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THE RELATIONSHIPS AMONG POPULARITY,
SENSE OF HUMOR AND ACADEMIC ACHIEVEMENT

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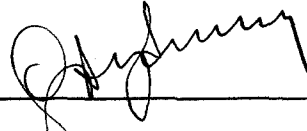
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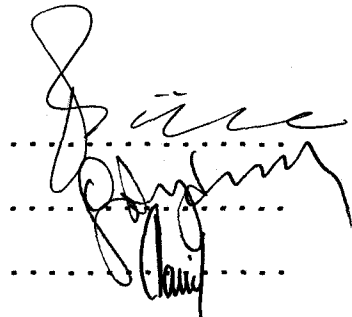
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ABSTRACT

THE RELATIONSHIPS AMONG POPULARITY,
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The present study investigated the relationships among popularity, sense of humor and academic achievement.

Subjects of the study were 270 eight grade secondary school students (132 girls, 138 boys) who had completed English Preparation Class. They were presented with the Turkish version of the Situational Humor Response Questionnaire, and the Sociometric Test.

Situational Humor Response Questionnaire and Sociometric Test scores of the subjects were submitted to four separate analyses of variance.

Overall, results indicated that regardless of sex the academically achieved students were much more popular and preferred as friends by their peers than the academically underachieved ones. No relationship was found between popularity and sense of humor, but underachiever-nonhumorous students were more popular than underachiever-humorous students. No gender differences were found in terms of popularity, sense of humor and academic achievement.

Keywords: Popularity, Sense of Humor, Academic Achievement.

ÖZ

POPÜLERLİK, MİZAH DUYGUSU VE AKADEMİK BAŞARI
ARASINDAKİ İLİŞKİ

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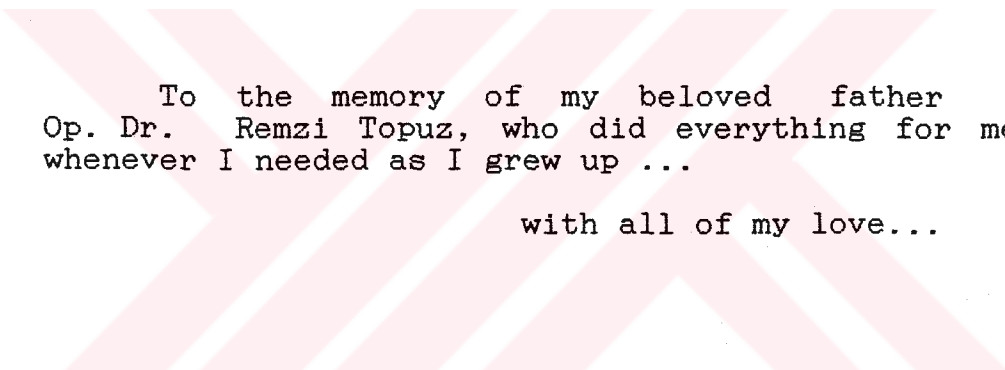
Bu çalışmanın amacı Popülerlik, Mizah Duygusu ve Akademik Başarı arasında bir ilişki bulunup bulunmadığını araştırmaktır.

Çalışmanın denekleri, İngilizce Hazırlık Sınıfını tamamlamış, 270 (132 kız, 138 erkek) sekizinci sınıf öğrencisinden oluşmaktadır. Deneklerin Sosyometri Testi ve Durumluk Mizah Tepkisi ölçeğinden aldıkları puanlar varyans analizi ile incelenmiştir.

Bulgular genelde, akademik başarısı yüksek olan öğrencilerin yaşlıları tarafından daha popüler algılandıklarını ve arkadaş olarak en çok tercih edilenler olduklarını göstermiştir. Mizah duygusuna

sahip olma ve popülerlik arasında bir ilişki bulunamamıştır. Ancak, mizah duygusuna sahip olma akademik başarı ile ilişkili bulunmuştur. Bulgular ayrıca, mizah duygusuna sahip olmayan ve akademik olarak başarısız öğrencilerin, mizah duygusuna sahip olan ancak akademik anlamda başarısız öğrencilere oranla yaşlıları tarafından daha çok tercih edilen kişiler olduklarını göstermiştir. Popüler olma, mizah duygusu ve akademik başarı arasındaki ilişkiler cinsiyete bağlı olarak anlamlı bir farklılık göstermemiştir.

Anahtar Sözcükler: Popülerlik, Mizah Duygusu, Akademik Başarı.



To the memory of my beloved father
Op. Dr. Remzi Topuz, who did everything for me
whenever I needed as I grew up ...

with all of my love...

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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
CHAPTER	
1. INTRODUCTION.....	1
1.1 Theoretical Explanations for the Need of Popularity in the Adolescent Period.....	5
1.2 Research on Popularity.....	10
1.3 Humor as a Contributor to Popularity.....	13
1.4 The Impact of Academic Achievement on Popularity.....	15
1.5 Related Research in Turkey.....	17
1.6 Significance and the Purpose of the Study.....	19
2. METHOD.....	22
2.1 Subjects.....	22
2.2 Instrumentation.....	22
2.3 Procedure.....	26
2.4 Analysis of Data.....	26

3.	RESULTS.....	28
3.1	The Relationship Between Popularity and Sense of Humor.....	28
3.2	The Relationship Between Popularity and Academic Achievement.....	32
3.3	The Relationship Between Sense of Humor and Academic Achievement.....	35
3.4	Interactions among Popularity, Sense of Humor and Academic Achievement.....	38
4.	DISCUSSION.....	45
4.1	The Relationship Between Popularity and Sense of Humor.....	46
4.2	The Relationship Between Popularity and Academic Achievement.....	49
4.3	The Relationship Between Sense of Humor and Academic Achievement.....	50
4.4	Interactions among Popularity, Sense of Humor and Academic Achievement.....	52
5.	IMPLICATIONS AND RECOMMENDATIONS.....	55
5.1	Implications.....	55
5.2	Recommendations.....	57
	REFERENCES.....	59
	APPENDICES	
	A. DURUMLUK MIZAH TEPKİSİ ÖLÇEĞİ.....	75
	B. SOSYOMETRİ TESTİ.....	81

LIST OF TABLES

TABLE

3.1 Means and Standard Deviations of the Humorous and Nonhumorous Subjects' Popularity Scores.....	30
3.2 The Results of the Analysis of Variance Employed to the Popularity Scores of the Subjects.....	31
3.3 Means and Standard Deviations of the Achiever and Underachiever Subjects' Popularity Scores.....	33
3.4 The Results of the Analysis of Variance Employed to the Popularity Scores of the Subjects.....	34
3.5 Means and Standard Deviations of the Achiever and Underachiever Subjects' SHRQ Scores.....	36
3.6 The Results of the Analysis of Variance Employed to the SHRQ Scores of the Subjects.....	37
3.7 Means and Standard Deviations of the Humorous-Nonhumorous and Achiever-Underachiever Subjects' Popularity.....	40
3.8 The Results of the Analysis of Variance Employed to the Subjects' Popularity....	41
3.9 The Cell Means and Standard Deviations of the Humorous-achiever-underachiever and Nonhumorous-achiever-underachiever Students' Popularity Scores.....	42

LIST OF FIGURES

FIGURE

3.1. 2-Way Interaction Effect Between Academic Achievement and Sense of Humor.....	43
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CHAPTER I

INTRODUCTION

Adolescence in human primates is a time when extensive changes occur in physiological and biological systems, emotion, cognition and behavior. There are also changes in moral thinking, in social relationships and in personality. Therefore, adolescence, the conventional Western cultural concept, may be defined as a transition process of growth. In this period, peer relationships are important, because relationships with peers or friends provide a context for the mutual exchange of ideas, for fostering a sense of perceived competence, and for the preparation of social roles which facilitate transitions to young adulthood (Bernt, 1982; Conger, 1973; Erikson, 1977; Windle, 1994). It is stated that the quality of peer relations in adolescence is the early forerunner of successful adjustment in adulthood (Collins & Sprinthall, 1988). In other words, friends are more important in this period than at any other time of life; because although parents still remain important, they can not provide all that is needed for the creation of a personal identity (Fischer & Lazerson, 1984). The

adolescent needs friends of both sexes who find him attractive, and he or she needs to know how much of what s/he thinks and believes has been "implanted" by her/his parents. In addition, s/he needs friends to discuss things such as outlooks and viewpoints with them. Adolescence triggers the process of breaking away from family and establish her-/himself as an independent person, and adolescents need each other as supports and safety (Blos, 1984; Hartup, 1984). Consequently, adolescents strive to be accepted by the peers, thus popularity gains importance for them.

