

An Analysis of the Relationship between Humor Styles of High School Principals and Their Leadership Behaviors

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Summary

Purpose

The aim of this research is to determine whether there is a meaningful difference or not between humor styles of school principals and their leadership behaviors. The teachers and school principals of high schools in Karabük, Sinop, Çankırı provinces form the population of the research and the sample of the research are 203 teachers in these provinces. As a data collection instrument "Humor Styles Survey" and "Instructional Leadership Behaviors Questionnaire" were used. In analyzing the data, SPSS program has been used. Frequency and percentage analyses, Independent Samples t-Test, One-Way Anova (ANOVA), Dunnett's C and Scheffe Multiple Comparison Tests, were used in order to analyze data.

Results

Results from this study indicated that appreciator humor style is the most perceived one and nonhumorous style is the least perceived one according to teachers' perceptions. While principals' humor styles do not differ significantly according to teachers' gender, age and years in profession; principals' humor styles differ significantly according to educational level. Principals' instructional leadership behaviors differ significantly according to teachers' perceptions of high school principal's humor styles. Evidently, the instructional leadership rating of the teachers who work with the principals who have producer humor style is the highest while instructional leadership rating of teachers who work with the principals who have nonhumorous style is the lowest. Results clearly show that humor styles of school principals have a significant effect on determining the level of instructional leadership.

Discussion

When we evaluate research findings, appreciator humor style is the most perceived one and nonhumorous style is the least perceived one. This finding is similar with the studies of Kent (1993), Williams (1994), Koonce (1997), Spurgeon (1998), Mertz (2000), Puderbaugh (2006), Özdemir & Receptoğlu (2010) and Receptoğlu (2011) arařtırmalarında ifade edilmiştir.

According to the research findings, principals' humor styles do not differ significantly according to teachers' gender. This finding is similar with the studies of Kent (1993), Rahmani (1994), Koonce (1997), Özdemir & Receptoğlu (2010) and Receptoğlu (2011). Principals' humor styles do not differ significantly according to age. This finding is similar with the studies of Kent (1993), Koonce (1997), Vickers'in (2004) and Özdemir & Receptoğlu (2010). This finding isn't similar with the study of Receptoğlu (2011). However; humor styles rating of 51 age and over teachers is highest as in the study of Receptoğlu (2011). Principals' humor styles do not differ significantly according to teachers' years in profession. This finding is similar with the studies of Williams (1994), Özdemir & Receptoğlu (2010) and Receptoğlu (2011).

According to the research findings, principals' humor styles differ significantly according to teachers' educational level. While this finding is similar with the study of Özdemir & Receptoğlu (2010); this finding isn't similar with the study of Receptoğlu (2011).

When we evaluate research findings, principals' instructional leadership behaviors differ significantly according to teachers' perceptions of principal's humor styles. Evidently, the instructional leadership rating of the teachers who work with the principals who have producer humor style is the highest while instructional leadership rating of teachers who work

with the principals who have nonhumorous style is the lowest. This finding is similar with the studies of Kent (1993), Vickers (2004) and Recepođlu (2011).

Conclusion

Principals' humor styles do not differ significantly according to teachers' gender, age and years in profession. However; principals' humor styles differ significantly according to educational level. The findings of the research point out a meaningful and a positive relationship between humor styles of school principals and their instructional leadership behaviors. Evidently, the instructional leadership rating of the teachers who work with the principals who have producer humor style is the highest while instructional leadership rating of teachers who work with the principals who have nonhumorous style is the lowest. Results show that humor styles of school principals have a significant effect on determining the level of instructional leadership behaviors and reinforce the thesis that humor is an important feature of leadership.