

## Razlike u preferencijama stilova humora adolescenata

### The adolescent differences in preferences of humor styles

Minela Kerla\*

\*Univerzitet u Zenici  
University of Zenica

Originalni naučni rad      doi: 10.7251/NSK1212027K, UDK: 159.923.375-053.2      Original scientific paper

#### REZIME

*Predmet ovog istraživanja bile su preferencije stilova humora u populaciji adolescenata. Istraživanje je korelacijskog tipa. U instrumentariju je korištena skala HSQ (Humor Styles Questionnaire, Martin, 2003), RSS (Rosenbergova skala samopoštovanja, Rosenberg, 1965), SPON (Bezinovićeva skala percipirane osobne kompetentnosti, Bezinović, 1988), skala SPINO (Positive and Negative Affect Schedule, Waston, Tellegen i Clark, 1998,  $\alpha = 0,82$ ). Na uzorku od 110 adolescenata, učenika Internacionalne škole u Sarajevu, rezultati istraživanja je bilo utvrđeno da ne postoje statistički značajne razlike u preferencijama stilova humora ženskih i muških adolescenata, ali da postoje statistički značajne razlike kod preferisanja afilijativnog stila humora osnovnoškolaca i srednjoškolaca ( $t = 2,6$   $p = 0,01$ ) i kod preferisanja samoismijavajućeg stila humora, kod osnovnoškolaca i srednjoškolaca ( $t = -2,36$ ,  $p = 0,02$ ).*

#### SUMMARY

The subject of this study were the preference of styles of humor in the adolescent population. In the study, the instruments were used: scale HSQ (Humor Styles Questionnaire, Martin, 2003), RSS (Rosenberg Self-Esteem Scale, Rosenberg, 1965), SPON (Bezinović's scale of perceived personal competence, Bezinovic, 1988), SPINO scales (Positive and Negative Affect Schedule, Waston, Clark and Tellegen, 1998,  $\alpha = .82$ ). In a sample of 100 adolescents, students of The International Schools in Sarajevo, research has found that students were using all four styles of humor. Also, in preference to styles of humor, there is no statistically significant differences in the variables of gender, the four styles of humor are equally used both male and female adolescents. The results were found to be statistically significant differences occur in the variable age, where, primary and secondary school students, different prefer affiliative and self-defeating style of humor, and also, there is no statistically significant differences in preferring the motivational and aggressive style of humor.

**Ključne riječi:** humor, stilovi humora, samopoštovanje, osobna kompetentnost

**Key words:** humor, humor styles, self-esteem, personal competence

## UVOD

Humor zauzima centralno mjesto interesovanja još od antičke Grčke pa sve do danas. Za problem humora su se zanimali: klasici, filozofi, psiholozi, sociolozi, antropolozi, lingvisti, teatrolozi, teolozi, književnici. Humor se može definisati na mnoge različite načine. Humor (lat. *hūmor*, tjelesni sok, tekućina, mokrina, vlaga) predstavlja smisao za komiku, duhovaost, šaljivost, šale, pošalice, dosjetke, anegdote, iznošenje događaja, pokazivanje smiješnog u neuvredljivo komičnom, smješnom obliku (Klajić, 1985, str. 562). Također, jedna od definicija u standardnom rječniku jeste da je humor definisan kao kvalitetno dešavanje popraćeno akcijom, pretočeno u situaciju ili ekspresiju ideje koja je popraćena emocijom koja se pokazuje kao komična (Walter i sar., 2005, str. 626). U literaturi se mogu naći mnogobrojne teorije koje se mogu svesti na: teorije superiornosti, olakšanja, inkongruentnosti.

Pojam humor se tokom evolutivnog razvoja mijenjao kroz svoja značenja i stavove ljudi o humoru. Humor predstavlja univerzalni aspekt ljudskog iskustva, koji se primjenjuje u svim kulturama, virtualno i individualno širom svijeta (Apte, 1985; Lefcourt, 2001; citirano kod Martin, 2006, str. 3). Njegov značaj ogleda se i u svim sferama našeg života. Martin (2006) iznosi da se on može predstaviti kroz sljedeće komponente: 1) socijalni kontekst, 2) kognitivno perceptualni proces, 3) emocionalnu reakciju, 4) vokalno-bihevioralne ekspresije smijanja. Humor je fundamentalno socijalni

## INTRODUCTION

Humor is in the central interest since ancient Greece. For this lemma were interested: classics, philosophers, psychologists, sociologists, anthropologists, linguists, theologians, writers. Humor can be defined in many different ways. Humor (lat. *humor*, liquid, moisture, humidity) is the sense of comic, spirituality, jocularly, jokes, anecdotes, presenting the event, showing the funny non-offensive comedy, funny shaped (Klajić, 1985, pg. 562). Also, one of the standard dictionary definitions is that the humor is defined as a quality of event accompanied by action, transformed into a situation or expression of ideas, which is accompanied by the emotion that comes across like a comic (Walter et al., 2005, pg. 626). In the literature one can find many theories: theories of superiority, relief, incongruity.