Popularity is one of the important constructs of the peer relationships, and its' dynamics are a complex matter. Coie et al. (1982) defines popularity by social acceptance. In addition, popularity is correlated with the powerful concentration upon gaining prestige, and a feeling of belonging (Adler, 1958; Sebald, 1968) which is an easily understood reason for seeking and succeeding in peer relationships. On the other hand, Collins and Sprinthall (1988) strongly emphasize that being socially accepted does not necessarily mean that an adolescent is popular. According to them, popularity refers to the degree to which someone actively sought out by others,

whereas acceptance refers to the less obvious circumstance of being thought of as a member of a group, rather than as someone whose characteristics are not consistent with other group members. However, although popularity and acceptance viewed as different concepts, they are related domains of peer relationships. Thus, it is understandable that popularity is usually measured by social acceptance scales or friendship nominations.

A positive relationship between popularity and academic achievement has been frequently reported in the literature (cf. Green et al., 1980). Specifically, peers may motivate the adolescent for success in order to gain group acceptance. Because peer acceptance or popularity is determined by conformity to peer group expectations (Carden & Iscoe, 1961), and the need to build an identity causes adolescents to cling to friends whose interests and expectations are somewhat similar to their own (Fischer & Lazerson, 1984).

The concept of humor has been defined as a psychological construct which may be manifested by smiling, laughing and the subjective experience

of amusement as measured by rating scales (Deckers & Ruch, 1992). A number of psychological counseling theorists claim that having sense of humor is one of the positive personality features. Humor helps the individual to establish relationships with others (McGee, 1982). It also brings social approval and the control of social situations (Dixson, 1980). Kane et al. (1977) claimed that humor provides a basis for forming positive and long-standing relationships with others. Prasinios and Tittler (1981) found that friendship nominations were related to humor orientations. They concluded their study by stating: "The association between humor orientation and friendship nominations might support the objection that we are studying popularity as much as humor orientation". Finally, they emphasized that the humor-orientation was related to friendship but distinct from it.

In short, these two concepts, academic achievement and humor or having sense of humor, appear to be important variables in adolescence period in terms of gaining popularity.

1.1 Theoretical Explanations for the Need of Popularity in the Adolescence Period

The biological changes which accompany adolescence occur earlier than either cognitive changes or the social changes. From a biological perspective, adolescence is a time during which psychosocial learning can grasp the biological-developmental changes that have occurred previously. The biological changes influence the behaviors and expectations of others, especially adults'. Dusek (1987) emphasized that youngsters can better integrate their social behaviors and expectations of others towards themselves during adolescence. According to Ausubel et al. (1977) the peer group provides a new frame of reference to relieve the disorientation and loss of anchorage from the abandonment of the childhood frame of reference when childhood biological and social status is surrendered.

The intellectual-competency perspective views adolescence as a time during which the individuals learn to cope with formal operational thinking, with the consequences of that thinking as it relates to social development and with the interaction with parents, teachers, peers, and

others who have a significant impact on the socialization process (Dusek, 1987).

The social view sees adolescence as an important period of development during which the child acquire the skills and attitudes that will help him become an appropriately adjusted adult who can contribute to society in meaningful ways (Dusek, 1987). According to Rode (1971), this period is one in which youngsters learn to be well adjusted adults (cf. Dusek, 1987). A number of researchers emphasized that peer relationships at this period provide important data for predicting a child's future adjustment (Cowen et al., 1973; Kohlberg et al., 1982; Roff et al., 1982). In brief, popularity or acceptance by peers is an initial need for adolescents in order to be well adjusted adults.

The well known personality theorist, Erik Erikson extensively dealt with the adolescence period. The basic concept of Erikson's theory is the acquisition of an ego-identity and the identity crisis becomes the outstanding characteristic of adolescence (cf. Muuss, 1988). In order to acquire a strong identity, the adolescent have to receive consistent and

meaningful recognition of being accepted and popular among the group members (Erikson, 1977).

In this theory, the successful resolution of each developmental conflict depends on the interaction on the individual's characteristics and the support provided by the social environment. According to Erikson (1977), during infancy, the major developmental crisis is between becoming a trusting or mistrusting person. The positive outcome is the ability to trust others and oneself. The trusting infant develops confidence, optimism and feeling of security in his future life. On the contrary, lack of trust may contribute to the identity confusion. In the second stage of autonomy versus shame and doubt, the positive outcome is pride, control, self-assurance, autonomy, self-certainty and the will to be oneself. The negative outcome is shame, self-doubt, dependency, and self consciousness. The autonomy contribute to the formation of an identity in adolescence that leads to the conviction: " I am an independent person who can choose freely and who can guide my own future " (Muuss, 1988). Group membership is particularly important for early and middle adolescents as they seek to obtain some autonomy from their families

(Blos, 1989; Coleman, 1961). During the third stage of initiative versus guilt, a feeling of power, curiosity, a high level of activity occurs (Erikson, 1977). A sense of initiation will become the basis for curiosity in adolescence, and cooperation with others, ambition, experimentation with different roles and, sexual self-image are the positive outcomes (Erikson, 1977). During the fourth stage which includes the development of a sense of industry versus the emergence of feelings of inferiority, the child must learn to gain approval, recognition, and a feeling of success by producing things and doing his job well (Erikson, 1977). If the sense of industry is established successfully, the child will need and want accomplishments and strive for completion of tasks and for recognition for welldone work. He will develop a sense of duty, a feeling for workmanship and work participation, an attitude of wanting to do them well (Muuss, 1988). At this point, while the child becomes an adolescent and enters into the fifth stage of psychosocial development, friends or peers gain importance because the peer group helps the individual to answer the identity question " Who am I? " .

Conger (1973) suggested that friendships may

play a crucial role in helping the adolescent to better define his own identity. Moreover, Douvan and Adelson (1966) noted that friendships between 12 and 16 years of age have a major influence on the development of personality, social skills and social behavior.

According to Sullivan (1953), interactions with other people are enormously important both in normal and pathological development. The individual's relationships with other people influence how he develops and what he is. Sullivan (1953) defines personality as the relatively enduring pattern of recurrent interpersonal situations which characterize human life. He claims that successful and positive relations are essential for a happy and satisfying life. The benefits of interpersonal contacts depend upon positive feedback. The knowledge that others value oneself and consider him/her attractive, popular and worthwhile provides a feeling of security (Sullivan, 1953). Positive, supportive, tension reducing experiences with significant others produce feelings of security, which in turn influences academic success positively. On the contrary, experiences that are negative, threatening, and anxiety arousing create

feelings of insecurity. Adolescents may behave dramatically differently in their interaction patterns with their peers, friends or adults. In other words, interpersonal relations provide most significant key to the understanding of human behavior according to Sullivan.

1.2 Research on Popularity

The importance of social relationships for the development of healthy individuals has been recognized by many researchers. The influence of relationships with peers on feeling popular or accepted is pervasive. After reanalyzing a variety of studies, Kenny and La Voie (1989) reported that both individual characteristics and relationships influence social processes in person perception, popularity, interpersonal attraction, and communication.

Peers, particularly group members, become meaningful social referents. The peer group can supply applicable models and occasions for children to observe and practice the social skills and behaviors they must know in order to enact their appropriate age and sex roles both in their own subculture and in the wider community

(Ausubel & Sullivan, 1970; Douvan & Gold, 1982). The peer group also serve as a bridge from childhood parental dependencies to a sense of autonomy (Furman & Gavin, 1989). On the other hand, Conger (1973) indicates that there is currently an overemphasis, particularly among upper- and middle-class parents, on the pursuit of popularity for their children. Most adolescents at one time or another, feel that they do not belong, and the pain, however temporary, can be very real; parents' overdetermined insistence on popularity can only further compound the adolescent's difficulties (Conger, 1973).

