alınmıştır. Tüm mizah tarzlarında ve hem anne hem baba için pozitif nesillerarası ilişki beklenmektedir.

Buna ek olarak, aynı cinsiyetten ebeveyn ve çocukların farklı cinsiyete sahip çiftlere göre daha kuvvetli mizah ilişkilerine sahip olması öngörülmektedir. Örneğin, babalar ve oğullar arasındaki mizah ilişkisinin anne-oğul arasındakine kıyasla daha kuvvetli olması kastedilmektedir.

Model alma ve pekiştirme hipotezine dair son inceleme ebeveynin sevgi ve ilgisinin nesiller arası ilişkileri etkileyip etkilemediği üzerinedir. Başka bir deyişle, ebeveynin sevgisinin olası moderasyon etkisi araştırılmıştır. Hem anne hem de babada, daha fazla sevgi ve ilginin iki nesil arasındaki mizah ilişkisini kuvvetlendireceği düşünülmüştür.

Stres ve başa çıkma hipotezine ilişkin, aile ortamı kötüleştikçe kendini geliştirici mizah kullanımının artması beklenmektedir.

Yöntem

Katılımcılar

168'i kadın olan 227 genç yetişkin çalışmada katılımcı olarak yer almıştır. Yaşlarının ortalaması 20.67 (Ss = 1.33) olan katılımcılar ağırlıklı olarak üniversite öğrencisidir ($n = 219$) ve yaş aralığı 18 ve 25 arasındadır. Ailenin aylık gelir seviyesi, dengeli bir dağılım göstermekle beraber, 2000-4000 (37%) ve 4000-6000 (23%) aralıklarında yoğunlaşmıştır. Katılımcıların babalarının yüzde 55'i üniversite mezunu, yüzde 23'ü lise mezunu olarak, annelerin ise yüzde 44'ü üniversite mezunu ve yüzde 24'ü lise mezunu olarak gösterilmiştir. Annelerin yüzde 20'sinin sadece ilkokul eğitimi almış olmalarından örneklemin kayda değer bir özelliği olarak bahsedilebilir. Bu oran babalarda yaklaşık olarak annelerdekini yarısıdır (11%).

Katılımcıların çoğunluğu ($n = 176$) ergenlik dönemi başlangıcı ve üniversite dönemi başlangıcı arasındaki yıllarını anne ve babaları ile geçirmiştir.

Verilerin Toplanması

Çalışma veri toplama başlamadan önce Orta Doğu Teknik Üniversitesi'nin (ODTÜ) İnsan Araştırmaları Etik Kurulu tarafından onaylanmıştır (Onay protokol numarası: 2018-SOS-002). Veri toplama Mart 2018'de başlamış ve iki ay sürmüştür. Katılımcılara ulaşmada esas olarak ODTÜ Psikoloji Bölümü'nün katılımcı havuzu kullanılmıştır.

Katılım internet ortamında doldurulan anketler vasıtasıyla gerçekleşmiştir. Analiz edilecek anketler rastgele bir sırayla katılımcıların karşısına çıkmıştır.

Çalışma planı veri toplama öncesinde Open Science Framework adlı web sayfasında kayıt altına alınmıştır. Bu kayıtta hipotezler, yapılacak istatistiksel analizler, ve örneklem büyüklüğü gibi mevzular detaylı bir biçimde not edilmiştir.

Veri Toplama Araçları

Mizah Tarzları Ölçeği. 32 maddeden oluşan anket kişinin bu ölçeğin ele aldığı dört mizah tarzından her birini ne ölçüde kullandığı ya da benimsediğini ölçer.

2003 yılında Yerlikaya tarafından İngilizce'den Türkçe'ye uyarlanmıştır. Sözü geçen mizah tarzları şunlardır: Katılımcı mizah, kendini geliştirici mizah, saldırgan mizah ve kendini yıkıcı mizah. İç tutarlılık değerleri orjinal çalışmada (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003) .77 ve .81, uyarlama çalışmasında .67 ve .78, mevcut çalışmada ise .80 ve .88 arasındadır.

Anne ve babaların mizah tarzlarının ölçülebilmesi için ebeveyn versiyonu oluşturulmuştur. Bu versiyonların iç tutarlılık değerleri özbildirim versiyonuna ait olanlara benzerlik gösterir. Bu değerlere dair ayrıntılı bilgi İngilizce metinde Tablo 1'de mevcuttur.