The concept of humor throughout the evolutionary development changed meanings and attitudes about humor. Humor is a universal aspect of human experience, which applies to all cultures, and individually and virtually (Apte, 1985; Lefcourt, 2001, cited in Martin, 2006, pg. 3). Its importance is reflected in all spheres of our lives. Martin (2006) is that it can introduce the following components: 1) social context, 2) cognitive perceptual process, 3) an emotional reaction, 4) vocal and behavioral expression of laughter. Humor is a fundamentally social phenomenon. (Martin, 2006, pg. 3) It is an action that is often performed in front

fenomen (Martin, 2006, str. 3) On predstavlja radnju koja se češće izvodi pred drugim ljudima, nego kada smo sami. Rod smatra, da kada smo sami, smijanje se dešava samo u slučajevima kad gledamo televiziju, čitamo knjigu ili se sjećamo smiješnog personalnog iskustva. Humor je biološki baziran u našim genima, te je također evidentno da kulturne norme i učenje predstavljaju vrlo važnu ulogu u socijalnim interakcijama, a to je vezano s tim koje su šale upriličene, a koje ne. Također, zanimljivo je da su sve forme humora videne kao bazična strukturna kompleksnog ljudskog jezika i imaginacije, kao i mogućnost da se humor kreira u mogućim oblicima i varijantama.

Suzić izdvaja sljedeće autore: Maslov, Frojd, Kreč i Krečfild (Suzić, 1998), kao i njihove teorije koje se bave humorom. Oslanjajući se na teorijske postavke Frojda, Maslova, Olporta i Rodžersa, Martin i saradnici (Martin i sar., 2003, str. 48-75) nude model stilova humora i daju četiri dimenzije koje se odnose na individualne razlike u upotrebi humora: 1) *afilijativni humor*, 2) *samouzdižujući humor*, 3) *agresivni humor*, 4) *samoismjavajući humor ili humor na „svoj račun“*. Autori modela su istakli četiri stila preferencije humora, kojima se pojedinci predstavljaju kao tipovi ličnosti, koristeći ga kao odbrambeni mehanizam i reprezent njihovih osjećanja i raspoloženja. U nastavku rada iznosimo izdvojena dosadašnja istraživanja.

Rezultati dosadašnjih istraživanja o značaju humora, potvrđuju činjenicu da humor igra vrlo važnu ulogu u životu pojedinca. Tako, istraživanjem o povezanosti stilova humora i kognitivne i afektivne empatije u socijalnim odnosima (Gray i sar., 1997), na uzorku od 191 učenika (8-13 godina

of other people, rather than when we are alone. Martin (2006) believes that, when we are alone, laughter can only happen in cases when we watch television, read a book or remembering funny personal experiences. Humor is biologically based in our genes, and it is also evident that cultural norms and learning are having a very important role in social interactions, meaning which jokes are or aren't appropriate for certain situation or person. Also, it is interesting to note that all forms of humor are seen as a basic structural role of the complex human language and imagination, as well as the ability to create humor in the possible shapes and forms.

Suzić is offering following authors: Maslov, Freud, Kreč and Krečfild (Suzić, 1998), as well as their theories dealing with humor. Martin et al. (2003) is offering model of styles, based on theoretical concepts of Freud, Maslova, Alport, and Rogers. Martin's model of humor styles gives the four dimensions that relate to individual differences in the use of humor: (1) affiliative style of humor (2) self-encouraging style of humor (3) aggressive style of humor (4) self-defeating style of humor. The authors of the model pointed out four styles of humor preferences, and individuals who represent the personality types, using it as a defense mechanism and a representative of their feelings and moods. (Martin et al., 2003, pg 48-75).

Results of research on the importance of humor, attest to the fact that humor plays a very important role in the life of the individual. Thus, Gray's research (2008) of the correlation between humor styles and cognitive and affective empathy in social relationships, in a sample of 191 students (8-13

osnovne škole), regresionom analizom je bilo utvrđeno sljedeće: da je afilijativni humor povezan sa kognitivnom i afektivnom empatijom. Tako je kognitivna empatija ( $\beta = -0,193, p = 0,013$ ) značajni prediktor moderatorske varijable, dok afektivna empatija nije imala značajni efekat na afilijativni humor ( $\beta = -0,001, p = 0,986$ ). Utvrđena je pozitivna korelacija: afilijativni humor i kognitivna empatija, samouzdižujući humor i kognitivna empatija, dok je negativna korelacija bila: agresivni humor i kognitivna empatija agresivni humor i afektivna empatija. U odnosu na varijable pola, evidentirane su razlike da dječaci imaju visok skor kognitivne empatije i radije koriste afilijativne i samouzdižujuće stilove humora, dok djevojčice imaju visok skor afektivne empatije i radije koriste agresivni i samoporažavajući stil humora.