Gender differences are also investigated by a few researchers. Furman and Gavin (1989) found that analysis of the importance of being popular in a peer group revealed a quadratic effect, with early and middle adolescents rating membership as more important than pre- or late adolescents. Boys placed a higher value on membership than girls, and value placed on being popular in a group was found to be related to the perceptions of group behavior. Moreover, girls reported their groups to be more permeable than boys, and being popular in a group was less important than it was for the boys.

Coleman (1961) sees popularity as a membership in the leading crowd. He found that the boys see the actual popularity of different boys - being an athlete and being in the leading crowd are of great importance in making a boy popular. These qualities are also same in making a boy popular among girls. The girls see being in the leading crowd as the most important attributes in achieving popularity.

Sebald (1968) revealed the extensive importance of popularity for the adolescents. He asked how important it is for a teenage to be liked and accepted by other teen-ager, 67% said " of very great importance ", 27% " of great importance ", 6% " of some importance ", and none stated a negative opinion.

In conclusion, the sense of belonging gained by popular membership in a group may allow adolescents to feel safe or adjusted in the social field, and strengthening their sense of identity as they seek to be autonomous.

1.3 Humor as a Contributor to Popularity

Psychoanalytic theory claimed that although people's sense of humor reflect their personal troubles, their potentially dangerous aggressive and sexual impulses are converted into socially acceptable interactions through humor (Aydın, 1993a; Bizi et al., 1988; Huyck & Dunchon, 1986; Nahemow, 1986).

Some of the humanistic theorists, especially Allport (1961), Maslow (1961) and Rogers (1961) emphasized that having sense of humor is an indicator of psychological adjustment (cf. Aydın, 1993a). Furthermore, having sense of humor and giving humorous responses are viewed as the typical personality features of self-actualized individuals (Aydın, 1993a). In addition, in one of the earlier studies, it was found that high-adjusted individuals had more developed sense of humor than did the low-adjusted ones (O'Connell, 1960). In brief, humor has been found to be associated with several human conditions such as establishing friendship, emotional and psychological well-being and coping with difficulties of life.

As mentioned previously, humor helps the individual to establish relationships with others (McGee, 1982). It also brings social approval and the control of social situations (Dixon, 1980). Kane et al. (1977) claim that " Humor provides a basis for forming positive and long-standing relationships with others. Similarly, Foot and Chapman (1977) suggest that humor effects the flow of social conversation in terms of maintaining the flow or interaction, filling in pauses in individuals' conversation and maintaining the interest and attention of one's conversational partners. One of the empirical studies indicated that individuals who use humor were seen as likeable by their peers (Mettee et al., 1977). In short, humor serves to attract and hold the attention of others, so that, humorous individuals may be more popular among friends. A considerable number of research support this suggestion, indicating that being popular depends on having certain qualities such as physical attractiveness, intelligence, social class, and having sense of humor (Byrne, 1969; Cavior & Doeckel, 1973; Coie et al., 1982; Coombs & Kenkel, 1966; Gronlund & Anderson, 1987; Rizzo, 1988; Walster et al., 1987). Eder and Sanford (1984) investigated the role of humor in peer interaction among

adolescents through naturalistic observations (e.g. in school cafeteria). They found that adolescents use humor as an initial way of interacting with a new group of people and a tool to show their likes or dislikes to a member of the group. In other words, members of a group may gain either solidarity or lose the chance to be accepted or become popular among friends through humor.

Although few studies indicate that being a humor oriented person facilitates popularity among peers, literature in this area appears to be rather limited.

1.4 The Impact of Academic Achievement on Popularity

It is generally pointed out that an individual's status within a group effects his behavior, social destiny, and future academic achievements (Frayse, 1994). In other words, introduction of some standards for performance to group members may be interpreted to motivate efforts for success for the purpose of attaining social goals, such as apprehension and maintenance of status among peers (Shelton & Hill, 1969).

Cavior and Dokecki (1973) noted that results of the studies which investigated the relationship between academic achievement and popularity were conflicting. In addition, Coleman (1961) found that being a leader in activities, and getting good grades are seen as less important in making a boy popular with girls. The girls also felt that academic success counts for even less in being popular with boys. On the other hand, the "box score" analysis performed in the Lindzey and Byrne (1968) review indicated a low but positive correlation between academic achievement and popularity.

Classroom observations indicated that unpopular children spent significantly less time on-task than popular children and engaged in significantly more negative interactions with peers, and also there was a trend for popular children to perform at a higher academic level than unpopular children (Forehand, et al., 1982). Similarly, Amidon and Hoffman (1965) found that rejected children have more trouble in learning than the popular ones.

A positive relationship between academic achievement and popularity has been demonstrated

previously by Green et al. (1980). Forehand and his colleagues (1982) lends some support to these earlier findings. The difference in academic achievement between popular and unpopular children may be related to the previously described difference in on-task behavior; that is, popular children spent more time on-task and performed better academically.

Taken collectively, these researches indicate that a relationship may exist between popularity and academic achievement.

1.5 Related Research in Turkey

Many aspects of academic achievement have been extensively studied in Turkey. On the contrary, popularity is not a fruitful research area. In addition, although humor has been an intensively studied research area in the world literature it has not been a favorite research topic among Turkish psychologists and counselors. The research conducted in popularity, academic achievement, and humor fields both in abroad and Turkey have not yet dealt with a possible link between the three concepts. In contrast, several researches were carried out to investigate

popularity and academic achievement.

Arısoy and Ülkü (1983) examined the peer preferences of the tenth grade students. They found that academic achievement was an important factor to prefer someone as a friend. Moreover, adolescents preferred popular students to become friends.

Razon (1987) pointed out that interpersonal relationship between parents, teachers, and peers were the important factors for increasing school success.

According to Hortaçsu and her colleagues (1990; 1993) positive and negative sociometric nominations have emerged as predictors of grade point average (GPA) in investigations with Turkish children. Furthermore, Hortaçsu (1994) found that popularity scores were positively associated with high GPA. In other words, sociometric ratings emerged as significant predictors of GPA.

Yet few studies were carried out in the field of humor in Turkey: Yörükoğlu (1977) found that favorite jokes of children were dynamically related to their emotional conflicts. Dökmen

(1982) investigated Nasrettin Hodja Anectodes, Aisopos, Grimm and Turkish Folk Stories in relation to the moral development stages of Kohlberg. Aydın (1993a,b) has investigated both the relationship between locus of control and situational humor response, and the role of humor as a positive personality feature in predicting the frequency of the health problems of adolescents. Recently, Mağden and Tuğrul (1994) investigated the development of metaphor concept and sense of humor in childhood. However none of these studies dealt with the possible relationships among popularity, humor, and academic achievement.

1.6 Significance and the Purpose of the Study

It has been suggested that academic achievement and humor have a positive effect on students' popularity because these conditions contribute to the adolescents' peer acceptance (Cavior & Doeckki, 1973; Forehand et al., 1982; Foot & Chapman, 1977; Huyck & Dunchon, 1986). Further, academic achievement was seen as an important predictor of peer status in the classroom (Hortaçsu, 1994). In addition, humor was found to be associated with several human


conditions such as establishing friendship, emotional and psychological well-being and coping with difficulties of life. These conditions may affect an individual's satisfaction and happiness in their relationships with peers, parents and significant others.

However, there are not enough researches about the effects of academic achievement and having sense of humor upon popularity neither in the world nor in the Turkish literature. Research in this area is usually confined to the elementary school subjects (Bukowski & Newcomb, 1984; Buzzelli, 1991; Chen, Rubin & Sun, 1992; Erwin, 1993; Rosen et al., 1988). Thus, it is expected that the present study will contribute to the understanding of the relationships among popularity, humor, and academic achievement during adolescence and also constitute a base for future studies which will fill the gap in the literature.