Aile Değerlendirme Ölçeği. Epstein, Baldwin ve Bishop (1983) tarafından geliştirilen orjinal ölçek Bulut (1990) tarafından Türkçe'ye uyarlanmıştır. Dörtlü likert ölçeği kullanan özbildirim anketinde 60 madde vardır. Bu çalışmada aile ortamı kalitesini ölçerken yedi altölçekten dördü kullanılmıştır. Toplam 33 madde eden bu altölçekler şöyledir: problem çözme, iletişim, duygusal tepki verebilme, ve genel işlevler. Kullanılan bu kısa versiyonun iç tutarlılık değeri mevcut çalışmada çok yüksek çıkmıştır (.94).

Çocuk Yetiştirme Tutumları Ölçeği. Sümer ve Güngör (1999) tarafından geliştirilmiş olan bu ölçek 2 altölçekten oluşur: biri anne ve babanın gösterdiği ilgi, sevgi ve kabul, diğeri ise ebeveyn tarafından uygulanan sıkı denetim ve kontrol ile ilgilidir. İki altölçek de 11 maddeden oluşur ve beşli likert ölçeği kullanır.

Bu çalışmada yalnızca ilgi, sevgi ve kabul altölçeği kullanılmıştır, ve katılımcılardan anne ve babalarını ayrı ayrı değerlendirmeleri istenmiştir. Mevcut çalışmadaki iç tutarlılık değeri anne versiyonu için .92, baba versiyonu için .94'tür.

Kullanılan tüm ölçeklerde maddeler rastgele bir sırayla katılımcılara sunulmuştur.

Verilerin Çözümlemesi

İstatistiksel analizlerin tümü SPSS versiyon 24'te yapılmıştır.

İki ana hipotezin incelenmesinde çoklu regresyon analizi kullanılmıştır. Her mizah tarzının incelenmesinde katılımcıların kendi mizah tarzı bağımlı değişken

olarak, anne ve babanın mizah tarzları ve aile ortamı kalitesi ise yordayıcı değişkenler olarak yer almıştır.

Model alma ve pekiştirme hipotezi iki açıdan daha ele alınmıştır. Cinsiyeti merkezine alan ilk incelemede genç yetişkinlerin gösterdiği mizahın hemcins ebeveynin mizahı ile olan ilişkisinin, karşı cins ebeveynin mizahıyla olan ilişkiye kıyasla daha kuvvetli olması beklenmiştir. Bu hipotezin incelenmesinde Lee ve Preacher (2013) tarafından tasarlanan online hesaplayıcı kullanılmıştır (<http://quantpsy.org/corrttest/corrttest2.htm>). Söz konusu hesaplayıcı aynı örneklemden gelen ve aynı zamanda ortak bir değişkene sahip iki korelasyon katsayısının istatistiksel olarak eşit olup olmadığını tespit eder. Bu analize özgü olarak kadın ve erkek genç yetişkinler ayrı ayrı incelenmiştir. Çok sayıda karşılaştırma yapmamak adına sadece katılımcı mizah ve saldırgan mizah ele alınmıştır.

Ayrıca, ebeveynin gösterdiği sevgi ve ilginin nesiller arası mizah ilişkilerindeki olası moderatör rolü yoklanmıştır. Bu analiz anne ve baba için ayrı ayrı yapılmış ve iki olumlu mizah tarzı bağlamında incelenmiştir. Analizde Hayes ve Matthes (2009) tarafından moderasyon analizleri için özel olarak geliştirilen sözdizim kullanılmıştır.

Yer yer görülen veri eksiklikleri sebebiyle analizlerde katılımcıların tümü kullanılamamıştır. Örneğin, çoklu regresyon analizleri 210 veya 211 kişiden, moderasyon analizleri ise 210 ve 216 arası kişiden elde edilen veriyle yapılmıştır.