Vernon i saradnici (2009) u Kanadi i SAD-u su istraživali povezanost stilova humora i emocionalne inteligencije. Istraživanje su radili dva puta i to na uzorku od ukupno 294 para blizanaca odraslih (224 ženskih parova, 70 muških parova), a studiju su ponovili na uzorku od 1073 ispitanika (967 ženskih parova i 106 muških parova). Dob blizanca se kretala od 18 do 72 godine ( $M = 41,4, SD = 10,2$ ). Istraživanje je pokazalo najveću korelaciju između samouzdižujućeg humora i psihološkog zadovoljstva ( $r = 0,45, p < 0,01$ ) i samouzdižujućeg stila humora i globalne EI ( $r = 0,45, p < 0,01$ ), što se potvrdilo i u ponovljenoj studiji na većem uzorku. Također, pokazalo se da je afilijativni i samouzdižujući humor u pozitivnoj korelaciji sa globalnom EI, te da samoponižavajući humor i agresivni humor negativno koreliraju sa globalnom EI.

years of primary school), using the regression analysis it was determined the following: that the affiliative style of humor correlate with cognitive and affective empathy. Thus, cognitive empathy ( $\beta = -0.193, p = 0.013$ ) was significant predictor of moderator variables, while affective empathy had no significant effect on affiliative humor ( $\beta = -0.001, p = 0.986$ ). There was a positive correlation: affiliative style of humor and cognitive empathy, humor self-encouraging style of humor and aggressive style of humor, cognitive empathy and affective empathy. In relation to the variables of sex, differences were reported that boys have a high score of cognitive empathy and prefer affiliative and self-encouraging humor styles, while girls have a high score of affective empathy, and prefer to use an aggressive style of humor and self-defeating.

Vernon et al. (2009) in Canada and the U.S. research relationship among styles of humor and emotional intelligence. Research has been done twice a week on a sample of total of 294 pairs of adult twins (224 of the female pairs, 70 of the male pairs), whereas in the repeated study of 1073 (967 female pairs and 106 of male pairs). Age of twins ranged between 18-72 years. Research has shown the highest correlation between self-enhancing styles of humor and satisfaction, and self-enhancing styles of humor and Global EI, as confirmed in the repeated the study with a larger sample. Also, it was shown that affiliative and self-enhancing styles of humor positively correlated with the global EI, and that self-defeating humor and aggressive humor negatively correlated with the global EI.

Graven i saradnici (2008) su proveli istraživanje o povezanosti generalnog zdravlja sa stilovima humora, tipovima ličnosti i emocionalnom inteligencijom. Ovo istraživanje je bilo rađeno na uzorku od 1038 studenata (738 ženskih i 300 muških) Londonskog univerziteta (University College London) i Bamberg univerziteta u Njemačkoj (University of Bamberg Germany), gdje je bilo utvrđeno da osobine ličnosti, EI, afilijativni, samouzdižujući i samoponižavajući stil humora pozitivno koreliraju sa visokim rezultatima generalnog zdravlja, te da korelacija između agresivnog humora i generalnog zdravlja (GZ) nije statistički značajna. Također, istraživanjem je utvrđeno da je ekstraverzija povezana sa otvorenošću, GZ, te da je afilijativni humor djelimično medijativan.

Istraživanje Kapiera i Herisa (Kupiera i Harris, 2009) o povezanosti stilova humora i negativnih afekata kao prediktora različitih komponenti fizičkog zdravlja (tri indeksa fizičkog zdravlja), koje je rađeno na uzorku od 105 učesnika (76 žena i 29 muškaraca) u rasponu od 17 do 34 godine, donijelo je zaključke da tri stila humora značajno predikuju strategije za fizičko oboljenje i pritužbe, a njihov negativan utjecaj nije evidentiran. Afilijativni i samouzdižujući stilovi humora bili su povezan sa strategijama suočavanja, kao što je mijenjanje perspektive, planiranje i djelotvorno korištenje humora. Agresivni stil humora je bio povezan s više disfunkcionalnim suočavanjem, a rezultati su pokazali da je agresivni stil humora bio povezan sa bolešću fobije, povećanom tjelesnom preokupacijom, većom brigom o boli, većom zabrinutošću o bolesti, povećanim strahom od smrti, višim tretmanima iskustva i višim hipohondričnim uvjerenjima.

Graven et al. (2008) have been doing research on the connection between general health with styles of humor, personality types and emotional intelligence, which was done on a sample of 1038 students (738 of the female and 300 of the males). Students at University College London and students from the University of Bamberg United States identified the following: personality traits, EI, affiliative, self-enhancing self-defeating and styles of humor positively correlated with high scores of general health, and the correlation between aggressive humor and general health (GZ) was not statistically significant. Also, the survey found that extraversion is associated with openness, GZ, and that the affiliative humor is partially meditative. Also, it was found that self-enhancing humor partially affects the relationships regarding neuroticism, and GZ.

Kupiera's and Harris' research (2009) on the connection between humor styles and negative affective states as predictors of the various components of physical health (three indices of physical health), were done on a sample of 105 participants (76 women and 29 men) ranging between 17-34 years, brought to conclusions of three styles of humor significant prediction strategies for physical ailments and 'complaints, while the negative impact was not recorded. Affiliative and self-enhancing styles of humor were associated with coping strategies, such as changing perspective, planning and effective use of humor. Aggressive style of humor was associated with more dysfunctional coping, so the results showed that aggressive style of humor was associated with disease phobia increased bodily preoccupation, greater worry about the pain, greater concern about the disease increased fear of death, higher treatment experience and higher hypochondriac beliefs.