In the school setting, peer relationships have a great effect on children's present and future academic, behavioral, and emotional adjustment (Kupersmidt & Coie, 1990; Kupersmidt, Coie, & Dodge, 1994; Kupersmidt & Patterson, 1991; Parker and Asher, 1987). As mentioned earlier,

sense of humor and academic achievement may contribute to the adolescent's peer acceptance. Therefore, the school counseling and guidance services may help the students to learn certain intellectual and social skills for gaining popularity or peer acceptance.

The purpose of the present study is to investigate whether any relationships exist among popularity, sense of humor and academic achievement.



CHAPTER II

METHOD

2.1 Subjects

The sample of the study included 270 eighth grade students (132 girls, 138 boys) whose ages range between 15 and 17, selected from TED Ankara College Private High School.

2.2 Instrumentation

Measure of Sense of Humor: Situational Humor Response Questionnaire was originally developed by Martin and Lefcourt (1984) and adapted to Turkish culture by Aydın (1993b). SHRQ is designed to assess subjects' sense of humor, defined as the frequency with which they display joyousness or mirth in a wide variety of life situations. It is composed of 21 items. The first 18 items describe relatively common situations in which individuals experience and display humor. For instance, " You were watching a movie or tv program with some friends and you found one scene particularly funny, but no one else appeared to find it humorous ". Subjects are asked to recall a time when they were in this situation and then to

indicate the degree to which they experienced mirth on a 5-point Guttman-type scale ranging from 1="I would not have been particularly amused" to 5="I would have laughed heartily". The other three items are general self-report items. Item 19 asks how important it is for the respondent to have friends who are easily amused. Item 20 asks the respondents to rate themselves in terms of their likelihood of being amused in a wide variety of situations. Finally, item 21 asks the subjects how much they vary from situation to situation in their expression of humor. The scores range between 21 and 105, the highest score indicating that the subject responds more humorously in variety of situations.

Reliability of the SHRQ: With a group of 132 secondary school and university students the test-re-test reliability of the instrument was .96 over an eight weeks period ($p < .001$). With a group of 197 secondary school and university students the instrument had a highly significant internal consistency with an alpha value of .77 ($p < .001$) (Aydın, 1993a).

Validity of the SHRQ: The validity studies of the instrument (Aydın, 1993b) had shown that the

evidence for the construct validity of the instrument was satisfactory and the factor structure of the instrument was similar to the original scale.

Measure of Popularity: Sociometric measures assess the interpersonal attraction and peer acceptance among individuals (Rizzo, 1988). In other words, sociometric differences are conceptualized in terms of popularity. For this reason, the researcher has prepared the sociometric test to investigate the level of popularity of the subjects. Item 1 asks the subjects to nominate 3 members of the class in order of preference that the student would most like to be close friends, and to indicate the degree to which they would most like to be close friends on a 3-point scale ranging from 1="I would like" to 3="I would most like". Item 2 asks the subjects to nominate 3 members of the class in order of preference that the student would least like to be close friends, and to indicate the degree to which they would least like to be close friends ranging from -1="I would not like" to -3="I would least like". In calculating the sociometric scores of each subjects, the following procedure was used. First, each positive

nomination that a subject received was scored +3 for the first, +2 for the second and +1 for the third one. Negative nominations were scored in a reversed manner. The sum total of the positive and negative scores constituted a subject's sociometric score. The subjects total popularity scores range between -55.00 and 21.00 with a mean of 1.93 (Sd.=10.30) and median of 4.50. The median point was accepted as the cut-off point for differentiating popular and unpopular subjects. Thus, the subjects who have the popularity scores between -55.00 and 4.50 were assumed as unpopular students, and subjects who have the popularity scores between 4.51 and 21.00 were accepted as popular students.

Measure of Academic Achievement: Achievement scores of the students were obtained from school's records. Average sum total grades of students for the last semester was calculated for each student. These average scores were used as achievement scores of the subjects. The subjects GPA scores range between 1.00 and 5.00 with a mean of 3.85 (Sd.=0.91) and median of 4.00. The median point was accepted as the cut-off point for differentiating achiever and underachiever subjects. Thus, the subjects who have the

achievement scores between 1.0 and 3.9 were assumed as underachievers, and subjects who have the achievement scores between 4.0 and 5.0 were accepted as achievers.

2.3 Procedure

Subjects were given Situational Humor Response Questionnaire (SHRQ) and Sociometric Test (ST) simultaneously in classroom situation. Subjects have filled both SHRQ and ST in approximately 20 minutes.

2.4 Analysis of Data

The relationship among popularity, sense of humor and academic achievement scores were first calculated by Pearson Product Moment Correlation. Several separate analyses of variance were employed to the popularity scores of the subjects to investigate whether any relationships exists between the variables and these relationships change as a function of sex. First, in order to investigate the relationship between popularity and sense of humor, a 2 (boy-girl) x 2 (humorous-nonhumorous) analysis of variance was applied to the popularity scores of the subjects. Second, in

order to investigate the relationship between popularity and academic achievement, 2 (boy-girl) x 2 (achiever-underachiever) analysis of variance was applied to the popularity scores of the subjects. Third, in order to investigate the relationship between sense of humor and academic achievement, 2 (boy-girl) x 2 (achiever-underachiever) analysis of variance was applied to the SHRQ scores of the subjects. Finally, in order to verify the findings obtained through the two factorial ANOVA's, and to examine any possible three-way interactions among the three variables a 2 (sex) x 2 (humorous-nonhumorous) x 2 (achiever-underachiever) three factorial analysis of variance was employed to the popularity scores of the subjects.

CHAPTER III

RESULTS

The results of the study are presented in different subsections. The first subsection presents the relationship between the popularity and sense of humor scores. In the second subsection, results of the analysis related to the relationship between popularity and achievement are documented. In the third subsection, results which shows the relationship between sense of humor and achievement are presented. Finally, in the fourth subsection, results of the analysis which was conducted to investigate whether any three-way interactions between popularity, sense of humor and academic achievement exist were presented.

3.1 The Relationship Between the Popularity and Sense of Humor

The relationship between popularity and sense of humor (SHRQ) scores was calculated by Pearson Product Moment Correlation. The results indicated no significant relationship between popularity and sense of humor scores of the total subjects ($r=0.02$).

Nevertheless, any possible interaction effect between popularity, sense of humor and sex was additionally investigated by employing a 2x2 (humorous-nonhumorous x sex) analysis of variance to the popularity scores of the subjects. In order to calculate the cut off point for being humorous and nonhumorous, the criterion of the scores above the median point was accepted as having sense of humor. Thus, any score above 55 was accepted as indicative of being humorous, and below this score was considered as an indicator of being nonhumorous. Table 3.1. presents the means and the standard deviations of the popularity scores of the humorous and nonhumorous boys and girls subjects.

Table 3.1. Means and Standard Deviations of the Humorous and Nonhumorous Subjects' Popularity Scores

	Humorous		Nonhumorous	
	\bar{X}	S	\bar{X}	S
Girls	2.94	0.35	1.08	0.13
	(N=71)		(N=61)	
Boys	1.46	0.17	2.09	0.25
	(N=69)		(N=69)	

The results of the ANOVA applied to the popularity scores of the subjects were also presented in table 3.2.

Table 3.2. The Results of the Analysis of Variance Employed to the Popularity Scores of the Subjects

Source of variation	Sume of squares	df	Mean Square	F
Main effects	29.67	2	14.83	0.13
SEX	5.49	1	5.49	0.05
SHRQ	23.27	1	23.27	0.21
2-way interaction	103.83	1	103.83	0.97
SEX X SHRQ	103.83	1	103.83	0.97
Explained	133.51	3	44.50	0.41
Residual	28407.00	266	106.79	
Total	28540.51	269	106.09	

The results of the ANOVA applied to the popularity scores revealed that there was not a significant main effect of sex ($F_{1,266}=0.05$) which indicated no sex differences in being

popular or unpopular between the boys and the girls. The results also failed to produce a significant main effect of humor which indicated that popularity and humor was not related ($F_{1,266}=0.21$). Further, no significant interaction effect of sex x SHRQ ($F_{1,266}=0.97$) was found. These results suggested that having sense of humor was not related with popularity.