Bulgular

Betimleyici İstatistikler

Erken yetişkinlerin incelenen dört mizah tarzının birbiriyle pozitif ilişkili olduğu görülmektedir ve korelasyon katsayıları .15 ve .39 arasında değişmektedir (bk. Tablo 1). İki olumlu mizah tarzının birbiriyle orta kuvvette olan ilişkisi öne çıkmaktadır. Hem bu bulgu hem de genel tablo geçmiş çalışmalarla uyumludur (Martin, Puhlik-Doris, Larsen, Gray, & Weir, 2003; Yerlikaya, 2003). Ancak, anlamlı ilişkinin görülmediği çiftler istisnai de olsa mevcuttur. Örneğin, kaynak

gösterilen ikinci çalışmada kendini geliştirici mizah ile saldırgan mizah arasında anlamlı bir ilişki bulunmamıştır.

Her mizah tarzında, katılımcıların mizahı ile hem anne hem de babanın mizahının pozitif ilişkili olduğu görülmektedir. Aile ortamı ve ebeveyn sevgi ve ilgi değişkenlerine geçtiğimizde ise farklı bir tablo ile karşılaşmaktayız. Genç yetişkinlerin olumlu mizah tarzları bu değişkenlerle anlamlı bir ilişki içinde değildir. Saldırgan mizah ise hepsiyle ilişkilidir ve bu ilişkilerin tamamı negatiftir. Kendini yıkıcı mizahın ise sadece aile ortamı kalitesi ve babanın gösterdiği sevgi, ilgiyle negatif ilişkide olduğu görülür. Ayrıntılı bilgiler Tablo 2’de verilmiştir.

Tablo 1

Katılımcıların mizah tarzlarının birbiriyle ilişkilerinde görülen korelasyon katsayıları ve her tarz için betimleyici istatistikler

	1	2	3	4
1. Katılımcı	-			
2. Kendini geliştirici	.392**	-		
3. Saldırgan	.226**	.189**	-	
4. Kendini yıkıcı	.222**	.152*	.286**	-
\bar{X}	5.612	4.507	2.788	3.899
S_s	.926	1.256	1.033	1.111

* $p < .05$.

** $p < .01$.

Anne ve babanın gösterdiği sevgi, ilgi birbiriyle orta kuvvette ilişkili çıkmıştır ($r = .465$). Aile ortamı kalitesi ise bu iki değişkenle kuvvetli bir ilişki içindedir (sırayla, $r = .663$ and $.628$).

Genç yetişkinlerin mizah tarzlarını cinsiyet farkları bağlamında incelediğimizde sadece saldırgan mizahta anlamlı bir fark olduğu görülmektedir. Erkeklerin gösterdiği ortalama saldırgan mizah ($\bar{X} = 3.302$, $S_s = 1.174$) kadınlarınkinden ($\bar{X} = 2.603$, $S_s = .914$) daha fazladır ($t(221) = -4.575$, $p < .001$).

Tablo 2

Genç yetişkinlerin mizah tarzları ile ebeveynin mizah tarzları, aile ortamı ve ebeveynin gösterdiği sevgi, ilgi arasındaki ilişkilere ait korelasyon katsayıları

	AM ^a	BM ^a	Aile	AS	BS
Katılımcı	.255**	.363**	.091	.067	-.026
Kendini geliştirici	.284**	.264**	.114	.025	-.027
Saldırgan	.232**	.323**	-.213**	-.157*	-.194**
Kendini yıkıcı	.272**	.271**	-.132*	-.057	-.169*

Not. AM, annenin mizahı; BM, babanın mizahı; Aile, aile ortamının kalitesi; AS, annenin gösterdiği sevgi, ilgi; BS, babanın gösterdiği sevgi, ilgi.

^a Anne ve babanın mizahı her satırda birinci sütundaki mizah tarzına denk gelecek şekilde değişir.

* $p < .05$.

** $p < .01$.

Genç Yetişkinlerin Mizahını Yordayan Ailevi Etmenler

Çoklu regresyon analizlerinin sonuçları incelendiğinde anne ve babanın mizahının her mizah tarzında anlamlı yordayıcılar olduğu görülmektedir. Söz konusu yordayıcıların her durumda katsayısı pozitifdir. Aile ortamı kalitesi yalnızca kendini yıkıcı mizahın anlamlı yordayıcısıdır ve ilişki negatiftir. Buna ilave olarak aile ortamının saldırgan mizahın anlamlı yordayıcısı olmaya yaklaştığı belirtilmelidir ($p = .069$). Aynı değişkenin olumlu mizah tarzları ile yordayıcı bir ilişkide olmadığı görülür.