Istraživanjem Saroglou i Scariota (Saroglou i Scariot, 2001), o povezanosti stilova humora, personalnosti i edukacije belgijskih srednjoškolaca i studenata, na uzorku od 94 učenika (51 djevojčice i 39 dječaka, godina od 16-18) srednjih škola i 87 studenata (72 ženske i 15 muškaraca) je bilo utvrđeno sljedeće: u preferenciji humora muškarci su pokazali sklonost ka samouzdižućem humoru u odnosu na žene koje su preferisale afilijativni humor i da su primjetne razlike među polovima. U odnosu na varijable personalnost, akademski uspjeh i humor, rezultati su sljedeći: pokazalo se da je školska motivacija (motiv postignuća, motiv unutrašnje samokontrole i motiv budućih perspektiva ili ciljeva) povezana sa dva stila humora, sa afilijativnim i samouzdižućim ( $r = 0,13, p < 0,10$ ), dok su agresivni i samoponižavajući humor u negativnoj korelaciji sa motivacijom ( $r = -0,41, p < 0,001$  i  $r = -0,35, p < 0,001$ ).

Čečen (Çeçen, 2007) u istraživanju o povezanosti stilova humora i usamljenosti u kojem je sudjelovalo 483 studenata na Çukurova univerzitetu (Univerzitetu Çukurova) u Turskoj, utvrđuje dokaze koji idu u prilog konceptualnog okvira za humor stilove i usamljenosti, ukazujući na snažne negativne korelacije između usamljenosti i afilijativnog stila humora i samouzdižućeg stila humora, gdje postoji i umjerena pozitivna korelacija između usamljenosti i samoporažavajućeg stila humora, ali i da nema značajne korelacije između osamljenosti i agresivnog humora.

Kolenović-Đapo (2001) je u istraživanju doprinosa humora kao osobine ličnosti i humora, kao stila suočavanja u psihosocijalnoj prilagodbi studenata, koji su bili izloženi višestrukim traumatiziranim iskustvima, dobi-

Research Saroglou and Scariot (2000), about the relationship between styles of humor, personality and training of Belgian high school and university students, with a sample of 94 students (55 girls and 39 boys, age of 16-18) middle schools and 87 students (72 women and 15 men). They were indicated the following: the choices of humor in men proved the preference of self-enhancing humor in relation to women, also the preference of humor are affiliative, noticeable different among sexes, self-defeating style. In relation to personality variables, educational success and styles of humor, the results were the following: It turned out that the school's motivation (achievement motivation, internal motivation and self-control future prospects or goals) related to two styles of humor: affiliative and self-enhancing, while aggressive and self-defeating styles of humor are negatively correlated with motivation. Furthermore, it was concluded that styles of humor have no, either direct or indirect effect on academic achievement, but a high correlation among personality types and with styles of humor.

Chechen (2007) in a survey on the connection between humor styles and loneliness, by 483 students at the University of Çukurova, Turkey, found evidence in favor of the conceptual framework of humor styles and loneliness, suggesting a strong, negative correlation between loneliness and affiliative style of humor and self-enhancing style of humor, and a moderate positive correlation between loneliness and self-defeating style of humor, yet no significant correlation between loneliness and aggressive humor. Moreover, the results shown that the affiliative humor style was the best predictor of loneliness.

Kupiet et al. (1992) in the survey focused on the relationship between sense of humor and positive indicators of quality of life, including personal investment assessment and

la da je humor značajan prediktor u kratkotrajnoj prilagodbi, dok u suočavanju sa konkretnim traumatskim događajem, korištenje humora doprinosi bržem oporavku.

Kupier i saradnici (1992) su istraživali odnos između smisla za humor i pozitivnih indikatora kvalitete života. Uključili su i ulogu osobne procjene te značaj pozitivnog utjecaja humora na reagovanja u svakodnevnom životnim događajim. Rezultati pokazuju da individue koje preferišu humor u svakodnevnom životu imaju veće pretenzije ka kvalitetnijem životu u odnosu na individue koji ne preferišu humor. Također, osobe koje imaju smisla za humor zadržavaju pozitivan stav uprkos negativnim iskustvima.

Kazarian (2010) je utvrdio povezanost stilova humora sa subjektivnom srećom i roditeljskom toplinom, gdje je na uzorku od 283 libanonskih studenta ispitana povezanost između stilova humora i subjektivne sreće vezane za roditeljsku toplinu. Utvrđeno je da postoji pozitivna korelacija afilijativnog i samouzdižućeg stila humora, subjektivne sreće i roditeljske topline, te da je roditeljsko odbacivanje povezano sa neadaptivnim (samoponižavajućim i agresivnim) stilom humora i subjektivne sreće. Također, bilo je utvrđeno da je roditeljska toplina dobar prediktor pojedinih stilova humora, što kasnije pridonosi sreći i blagostanju.