3.2 The Relationship Between Popularity and Academic Achievement

The relationship between the popularity and academic achievement scores was calculated by the Pearson product moment correlation. The result revealed a significant positive relationship between popularity and achievement scores of the total subjects ($r=0.33$; $p<.001$). This result points out that the more popular the subjects were, the more they became successful in their academic life.

For the purpose of examining whether this relationship changes as a function of sex, a 2x2 (achiever-underachiever x sex) analysis of variance was applied to the sociometry scores of the subjects. In order to calculate the cut off

point, the criterion of the achievement (GPA) scores above the median point was accepted as indicator of achievement. Thus, any score above 4 was accepted as indicative of achieving, while any score below 4 was considered as an indicator of underachieving within this group. Table 3.3. presents the means and standard deviations of the popularity scores of the achiever and underachiever girls and boys subjects.

Table 3.3. Means and Standard Deviations of the Achiever and Underachiever Subjects' Popularity Scores

	Achievers		Underachievers	
	\bar{X}	S	\bar{X}	S
Girls	4.12	0.44	-1.60	0.23
	(N=85)		(N=47)	
Boys	4.89	0.61	-1.00	0.11
	(N=65)		(N=73)	

The results of the ANOVA employed to the popularity scores of the subjects were also

presented in table 3.4.

Table 3.4. The Results of the Analysis of Variance Employed to the Popularity Scores of the Subjects

Source of Variation	Sum of Squares	df	Mean Square	F
Main effects	2187.61	2	1093.80	11.04
SEX	31.73	1	31.73	0.32
ACH	2181.21	1	2181.21	22.01 *
2-way interaction	0.51	1	0.51	0.00
SEX X ACH	0.51	1	0.51	0.00
Explained	2188.13	3	729.33	7.36
Residual	26352.38	266	99.06	
Total	28540.51	269	106.09	

$p < .001$

The results of the ANOVA employed to the popularity scores of the subjects yielded no

significant main effect of sex ($F_{1,266}=0.32$) which indicated that there was not any difference in being popular between the boys and the girls. The results produced a significant main effect of achievement ($F_{1,266}=22.01$; $p<.001$) which pointed out that popularity and achievement was significantly related. However, the results produce no significant interaction effect of sex x achievement ($F_{1,266}=0.00$). These results suggested that a significant relationship between popularity and achievement existed, but it did not change as a function of sex. Stating differently, regardless of sex, achievers were significantly more popular than the underachievers.

3.3 The Relationship Between Sense of Humor and Academic Achievement

The relationship between sense of humor and academic achievement scores was calculated by the Pearson product moment correlation technique. The results yielded a low and nonsignificant negative correlation coefficient between SHRQ and achievement scores of the total subjects ($r= -0.06$). This result showed that sense of humor and achievement status of the subjects was not significantly related.

Nevertheless, any possible interaction effect between sense of humor and academic achievement was additionally investigated by employing a 2x2 (achiever-underachiever x girls-boys) analysis of variance to the sense of humor (SHRQ) scores of the subjects. Table 3.5. also shows the means and standard deviations of SHRQ scores of the achiever and underachiever girls and boys subjects.

Table 3.5. Means and Standard Deviations of the Achiever and Underachiever Subjects' SHRQ Scores

	Achievers		Underachievers	
	\bar{X}	S	\bar{X}	S
Girls	55.88	6.09	59.57	8.78
	(N=85)		(N=47)	
Boys	56.03	7.00	59.12	6.96
	(N=65)		(N=73)	

The results of the ANOVA employed to the sense of humor (SHRQ) scores of the subjects were

also presented in table 3.6.

Table 3.6. The Results of the Analysis of Variance Employed to the SHRQ Scores of the Subjects

Source of Variation	Sum of Squares	df	Mean Square	F
Main effects	750.50	2	375.25	3.11
SEX	0.84	1	0.84	0.00
ACH	735.61	1	735.61	6.11 *
2-way interaction	5.78	1	5.78	0.04
SEX X ACH	5.78	1	5.78	0.04
Explained	756.28	3	252.09	2.09
Residual	32002.14	266	120.30	
Total	32758.43	269	121.77	

$p > .01$

The results of the ANOVA applied to the SHRQ scores revealed that no significant main effect of

sex ($F_{1,266}=0.00$) which indicated that there was not differences in being humorous or nonhumorous between girls and boys subjects was found. However, the result showed a significant main effect of academic achievement ($F_{1,266}=6.11$; $p<.01$) which indicated that being humorous was linked with academic achievement. Furthermore, there was not a significant interaction effect of sex x achievement ($F_{1,266}=0.04$). Overall, these results suggested that regardless of sex underachiever subjects were more humorous than the achiever subjects and there was a significant relationship between humorousness and achievement.

3.4 Interactions among Popularity, Sense of Humor and Academic Achievement

The aim of the final analysis was twofold: to confirm the previous results obtained by the separate ANOVA's and to investigate whether any three-way interaction exists between the three variables. For this purpose, the relationships among popularity, sense of humor, academic achievement and sex was investigated in a single design. Thus, a 2 (sex) x 2 (achiever-underachiever) x 2 (humorous-nonhumorous) three factorial ANOVA was employed to the popularity

scores of the subjects. The same cut off points used in the earlier analyses were used in this analysis. 120 subjects (47 Girls, 73 Boys) were underachievers who had achievement scores below 3.9, and 150 subjects (85 Girls, 65 Boys) were achievers whose scores were above 4. Humorous subjects consisted of a total of 140 students (71 Girls, 69 Boys) who had humor scores above 56, and 130 subjects (61 Girls, 69 Boys) were nonhumorous whose scores were below 55. Table 3.7 shows the cell means and standard deviations of the popularity scores of the subjects.

Table 3.7. Means and Standard Deviations of the Humorous-Nonhumorous and Achiever-Underachiever Subjects' Popularity Scores

		Humorous		Nonhumorous					
		Achiever		Under achiever		Achiever		Under achiever	
		\bar{X}	S	\bar{X}	S	\bar{X}	S	\bar{X}	S
G		6.20	0.93	-2.69	0.53	1.78	0.08	-0.24	0.05
		(N=45)		(N=26)		(N=40)		(N=21)	
B		6.07	1.12	-2.08	0.33	3.89	0.66	0.24	0.00
		(N=30)		(N=39)		(N=35)		(N=34)	

Table 3.8 also presents the results of the three factorial ANOVA employed to the popularity scores of the subjects.

Table 3.8. The Results of the Analysis of Variance Employed to the Subjects' Popularity Scores

Source of Variation	Sum of Squares	df	Mean Square	F
Main effects	2238.20	3	746.06	7.60
SEX	35.44	1	35.44	0.36
ACH	2208.52	1	2208.52	22.52 *
SHRQ	50.59	1	50.59	0.51
2-way interaction	585.74	3	195.24	1.99
SEX X ACH	2.46	1	2.46	0.02
SEX X SHRQ	23.54	1	23.54	0.24
ACH X SHRQ	504.87	1	504.87	5.14 **
3-way interactions	22.74	1	22.74	0.23
SEX X ACH X SHRQ	22.74	1	22.74	0.23
Explained	2846.69	7	406.67	4.14
Residual	25693.81	262	98.06	
Total	28540.51	269	106.09	