Ele alınan yordayıcı değişkenler genç yetişkinlerin mizah tarzlarındaki varyansın ancak küçük bir kısmını açıklamaktadır (yüzde 11 ile 16 arasında, bk. Tablo 3).

Tablo 3

Üç yordayıcılı çoklu regresyon analizine ait bulgular

	Katılımcı		Kendini geliştirici		Saldırgan		Kendini yıkıcı	
	Beta	<i>p</i>	Beta	<i>p</i>	Beta	<i>p</i>	Beta	<i>p</i>
AM ^a	.185	.007	.239	.002	.144	.040	.208	.004
BM ^a	.327	.001	.165	.025	.242	.001	.194	.007
Aile	-.067	.329	-.017	.803	-.123	.069	-.159	.015
<i>R</i> ²	.161		.114		.142 (.223) ^b		.134	

Not. AM, annenin mizahı; BM, babanın mizahı; Aile, aile ortamının kalitesi.

İstatistiksel olarak anlamlı beta değerleri koyu yazı ile vurgulanmıştır.

^a Anne ve babanın mizahı her sütunda en üst satırda belirtilmiş mizah tarzının aynı olacak şekilde değişir.

^b Modele cinsiyet eklendiğinde.

Nesiller Arası Mizah İlişkilerinde Cinsiyet Ortaklığının Rolü

Bu kısımda aynı ve farklı cinsiyetten çiftlerin mizah ilişkilerinin kuvveti karşılaştırılmış ve aynı cinsiyetten olan çiftin daha kuvvetli bir ilişkiye sahip olacağı öngörülmüştür. Örneğin, kadınların katılımcı (veya saldırgan) mizahı bağlamında anne-kız ve baba-kız olarak iki ilişki karşılaştırılmış ve aynı cinsiyetten olan çiftin yani anne-kız ilişkisinin kuvvetinin daha fazla olması beklenmiştir.

Tablo 4

Genç yetişkinlerin mizah tarzları ile aynı ve farklı cinsiyetteki ebeveynin mizah tarzları arasındaki ilişkilere ait korelasyon katsayıları

	Erkekler		Kadınlar	
	Baba	Anne	Anne	Baba
Katılımcı	.433	-.021	.349	.342
Saldırgan	.410	.295	.254	.304
<i>N</i>	50	52	164	161

Not. Koyu yazı vurgulanmış kısımdaki iki değer birbirinden anlamlı olarak farklıdır, *p* = .002.

Beklenen fark yalnızca erkeklerin katılımcı mizahında görülmüştür (bk. Tablo 4). Baba-oğul arasındaki ilişkinin kuvveti anne-oğul arasındakinden daha fazladır ($p = .002$). Erkeklerin saldırgan mizahında, kadınların ise hem katılımcı hem de saldırgan mizahında mevcut konuya ilişkin anlamlı bir fark yoktur.

Ayrıca, anne-oğul arasındaki katılımcı mizah ilişkisinin sıfırdan farklı olmaması dikkat çekici bir bulgudur ($r = -.021, p = .885$).

Ebeveynin Sevgi ve İlgisinin Nesiller Arası İlişkilerde Moderatör Rolü

Moderasyon analizlerinin sonuçları incelendiğinde babanın katılımcı mizahı ile çocuğununki arasındaki ilişkinin babanın sevgi ve ilgisinin büyüklüğüne göre değiştiği bulunmuştur, R^2 değişimi = .034, $F(1, 207) = 8.896, p = .003$. Babanın sevgi ve ilgisi arttıkça söz konusu ilişki kuvvetlenir. Aynı bakış açısıyla annenin sevgi ve ilgisinin olası moderatör rolü incelendiğinde benzer bir durum görülmemiştir.

Babanın kendini geliştirici mizahı ile çocuğununki arasındaki ilişki de babanın sevgi ve ilgisinin büyüklüğüne göre değişmektedir, R^2 değişimi = .039, $F(1, 206) = 9.093, p = .003$. Babanın sevgi ve ilgisi arttıkça söz konusu ilişki kuvvetlenir. Katılımcı mizahta olduğu gibi, anne bağlamında moderasyon etkisi görülmemiştir.