Kupier i saradnici (2009) su ispitivali kako određeni stilovi humora koreliraju sa samoevaluacijskim standardima (koji čine primarne evaluativne komponente samopoštovanja) i psihičkog blagostanja. Viši skor samoevaluacijskih standarda nalazi se u pozitivnoj povezanosti sa afilijativnim stilom humora, što dovodi do više razine socijalnog samopoštovanja i nižeg nivoa depresije. Ta-

positive impact on the complete life reactions to everyday events. The results shown that individuals who prefer humor in their everyday lives have a greater probability to lead high quality lives compared to individuals who do not prefer humor. Furthermore, people who have a sense of humor retained positive attitude despite their negative experiences.

Kazarian (2010) found a correlation with the subjective style of humor, parental warmth and happiness where a sample of 283 Lebanese students tested the relationship between styles of humor and subjective happiness. The conclusion was that there is a positive correlation among affiliative, self-enhancing style of humor, subjective happiness and parental warmth and parental rejection with maladaptive (self-defeating and aggressive) style of humor and subjective happiness. Moreover, it was determined that parental heat was a good predictor of individualistic style of humor, which later contributes to the happiness and well-being.

Kupier et al. (2009) examined how a certain style of humor is correlated with self-evaluation standards (which are the primary evaluative components self-esteem) and psychological well-being. Higher scores and self-evaluation standards positive has a positive correlation with affiliative style of humor, which leads to greater levels of social self-esteem and lower levels of depression. Also, as it was foreseen, the greater confirmation of negative self-evaluation standards leads to the use of self-defeating styles of humor, which result in a content lower level of social self-esteem.

Research Ching (2007) in China, a sample of 103 students University of 42 women and 60 men 17-30 years) has estimated that self-enhancing humor is positively correlated with affiliative humor, and self-defeating humor is positively correlated with aggressive humor.

kođer, kao što je bilo predviđeno, potvrda negativnih samoevaluacijskih standarda doводи do upotrebe samoponižavajućih stilova humora, što je rezultiralo nižim nivoom društvenog samopoštovanja.

Istraživanjem Leung Hiu Činga (Leung Hiu Ching, 2007) u Kini, na uzorku od 103 studenta univerziteta, 42 žene i 60 muškaraca (17–30 godina), utvrđeno je da je samouzdizajući humor u pozitivnoj korelaciji sa afilijativnim humorom ( $r = 0,25, p < 0,05$ ), te da je samoismijavajući humor u pozitivnoj korelaciji sa agresivnim humorom ( $r = 0,57, p < 0,001$ ). Također, dokazalo se, da su samouzdizajući humor i agresivni humor u negativnoj korelaciji ( $r = -0,57, p < 0,001$ ). Ovo istraživanje je, također, dokazalo da muški studenti preferišu korištenje agresivnog stila humora ( $M = 3,47, SD = 1,07$ ), koji je na znatno višem nivou od agresivnog stila humora ženskih studenata ( $M = 3,08, SD = 0,96$ ).

Pored prikazanih rezultata koji govore o značaju humora, u generaliziranju rezultata dosadašnjih istraživanja, nužno je uzeti u obzir nedostatke u operacionalizaciji pojma humor, metodološke nedostatke, razlike izražene u kulturalnim faktorima kojima su obuhvaćeni ispitanici, kao i različitost dobnih skupina. Težište ovog rada je utvrđivanje razlike u preferencijama stilova humora kod populacije adolescenata. U radu ću nastojati utvrditi i ulogu pola, dobi, školskog uspjeha ispitanika, školske spremne majke i oca u odnosu na preferencije stilova humora.

Furthermore, it proves that self-enhancing humor and aggressive humor are negatively correlated. In addition, this survey proved that male students prefer to use aggressive style of humor, which is significantly higher than its usage by female students.

Greengross, Martin and Miller (2011) a sample of 31 comedians and 400 college students with regard to the Big Five personality traits (NEO-FFI-R), the Humor Styles Questionnaire (HSQ), a humor production task, verbal intelligence, and for the comedians, a measure of professional success. Comedians scored higher than students on verbal intelligence, humor production ability, and each of the four styles of humor. Among comedians, openness, agreeableness, and extraversion correlated positively with affiliative humor, while intelligence correlated negatively with self-defeating humor. Professional success was predicted positively by affiliative humor and negatively by self-defeating humor.

In addition to the presented results that show the importance of humor in generalizing the results of previous research, it is necessary to take into account the deficiencies in the elucidating the concept of humor, methodological flaws, pronounced differences in cultural factors, which are included in research samples, as well as different age groups. The focus of this paper is to determine the differences in preferences, styles of humor in this population of adolescents. In the paper, we seek to establish the role of gender, age, school achievement of the respondents, level of education of mothers and fathers in relation to the preferences of styles of humor.

## PROBLEMI ISTRAŽIVANJA

U skladu sa ciljevima ovog rada definisani su sljedeći problemi istraživanja:

## ISSUES IN THE RESEARCH

In line with the objectives of this work are defined following research problems:



1) Ispitati povezanost između stilova humora adolescenata i njihovog samopouzdanja, kompetencija, pozitivnih i negativnih samovrednovanja te ulogu varijabli: pol, dob, školski uspjeh ispitanika, školska sprema majke i oca;

2) Ispitati preferencije stilova humora među grupama dječaka i djevojčica;

3) Ispitati preferencije stilova humora u grupama osnovnoškolaca i srednjoškolaca.