* $p < .001$

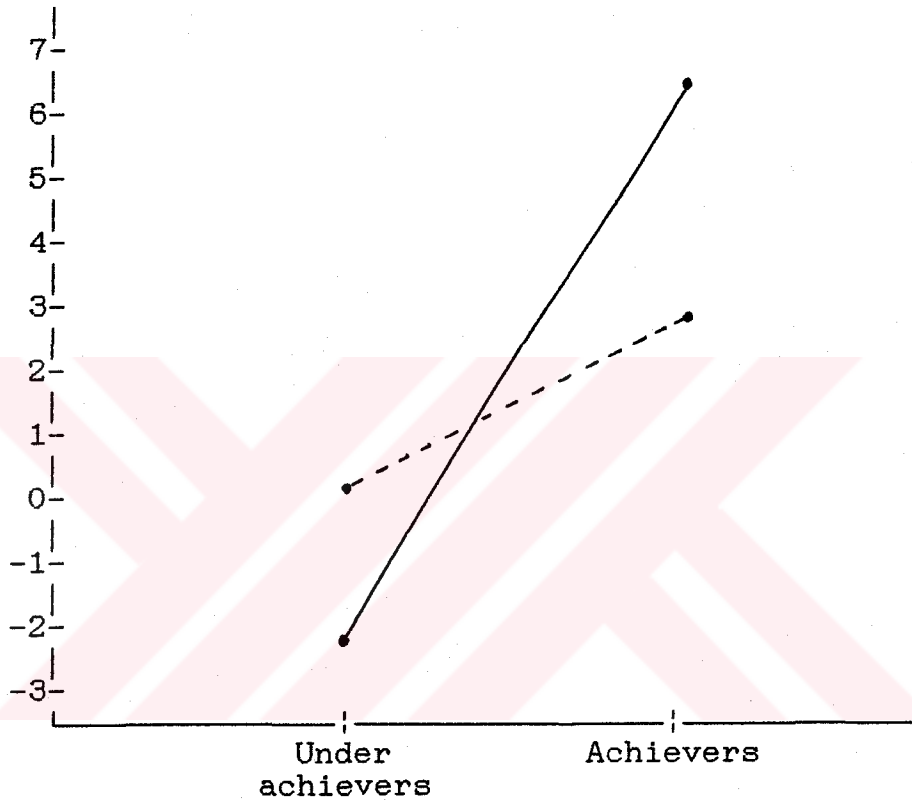
** $p < .05$

The results showed that among the main effects of sex, achievement and sense of humor, only the achievement main effect was significant ($F_{1,262}=22.52$; $p<.001$). Further, 2-way interactions of sex x achievement ($F_{1,262}=0.02$) and sex x SHRQ ($F_{1,262}=0.24$) were not significant. However, there was a significant interaction effect of achievement x sense of humor ($F_{1,262}=5.14$; $p<.05$). This interaction effect is illustrated in Figure 3.1. The cell means and standard deviations of the subjects' popularity scores regarding the interaction effect of humor x achievement was also shown in table 3.9.

Table 3.9. The Cell Means and Standard Deviations of the Humorous-achiever-underachiever and Nonhumorous-achiever-underachiever Students' Popularity

	Humorous		Nonhumorous	
	\bar{X}	S	\bar{X}	S
Achiever	6.15 (N=75)	0.71	2.76 (N=75)	0.32
Under-Achiever	-2.32 (N=65)	0.29	0.05 (N=55)	0.00

Figure 3.1. 2-Way Interaction Effect Between Academic Achievement and Sense of Humor



Achievement Scores: The scores between 1.0 and 3.9 underachievers, and the scores between 4.0 and 5.0 achievers.

————— : Humorous Subjects

----- : Nonhumorous Subjects

As Figure 3.1 shows underachieving-nonhumorous students were more popular. In addition, achieving-humorous students were much more popular than the achieving-nonhumorous students. Nevertheless, 3-way interaction of sex x achievement x humor ($F_{1,262}=0.232$) was not significant.

Taken collectively, the results obtained from the final analysis confirmed the earlier findings attained by the two factorial ANOVA's and no three-way interaction was found among the three variables.

CHAPTER IV

DISCUSSION

As mentioned earlier in the introduction chapter, popularity is one of the important aspects of the peer relationships for adolescents. Most of the studies indicated that popularity is an important factor to be considered for a satisfactory school life (Cawelti, 1985; Friesen, 1985). In addition, humor is one of the important personality feature which facilitates to enter into relationships and gain attraction of people (Carden & Iscoe, 1961; Eder & Sanford, 1984; McGee, 1982). Academic achievement is also seen as a contributor to popularity (Dodge & Feldman, 1994; Hymel et al., 1994; Parker & Asher, 1987; Heflin & Putallaz, 1994). However, there has been a paucity of research into investigating the relationships among these variables.

For the purpose of contributing to the understanding of the relationships between popularity, humor and academic achievement, the present study investigated the relationships among popularity, sense of humor and academic achievement with the eight grade secondary school students. Specifically, several predictions were

made at the beginning of the study: first, consistent with the belief of contribution of humor to popularity, it was predicted that humorous students would be more popular than nonhumorous students. Second, prediction was that academically achieved students would be more popular than academically underachieved students. Finally, it was expected that academically achieved students would be more humorous than academically underachieved ones, due to the belief that psychologically congruent individuals would have characteristics of high achievement, sense of humor and popularity.

In this chapter, the results of the present study were discussed under same headings as the result section.

4.1 The Relationship Between the Popularity and Sense of Humor

The results showed that no relationship observed between popularity and sense of humor (SHRQ) scores of the total subjects ($r=0.01$). The results of ANOVA applied to the popularity scores of the subjects also confirmed this finding, indicating that there was not a

significant main effect of sex related to popularity. The result also failed to produce a significant main effect of humor. Moreover, interaction effect of sex and humor was not significant.

These results did not support the first prediction and showed that having sense of humor was not related to popularity. This finding was contradictory with the previous research (Gronlund & Anderson, 1987; Dixson, 1980; Dusek, 1987; Kuhlen & Lee, 1985; Mettee et al., 1977; Rizzo, 1988) which reported that having sense of humor facilitates to enter into relationships with peers and help students to gain popularity among peers. The findings of the present study did not also support the findings of Prasinis and Tittler (1981) who found that there was an association between humor orientation and popularity.

The results of the present study showed that no sex differences observed between males and females regarding sense of humor. This result was inconsistent with the findings of an earlier Turkish study. Aydın (1993a) found that female college students' sense of humors were higher than those of the male students. The reason for the

inconsistent findings revealed by two Turkish studies may be due to the different age groups with which the two studies were conducted. Indeed, Aydın's study was conducted with college students, while the present one was carried out with the middle school students who may have different developmental characteristics in terms of humor appreciation and sense of humor. It is interesting to studies in the world literature shown a reverse trend that sex differences regarding humor usually existed in high school students but not in college students (Tyler & Vitulli, 1988). These authors interpreted this situation from an educational point of view and suggested that college education tends to neutralize sexist attitudes, resulting in a more androgynous role orientations regarding humor-related behavior. If this explanation is valid, one has to accept that university education in Turkey appear to increase or perhaps induce sexist attitudes and makes the students less androgynous. Since, there is no obvious reason to accept this speculation, the best approach to interpret these inconsistent findings would be to investigate the sex differences regarding humor in Turkey by further research. Only then, it will be possible to reach a conclusion related to this issue. Further, research in this field is

definitely needed to explore the possible cultural differences concerning humor appreciation or having sense of humor.

4.2 The Relationship Between Popularity and Academic Achievement

Pearson product moment correlation result showed a significant positive relationship among popularity and academic achievement scores of the subjects ($r=0.33$; $p<.001$). The results of ANOVA applied to investigate whether this relationship vary significantly as a function of sex has yielded no significant main effect of sex and popularity. The results produced a significant main effect of achievement. Interaction effect of sex and achievement was not significant. This result stated that there was a positive relationship between popularity and academic achievement, but this relationship did not change as a function of sex. In other words, regardless of sex, achievers were much more popular than the underachievers.

Results of the present study supported the second prediction that academic achievement would be strongly related with popularity. This finding

was consistent with the previous researches (Arısoy & Ülkü, 1983; Lindzey & Byrne, 1968; Green et al., 1980; Hortaçsu et al., 1990, 1993; Hortaçsu, 1994; Rice, 1985) which reported that academic achievement was positively associated with popularity. For instance, Hartup (1984) indicated that achievement appears to contribute to good relationships with peers. In addition, Goslin (1962) found that popular children seem to be brighter than their peers, have more advanced social skills, and they can take their friends' viewpoints in more subtle and complex way than other children (cf. Fischer & Lazerson, 1984). Sociometric nominations are also indicators of social cognition, entry behaviors, peer reputations, parent-child interactions, and also academic achievement (Hortaçsu, 1994). The findings of the present study generally supported the view that popularity was related to achievement.