Bu sonuçları özetleyen figürler ana metinde mevcuttur (bk. Figür 1 ve 2).

Tartışma ve Sonuç

Nesiller arası ilişkilere dair elde edilen sonuçlara bakılınca ebeveynin çocuklarının mizah kullanımı ve tarzlarının gelişiminde rol oynadıklarını söylemek mümkündür. Bir başka deyişle, sonuçlar model alma ve pekiştirme hipotezini destekler niteliktedir. Ayrıca, McGhee, Bell ve Duffey'nin (1986) bulgularının aksine, hem baba hem de anne çocuklarının mizahının üzerinde etkili görünmektedir.

Bununla beraber belirtmek gerekir ki, gözlemlenen ilişkilerin bütünü model alma ve pekiştirme etkilerine yormak doğru olmayacaktır. Öncelikle, ortak genlerin katkısı olasıdır. Vernon, Martin, Schermer, Cherkas ve Spector'ın (2008) çalışmasında tek yumurta ikizlerinin birbirleriyle olan mizah korelasyonları, çift

yumurta ikizlerinin yaklaşık iki katıdır. Çalışmanın, mevcut çalışmada olduğu gibi dört mizah tarzına dayanması dikkate değerdir. İlâveten, benzer kişilik özellikleri ve aynı kültürel çevreden etkilenme gibi etmenlerin gözlemlenen ilişkilere katkı yapmış olması muhtemeldir. Dolayısıyla, model alma ve pekiştirme etkilerini düşünürken az önce belirtilen temeller üzerine kurulduğunu dikkate almak gerekir.

Sonuçlara bakılırsa aile ortamı kalitesinin genç yetişkinlerin olumlu mizah tarzları üzerinde genel bir etkisi yoktur. Özellikle kendini geliştirici mizah üzerinde bir etkisinin olmadığı bulgusuna bakarak, stres ve başa çıkma hipotezine destek bulamadığımızı söylemek mümkündür. Günlük hayattan bildiğimiz üzere, mizah bazı kişiler tarafından ve bazı durumlarda sorunlarla ve olumsuz duygularla başa çıkmak için kullanılır. Ancak, eldeki bulgulara göre aile ortamı ve kendini geliştirici mizah arasında doğrusal bir ilişki yoktur.

Aile ortamının olumsuz mizah tarzlarıyla olan negatif ilişkisi kayda değerdir. Eğer arada düşündüğümüz gibi sebep-sonuç ilişkisi varsa, yani daha kötü bir aile ortamı daha fazla olumsuz mizah kullanımına yol açıyorsa, bu, olumsuz aile ortamı dolayısıyla zaten sorunlar yaşayan genç insanın ek sorunlar yaşamasına yol açacaktır. Örneğin, saldırgan mizah yüzünden kişinin hem hedef aldığı kişilerle hem de bunları gören, duyan kişilerle ilişkileri zedelenebilir. Ya da fazlaca kullandığı kendini yıkıcı mizah ile özgüven azlığını belirgin kılabilir (Martin ve diğerleri, 2003). Kısacası, sorunların başka sorunları doğurması bu bağlamda da oldukça olasıdır.

Ele aldığımız aile değişkenlerinin genç yetişkinlerin mizah tarzlarındaki varyansın sadece küçük bir kısmını açıklayabilmesi önemlidir ve daha tatmin edici bir açıklama için başka faktörlerin dahil edilmesinin gerektiğine işaret etmektedir.

Nesiller arası ilişkilerde cinsiyetin rolüne dair bulgulara baktığımızda ilgili hipotezin genel olarak desteklendiğini söylemek mümkün görünmemektedir. Ancak, katılımcı mizah bağlamında baba-oğul ikilisinin, anne-oğul çiftleri ilişki göstermezken, dikkat çekici bir kuvvette ilişkili bulunması üzerinde durulması gereken bir noktadır. Eldeki bulgulardan çıkarılabilecek bir sonuç, aynı cinsiyetten olan ikililer için öngörülen farkın hepsinde olmasa bile bazı bağlamlarda doğru olabileceğidir.