## CILJEVI RADA

Ciljevi ovog rada su:

1) Utvrditi kvalitetu povezanosti pojedinih stilova humora adolescenata sa njihovim samopouzdanjem, kompetencijama, pozitivnim i negativnim samovrednovanjem.

2) Utvrditi ulogu varijabli pol, dob, školski uspjeh ispitanika, školska sprema majke i oca u predikciji samopouzdanja, kompetencija, pozitivnog i negativnog samovrednovanja i određenog stila humora adolescenata.

3) Utvrditi grupne razlike u preferencijama stilova humora adolescenata.

## HIPOTEZE

**H1:** Moguće je identifikovati stilove humora adolescenata i dovesti ih u vezu sa njihovim samopoštovanjem i samovrednovanjem.

**H2:** Postoje značajne razlike u preferiranju stilova humora učenika i učenica dobne skupine adolescenata.

**H3:** Razlike u preferisanju različitih stilova humora učenika i učenica među različitim uzrasnim grupama adolescenata su statistički značajne.

1) To examine the relationship between humor styles and self-esteem, confidence, self-evaluation and the role of variables: gender, age, success in school subjects, educational level of mother and father;

2) To examine the preferences of humor styles between groups of boys and girls;

3) To investigate the preferences of styles of humor in groups of primary and secondary school students.

## RESEARCH GOALS

The objectives of this paper are:

1) To determine the quality of the association of individual styles of humor adolescents with their confidence, competence, positive and negative self-evaluation.

2) Determine the role of the variables gender, age, school achievement, educational level of mother and father in the prediction of self-confidence, competence, positive and negative self-evaluation and adolescents style of humor.

3) To determine group differences in the preferences of adolescent humor styles.

## HYPOTHESES

**H1:** It is possible to identify the styles of adolescent humor and bring them into contact with self-esteem and self-learners

**H2:** There are significant differences in preference for different styles of humor students' age group of adolescents.

**H3:** Differences in preference for different styles of humor pupils age groups of adolescents were statistically significant.

## METODOLOGIJA

**Ispitanici:** Istraživanjem je obuhvaćeno 110 ispitanika *Internacionalne osnovne i srednje škole* Sarajevo.

### Instrumentarij

1) *HSQ (Humor Styles Questionnaire)* sadrži 32 čestice. Skala *HSQ (Humor Styles Questionnaire)* predstavlja novi pristup mjerenju individualnih preferencija humora i mjeri stilove kojima ljudi koriste humor. Ona je nastala na osnovu Džeksonovog konstrukta (Jackson 1970; citirano kod Martin, 2003, str. 70) a dizajnirali su je Martin i saradnici. Skala ima po osam ajtema za svaki od četiri stila humora: afilijativni, samouzdižujući, agresivni i samoismijavajući humor ili humor na „svoj račun“ (unutrašnji koeficijent konzistentnosti je rangiran od 0,77 do 0,81. *HSQ* je prilagođen uzrastima od 14 do 87 godina. U instrumentu se koristi skala Likertovog tipa koja ima 7 stepeni, od 1 (*potpuno netačno*) do 7 (*potpuno tačno*). Ispitanici zaokruživanjem procjenjuju stepen kojim se određena tvrdnja odnosi na njih. Čestice: 1, 7, 9, 15, 16, 17, 22, 23, 25, 29 i 31 su inverzne i obilježene su zvjezdicom. Ukupan skor se dobiva sumiranjem rezultata na svim subskalama. Bodovanje se vrši tako što se za svaki od navedenih stilova humora sabere vrijednosti procjena koji se odnose na pojedine stilove humora. Za afilijativni stil humora sabiraju se vrijednosti na ajtemima pod sljedećim rednim brojevima: 1\*, 5, 9\*, 13, 17\*, 21, 25\* i 29.\*, za motivaconi stil humora to su ajtemi pod sljedećim rednim brojevima: 2, 6, 10, 14, 18, 22\*, 26 i 30, za agresivni stil humora pod rednim brojevima: 3, 7\*, 11, 15\*, 19, 23\*, 27 i 31.\* i

## METHODOLOGY

**Sample:** The survey included 100 respondents International primary and secondary school in Sarajevo.

### The Questionnaire

1) *HSQ (Humor Styles Questionnaire)* contains 32 items. *HSQ* scales represents a new approach to measuring individual differences of humor. It was created based on the construct of Jackson (Jackson 1970, cited in Martin, 2003, pg. 70) and have designed of Martin et. al. Scale has 8 items focusing on each of the four styles of humor: affiliative, self-enhancing, aggressive and self-defeating style of humor (internal consistency coefficient was ranked from 0.77 to 0,81). *HSQ* is adapted to the age 14-87 years. Scale is a Likert-type and has 7 degrees, from 1 (completely untrue) to 7 (completely true). Respondents tick assesses the degree to which an assertion applies to them. Particles: 1, 9, 17, 25, 29, 22, 7.15, 23, 31, 16 are reversible (inverse) and are marked with an asterisk. The overall result is obtained by summing up the results on all subscales. Scoring is done so that for each of these styles of humor add up the value of assessment relating to a particular style of humor. The affiliative style of humor is summed value of the items focusing on the following serial numbers: 1 \*, 5, 9 \*, 13, 17 \*, 21, 25 \*, 29 \*; the self-enhancing style of humor was focusing on the following serial numbers: 2, 6, 10, 14, 18, 22 \*, 26, 30, an aggressive style of humor under numbers: 3, 7 \*, 11, \* 15th, 19th, 23 \*, 27, 31 \*; the self-defeating style