4.3 The Relationship Between Sense of Humor and Academic Achievement

Pearson product moment correlation results yielded a low and nonsignificant negative correlation between sense of humor and academic

achievement scores of total subjects ($r=-0.06$). This result indicates that sense of humor and achievement status of subjects was not significantly related. However, although the correlation coefficient was nonsignificant, the ANOVA results produced a significant main effect of achievement which indicated that sense of humor was associated with achievement. The results also showed that there was not a significant interaction effect between sex and achievement. These results showed that regardless of sex underachiever subjects ($\bar{X}=59.30$) were more humorous than the achiever subjects ($\bar{X}=55.95$), or stating differently, more humorous students were less achieving than the less humorous students.

Results of the present study did not confirm the third prediction and further, was contrary to the expectation that humorous students would be more academically achieved than nonhumorous students. However, although the difference between the mean SHRQ scores of the achiever and underachiever was significant, the SHRQ means of the academically achieved subjects was also above the cut-off point of 55 ($\bar{X}=55.95$) which means that these subjects were not nonhumorous but only less humorous than the academically underachieving

ones. It may also be said that since the students realize being less achieving in the school as compared to the others reduces popularity among peers, they may have tried to display more humorous responses in responding to SHRQ for the purpose of compensating the ill feeling of having a less achieving status.

4.4 Interactions among Popularity, Sense of Humor and Academic Achievement

The final analysis was carried out in order to confirm the previous results acquired by the separate ANOVA's, and to inquire whether any three-way interaction exists among popularity, sense of humor, academic achievement and sex. Three factorial ANOVA was employed to the popularity scores of the subjects. The results showed that among the main effects of sex, achievement and sense of humor, only the academic achievement main effect was significant. Moreover, 2-way interactions of sex and achievement, and sex and sense of humor were not significant. Only the, two-way interaction between academic achievement and sense of humor was found significant. This finding revealed that underachieving-nonhumorous students were more popular than underachieving-

humorous subjects, but achieving-nonhumorous students were more popular than the under-achieving-nonhumorous students. Moreover, achieving-humorous students were much more popular than the achieving-nonhumorous students. In short, results of this analysis once more pointed out that achievement rather than being humorous was a key factor in gaining popularity.

The results revealed a nonsignificant 3-way interactions effect of sex, humor and academic achievement.

Taken collectively, the results obtained from the final analysis confirmed the earlier findings. Three different analyses of variance showed that popularity did not vary meaningfully as a function of sex. This result indicates that the adolescents did not show gender differences in terms of popularity. Previous research supports this finding which was conducted by Arısoy and Ülkü (1983).

In conclusion, the results of the present study showed that among the relationships of popularity, humor and academic achievement in eight grade secondary school middle adolescents

the most important one seems to be academic achievement-popularity relationship. According to this result, the academically achieved and humorous students were more popular and preferred as friends by their peers than the academically underachieved and nonhumorous friends. In addition, gender differences were not observed in popularity, sense of humor and academic achievement.



CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

5.1 Implications

It has been proposed that sense of humor and academic achievement are two important factors which have a positive effect on adolescents' popularity since both conditions contribute to the students' expectation of being accepted by their peers. The results of present study, to some extent, support this view. According to peer nominations, academic achievement has the greatest role in making an adolescent popular, but having a high sense of humor was not enough to make an adolescent socially accepted. On the other hand, sense of humor is considerably connected with academic achievement in favor of the achieving students. Thus, the findings of present study have important implications for education and counseling.

Sugarman (1969) stated that the survival of the modern society requires that most of the adolescents should gain a certain basis of knowledge and social values, as well as certain intellectual and social skills. In addition, peer

relationships in the school setting have an enormous influence on children's present and future academic, behavioral, and emotional adjustment (Kupersmidt & Coie, 1990; Kupersmidt, Coie, & Dodge, 1994; Kupersmidt & Patterson, 1991; Parker and Asher, 1987). However, the present Turkish educational system places a great emphasis on academic success rather than students social needs. Consequently, most of the students are motivated to be successful in their academic life. This motivation may affect individuals' preferences of peers and academic achievement appears to be the most critical factor in being popular. The school counseling services may emphasize the importance of other qualities other than academic achievement for gaining popularity and organize school-based social skills training programs in order to advance positive peer relationships and peer acceptance, rather than reinforcing the prevailing nationwide attitude toward succeeding. It is expected that the present study may function as a motivating factor for the future studies which aim to understand the social status and preferences of peers.

5.2 Recommendations

On the basis of the findings of the present study the following recommendations could be offered.

First, since popularity, sense of humor and academic achievement are significant characteristics for the adolescents' friendship, the replication of this study will be fruitful to validate the results of the study.

Second, further studies, which utilize different sociometric measures which receive a nomination for humor orientation may also be carried out.

Third, longitudinal studies may be accomplished to investigate the stability of popularity.

Fourth, cross-cultural studies may be accomplished to investigate the effects of cultural differences on popularity, having sense of humor and academic achievement.

Fifth, future studies may include samples

from different educational background, families, different socioeconomic levels, and school districts.

Sixth, future studies that investigate the perceptions of teachers and parents concerning students' popularity and being humorous may be carried out.

Finally and most important, the overemphasis placed upon school achievement at the expense of developing other characteristics should be dealt through preparing appropriate school curricula which gives equal importance to affective development of the students. Moreover, counseling services should carry out prevention programs (e.g. using both affective and cognitive approaches) for the students and their families to make them understand that school achievement is not the only quality for the adolescents to develop.

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APPENDIX A

DURUMLUK MIZAH TEPKİSİ ÖLÇEĞİ

Mizah ve gülmenin anlamı kişiden kişiye değişir. Herbirimizin hangi durumların komik olduğuna, farklı durumlarda esprinin uygunluğuna ve mizahın yaşamımızdaki önemine ilişkin değişik düşüncelerimiz vardır.

Aşağıda zaman zaman karşılaşılabileceğiniz bazı durumlar ve bu durumlarda verilebilecek bazı tepkiler sıralanmıştır. Lütfen her durumu dikkatle okuyarak, bu durumla karşılaştığınız bir anı hatırlamaya çalışınız. Eğer hatırlayamazsanız kendinizi böyle bir durumda hayal ediniz. Daha sonra bu durumda verdiğiniz ya da vereceğinizi düşündüğünüz tepkiyi en iyi tanımlayan ifadenin yanındaki harfi (a,b,c,d ya da e) daire içine alınız.

Prof. Gül Aydın

1. Bilmediğiniz bir kentte tek başınıza alışveriş yaparken ansızın okul ya da iş yerinden tanıdığınız birine rastlarsanız nasıl davranırdınız?
 - a. Büyük bir olasılıkla bu kişi ile konuşmaya teşebbüs etmezdim.
 - b. Konuşur, ancak espri ya da şaka yapmazdım.
 - c. Konuşma sırasında gülümsenebilecek birşeyler bulurdum.
 - d. Konuşma sırasında birlikte gülebileceğimiz konular bulurdum.
 - e. Birlikte kahkahalarla gülerdik.

2. Gece yarısı çalan telefonun sesiyle derin uykunuzdan uyandınız ve telefon eden kişinin bulunduğunuz şehirden geçerken sizi arayıp merhaba demek isteyen eski bir arkadaşınız olduğunu anladınız.

- Bunu pek eğlenceli bulmazdım.
- Biraz eğlenceli bulur, ancak gülmezdim.
- Arkadaşımın yaptığı bir espriye gülebilirdim.
- Gülebilir ve arkadaşıma espriler yapabiliirdim.
- Birlikte kahkahalarla gülerdik.

3. Kazara bir yerinizi incittiniz ve bir kaç gün yataktan çıkmamanız gerekti. Bu süre içinde tepkileriniz ne olurdu?

- Pek gülünecek birşey bulamazdım.
- Ara sıra gülümserdim.
- Sık sık gülümser, zaman zaman gülerdim.
- Gülebileceğim pek çok şey bulurdum.
- Çoğu zaman kahkahalarla gülerdim.

4. Uzun süreli bir fiziksel faaliyet (yürüyüş, koşu, yüzme, top oynama, vs.) sonunda sizin ve arkadaşlarınızın tüm enerjisi tükendi ve yerlere yığıldınız.