Moderasyon analizlerinin sonuçlarına bakıldığında babanın sevgi ve ilgisinin baba-oğul arasındaki mizah ilişkisini beklenen yönde değiştirdiği görülmektedir. Anne için aynı etki söz konusu değildir. Moderasyon etkisinin neden sadece babada görüldüğü ele alınması gereken bir sorudur. Ana metinde verilen iki açıklamadan daha olası görüneni değişkenlerin özellikleriyle ilgilidir. Annenin sevgi ve ilgisi daha yüksek bir ortalamaya ve daha düşük bir varyansa sahiptir. Bu da değişkenin, babanın sevgi ve ilgisi değişkeni kadar moderasyon etkisine açık olmadığına işaret eder.

Çalışma bahsedilmesi gereken bazı noksanlar içermektedir: 1) İncelenen örneklem dikkate değer bir cinsiyet dengesizliğine sahiptir. Kadın ve erkek öğrencilerin ayrı ayrı incelendiği bir analiz dışında, genel olarak bulguları ele alırken bu durumu hesaba katmak gerekir. 2) Katılımcı sayısı bazı analizler için yeterli değildi. Bu durum özellikle moderasyon bulgularına olan güveni azaltmakta ve daha büyük bir örnekleme tekrarını gerektirmektedir. Ayrıca, baba-oğul ve anne-oğul arasındaki mizah ilişkileri incelenirken yalnızca elli küsur katılımcıdan veri kullanılmıştır. 3) Ebeveyn ve genç yetişkin olan çocukları arasındaki ilişkileri değerlendirirken model alma ve pekiştirme hipotezini destekler nitelikte olduğunu ama öbür yandan da bu mekanizmalar dışında başka faktörlerin de muhtemelen işin içinde olduğunu söylemiştik. Genetik benzerlik bu hususta önemlidir. Ancak mevcut çalışma gözlemlenen ilişkilerin ne kadarının model alma ve pekiştirme mekanizmalarından kaynaklandığı hakkında bir tahmin yapamamaktadır.

Bu kısıtlamalara ek olarak söylemek gerekir ki, mevcut çalışma mizahı sadece bir yönden ele almıştır. Bu çalışmada kullanılan Mizah Tarzları Ölçeği ağırlıklı olarak mizah üretimine dayanır. Mizah üretme dışında mizahı beğenme (hangi türlerden ne kadar keyif alma) de inceleme konusu olabilir ve daha doyurucu bir bulgu seti için katkı sağlayacaktır.

Saldırgan mizah akran zorbalığının önemli bir parçasıdır ve tek başına kullanılabileceği gibi fiziksel ve ilişkisel şiddet gibi davranışlarla beraber de görülebilir (Rigby, 2004). Akran zorbalığının sebep olduğu olumsuzluklar sayısız çalışma ile gösterilmiş ve dolayısıyla bu davranışı azaltmak için birçok çağrı yapılmış ve projeler yürütülmüştür (Berk, 2009). Anne ve babayı dahil etmek bazı projelerde öğelerden biri olarak yer almıştır. Mevcut bulgular bu tercihi doğrular niteliktedir. Saldırgan mizahı fazlaca kullanan ebeveynin bu alışkanlığından

vazgeçerek çocuđuna daha iyi bir örnek olması çocuđunun bu olumsuz davranışını azaltabilir. Ayrıca, aile ortamında iyileşmeler istenen tablonun oluşumuna bir katkı sağlama potansiyeline sahiptir.

Mizah, yaşamımızda karmaşıklığıyla öne çıkan bir olgudur. Bu çalışma ise gelişimsel bir bakış açısıyla ve mizah tarzlarına odaklanarak tasarlanmıştır. Az çalışmanın bulunduğu bu alanda mevcut çalışma noksanlarına rağmen mütevazı bir katkı yapmayı hedeflemiştir. Dile getirilen sorunlar tekrarlanmayacak şekilde benzer bir çalışma yürütmek bizi daha doyurucu sonuçlara götürecektir. Ayrıca, konu yukarıda da önerildiđi gibi farklı farklı yönlerden incelemeye uygundur. Umuyoruz ki gelecekte yapılacak çalışmalarla insan yaşamının bu önemli parçası daha iyi anlaşılacaktır.

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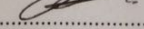
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