za samoismijavajući humor ili humor na "svoj račun" to su ajtemi pod rednim brojevima: 4, 8, 12, 16\*, 20, 24, 28 i 32. Ajtemi obilježeni sa zvjezdicama su reverzibilni i obrnuto se skoruju. Zbir skale se dobije tako što se sabiraju vrijednosti procjene na svim ajtemima, a najveći skor na pojedinoj subskali predstavlja preferirani stil humora te individue.

2) *RSS (Rosenbergova skala samopoštovanja)*. Rosenberg je 1965. godine u pokušaju da operacionalizira samopoštovanje konstruisao skalu RSS. Skala sadrži 10 tvrdnji, od kojih je pet pozitivnih, a pet negativnih. U formi Likertovog tipa adaptirao ju je Cradell (Goldsmith, 1986; citirano kod Lacković-Grgin, 1994). Zadatak ispitanika ja da na skali Likertova tipa od 1 (*potpuno netačno*) do 5 (*potpuno tačno*) procijene stepen u kojem se određena tvrdnja odnosi na njih. Čestice pod rednim brojem 1, 5, 7, 8 i 10 su čestice koje idu u prilog samopoštovanju, tj. predstavljaju pozitivno samovrednovanje. Rezultati na tim česticama predstavljaju linearnu kombinaciju u ukupnom skoru. Čestice 2, 3, 4, 6 i 9 su čestice koje su bodovane inverzno u odnosu na ostale čestice. Skala po definiciji mjeri unidimenzionalni konstrukt globalnog samopoštovanja. Rosenberg (Rosenberg, 1965, citirano kod Gray-Little i sar., 1997, str. 7) smatra da osoba koju karakteriše visoko samopoštovanje poštuje samu sebe, smatra se vrijednom osobom, cijeni se i prepoznaje svoje greške. Ukoliko osoba ima nisko samopoštovanje to znači da joj nedostaje poštovanja prema samoj sebi, smatra se nevrijednom, nedovoljnom i uopšte nedostatnom osobom. Ukupan rezultat se dobiva sumiranjem rezultata na svim česticama. Raspon rezultata je od 10 do 50 bodova. Visok skor ukazuje na visoko samopoštovanje. Na uzorcima studenata i mladih odraslih u više ispitivanja, kojeg su proveli Bezinović,

of humor was focusing on this items numbers: 4, 8, 12, 16 \*, 20 , 24, 28, 32 The sum of the scale is obtained, so that the summed value estimates on all items, and the highest score on each subscale is the preferred style of humor as well as individuals.

2) *RSS (Rosenbergs self-esteem scale)*. Rosenberg, 1965. year, in an attempt to operationalize self-constructed scale RSS. Scale contains 10 claims, of which five positive and five negative. In the form of Likert-type adapted it Cradell (Goldsmith, 1986, cited in Lacković-Grgin, 1994). Task respondents to the Likert-type scale from 1 (completely untrue) to 5 (completely true) to assess the degree to which a particular statement applies to them. The plots numbered 1, 5, 7, 8, and 10 particles that are in favor of self-esteem, that represent a positive self-evaluation. Results on these particles represent a linear combination of the total score. Particles 2, 3, 4, 6, and 9 particles that are scored inversely relative to other particles. Scale, by definition, measured unidimensional construct of global self-esteem. Rosenberg (Rosenberg, 1965, cited in Gray-Little et al., 1997, p. 7.) Believes that a person characterized by high self-esteem that respects itself, it is considered a worthwhile person, appreciates and recognizes his mistakes. If a person has low self-esteem, this means that person is considered unworthy, inadequate, and generally inadequate person. The overall result is obtained by summing up the results in all particles. Range of scores from 10 to 50 points. A high score indicates high self-esteem. On samples of students and young adults in several studies, which were conducted Kasser, Lacković-Grgin et al., The alpha coefficient of internal consistency ranged from .74 to .89 (Lacković-Grgin, 1994).

Lacković-Grgin i saradnici, Kronbahov alfa koeficijent unutrašnje konzistencije iznosio je od 74 do 89 (Lacković-Grgin, 1994).