- Bu durumu pek eğlenceli bulmazdım.
- Eğlenceli bulur, ancak belli etmezdim.
- Gülümserdim.
- Gülerdim.
- Kahkahalarla gülerdim.

5. Gittiğiniz bir partide giysinizin tıpa tıp aynısını bir başkasında giydiğini gördünüz.

- Bunu pek eğlenceli bulmazdım.
- Eğlenceli bulur, ancak belli etmezdim.
- Gülümserdim.
- Gülerdim.
- Kahkahalarla gülerdim.

6. Bir arkadaşınız size çözülmesinin zor olduğunu düşündüğü bir bilmece verdi ve siz bu bilmeceyi onu hayrete düşürecek bir çabuklukta çözdünüz.

- Bunu pek eğlenceli bulmazdım.
- Eğlenceli bulur, ancak belli etmezdim.
- Gülümserdim.
- Gülerdim.
- Kahkahalarla gülerdim.

7. Herhangi bir iş ya da sorumluluğunuzun olmadığı boş bir gününüzde arkadaşlarınızla gerçekten hoşlandığınız bir şeyler yapmaya karar verdiniz. O gün boyunca ne ölçüde esprili olurdunuz?
- Yaptığımız faaliyet pek fazla gülümsetecek ya da güldürecek türde bir faaliyet olmazdı.
 - Zaman zaman gülümserdim, ancak beni yüksek sesle güldürecek durumlar pek olmazdı.
 - Sık sık gülümser, arada bir gülerdim.
 - Sık sık yüksek sesle gülerdim.
 - Çoğunlukla kahkahalarla gülerdim.
8. Kışın otoyolda bir arabayla seyahat ederken birden bire araba buzda kayarak öbür yola geçti ve bir daire çizerek gideceğiniz yönün tam tersi yöne dönmüş vaziyette durdu. Kimseye bir zarar gelmediğini ve arabada bir hasar olmadığını anladıktan sonra...
- Bu durumu hiç de eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
9. Arkadaşlarınızla bir film ya da televizyon programı izlerken bir sahneyi çok komik buldunuz, ancak sizden başka hiç kimse komik bulmuş gibi görünmedi. Böyle bir durumda genellikle ne yapardınız?
- Bir şeyi yanlış anladığım ya da sahnenin gerçekte komik olmadığı sonucuna varırdım.
 - Kendi kendime gülümser, ancak belli etmezdim.
 - Açıkça gülümserdim.
 - Yüksek sesle gülerdim.
 - Kahkahalarla gülerdim.
10. Gerçekten hoşlandığınız biriyle (eş, nişanlı, sözlü, kız arkadaş, erkek arkadaş) başbaşa romantik bir gece geçirmekteyken...
- Konuşmalarında ciddi olmaya özen gösterirdim.
 - Arada bir gülümser, ancak yüksek sesle çok fazla gülmezdim.
 - Sık sık gülümser, arada bir yüksek sesle gülerdim.
 - Sık sık yüksek sesle gülerdim.
 - Çoğunlukla kahkahalarla gülerdim.

11. Bir sınavdan beklediğinizden çok daha düşük bir not aldınız ve aynı akşam bunu bir arkadaşınıza anlatıyorsunuz...
- Bunu pek eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümseyebilirdim.
 - Gülebilirdim.
 - Kahkahalarla gülerdim.
12. Kalabalık bir odada uzağınızdaki birini bir arkadaşınıza benzettiniz ve kendisine el sallayarak hızla yanına gittiniz. Ancak, bir yanlışlık yaptığınızı, bu kişiyi hiç tanımadığınızı anladınız.
- Bu durumu pek eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
13. Bir lokantada arkadaşlarınızla birlikte yemek yerken garson kazara üzerinize içki döktü.
- Bunu pek eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
14. Karşıdan karşıya geçerken sizin geçmeniz için durmak zorunda kalan sabırsız bir sürücü korna çaldı.
- Bunu pek eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
15. Bir bilgisayar hatası yüzünden bütün sabahınızı yanlışlığı düzelttirmek için çeşitli bürolarda kuyruk bekleyerek geçirdiniz.
- Bu durumu hiçte eğlenceli bulmazdım.
 - Bu durumunda komik yönlerini görerek eğlenebilir, ancak belli etmezdim.
 - Epey gülümserdim.
 - Epey gülerdim.
 - Kahkahalarla gülerdim.

16. Öğretmen sınav notlarını en yüksek nottan başlayarak ilan edeceğini söyledi ve ilk okuduğu isimlerden biri de sizinki oldu.
- Buda pek eğlenecek bir şey bulmazdım.
 - Bu duruma eğlenir, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
17. Kız (ya da erkek) arkadaşınız bir başkasını bulduğu için sizden ayrılmaya karar verdi ve siz bir kaç gün sonra yakın bir arkadaşınıza anlatıyorsunuz.
- Bu olayın eğlenceli bir yanını bulamazdım.
 - Bu olayın da eğlenceli yönlerini görebilir, ancak belli etmezdim.
 - Gülümseyebilirdim.
 - Gülebilirdim.
 - Epey gülerdim.
18. Bir lokantada arkadaşınızla yemek yiyorsunuz ve garson kazara bir arkadaşınızın üzerine çorba döktü.
- Bunu hiç de eğlenceli bulmazdım.
 - Eğlenceli bulur, ancak belli etmezdim.
 - Gülümserdim.
 - Gülerdim.
 - Kahkahalarla gülerdim.
19. Arkadaş seçerken, onların kolayca eğlenebilen ve değişik durum ve ortamlarda gülebilmeyi beceren kişiler olması ne ölçüde aradığınız bir özelliktir?
- Bir arkadaşıta aradığım en önemli özelliktir.
 - En önemlisi olmamakla birlikte çok önemli bir özelliktir.
 - Oldukça önemli bir özelliktir.
 - Ne önemli ne de önemsiz bir özelliktir.
 - Önem verdiğim bir özellik değildir.
20. Değişik durum ve ortamlarda eğlenme ve gülebilme açısından kendinizi nasıl değerlendirirsiniz?
- En belirgin özelliğimdir.
 - Ortalamanın üstünde.
 - Ortalama civarında.
 - Ortalamanın altında.
 - Çok altlarda.

21. Gülebilme ya da espri yapabilme dereceniz bir durum ya da ortamdan diğesine ne ölçüde deęişir? (Bulduğunuz kişilere, yere, durum ve kendinizi nasıl hissettiğimize baęlı olarak).

- a. Hiç deęişmez.
- b. Çok fazla deęişmez.
- c. Bir miktar deęişir.
- d. Oldukça deęişir.
- e. Çok fazla deęişir.



APPENDIX B

SOSYOMETRİ TESTİ

Ad ve Soyadınız:
 Sınıf/No. :
 Doğum Tarihiniz: .../.../19..
 Cinsiyetiniz : Kız () Erkek ()
 İngilizce Hazırlık Okudunuz mu?: Evet () Hayır ()
 En Son Bitirdiğiniz Dönemin Not Ortalaması:

Sevgili Öğrenciler,

Aşağıdaki sorulara vereceğiniz yanıtlar, gençlerin birbirleri ile ne kadar arkadaş olmak istediklerini incelemek üzere yapılan araştırmaya ışık tutacaktır. Sorulara yanıt verirken sınıf içinde en çok ve en az arkadaş olmak istediğiniz kişileri düşünün. İçinizden geldiği gibi yanıt verin. Test kağıdına yazdığınız isimler gizli tutulacaktır ve başka bir amaçla kullanılmayacaktır.

Yardımlarınız için teşekkürler.

Psikolojik Danışman,
 Sanem Topuz

A. Bu sınıfta arkadaşınız olmasını en çok istediğiniz üç kişinin isimlerini aşağıdaki 1, 2, ve 3 rakamlarının karşısındaki boş yerlere yazınız.

1.

2.

3.

B. Bu sınıfta arkadaşınız olmasını en az istediğiniz üç kişinin isimlerini aşağıdaki 1, 2, ve 3 rakamlarının karşısındaki boş yerlere yazınız.

1.

2.

3.