3) *Bežinovićeve skale percipirane osobne kompetentnosti (SPON)*. Bežinović (1988), konstruisao je skalu za mjerenje percepcije osobne (ne)kompetentnosti, u odnosu na dobro osmišljenu teorijsku pretpostavku da percepcija osobne (ne)kompetentnosti predstavlja bitan segment samopojmanja. Sadržaj tvrdnji se odnosi na ocjenu opšte kompetentnosti, te se ukupan skor formira zbirom odgovora na skali Likertova tipa (od 1 „ne uopšte“ do 5 „prilično mnogo“). Raspon rezultata je od 1 do 50. Visok rezultat je mjera osobne (ne)kompetentnosti, dok je nizak rezultat mjera percepcije osobne kompetentnosti. Koeficijent unutrašnje konzistencije u brojnim istraživanjima, uz primjenu ovog upitnika, se kreće u rasponu od 0,83 do 0,90, dok pouzdanost test-rest metodom iznosi 0,70 (Lacković-Grgin, 1994).

4) *SPINO je skala pozitivnih i negativnih osjećanja (Positive and Negative Affect Schedule)*. Skalu su konstruisali Waston, Tellegen i Clark, 1998 (Suzić, 2010). Skala sadrži po 10 tvrdnji za pozitivna i negativna osjećanja. SPINO je instrument u kome se koristi petostepena skala Likertovog tipa. Na sva pitanja se odgovara od 1 (ne odnosi se potpuno na mene) do 5 (vrlo mnogo se odnosi na mene). Stepenuvanjem tvrdnji dobije se skor pozitivnih i negativnih osjećanja učenika za vrijeme nastave, odgovaranja, testova. Krombahov alfa koeficijent unutrašnje konzistencije iznosio je 0,82.

## Postupak

Ispitivanje je bilo provedeno grupno u toku radnog dana u Internacionalnoj osnovnoj i srednjoj školi u Sarajevu. Ispitivanje

3) *SPON (Bežinović's scale of perceived personal competence)*. Kasser (1988), constructed a scale for measuring perceptions of personal (non)competence, compared to a well designed theoretical assumption that the perception of personal (non) competence as a major facet of self. The content of the claims relating to the assessment of general competence and the total score is formed by the sum of responses to Likert-type scale (1 "not at all" to 5 "very much"). Range of scores is from 1 to 50. Higher scores is a measure of personal (non) competence, while a low score measures the perception of personal competence. The coefficient of internal consistency in many studies, the questionnaire, it ranges from .83 to .90, while test-rest reliability is .70 (Lacković-Grgin, 1994).

4) *SPIN (Positive and Negative Affect Schedule)* is the scale of positive and negative feelings. The scale was constructed Waston, Clark and Tellegen, 1998 (Suzić, 2010). The scale includes 10 claims on the positive and negative feelings. SPIN is the five-point Likert-type scales. For all questions are answered from 1 (does not apply fully to me) to 5 (very much applies to me). Grading of claims received is the result of positive and negative feelings of students during lessons, answering, and tests. Krombahov- alpha coefficient of internal consistency was .82 ( $\alpha = .82$ ).

## Procedure

Testing was conducted in groups during the day in The International Primary and Secondary Schools in Sarajevu. It lasted for

je trajalo jedan nastavni čas, tj. 45 minuta i provedeno je u decembru školske godine 2010/2011. Ispitanici su dobili bateriju od pet instrumentata sa uputama o popunjavanju.

## Obrada podataka

Statistička obrada podataka vršena je putem kvantitativnih metoda u SPSS programu, a rezultati su bili predstavljeni tabelarno i grafički u programima: Microsoft Office Exel 2010 i Word 2010. Korištene su sljedeće metode:

– *Kolmogorov-Smirnov test* – ovaj test je danas u širokoj upotrebi a služi za procjenu normalnosti distribucije. Osnovni postupak izračunavanja bazira se na poređenju empirijske i teorijske distribucije.

– *Pirsonov produkt-moment korelacije (r)* obrazac za izračunavanje korelacije između dvije varijable. Pokazuje da li se dva skupa preklapaju ili podudaraju, koji je intenzitet tog podudaranja i da li je ta veza direktno ili obrnuto proporcionalna. Ovaj statistik ovdje je upotrijebljen kao deskripcija međuosobnosti varijabli.

– *T-test* – služi prvenstveno za poređenje rezultata ostvarenih na dvije grupe, ili dviju grupa rezultata. Ovim testom možemo da dokažemo da su dvije grupe rezultata značajno različite ili značajno podudarne. Pokazuje da li se rezultati raspršuju u okviru očekivane distribucije, da li se sa najmanje 95% pouzdanosti može očekivati da će u sličnim okolnostima biti ostvareni približno isti rezultati. (Suzić, 2007).

a lesson, or 45 minutes and was conducted in December of the school year 2010/2011. Respondents were given the battery of five instruments with instructions on completing.

## Data Processing

Statistical analysis is carried out through quantitative methods in SPSS - program and results were presented in tabular and graphical display in the program: Exel Microsoft Office 2010, Word 2010. Since the methods are used the following methods:

(1) *Pearson product-moment correlation coefficient (r)* form to calculate the correlation of two variables. Indicates whether the two sets overlap or coincide, that the intensity of the match and whether this relationship is directly or inversely proportional. It applies to two continuous or interval variables. Indicates whether one agrees with the second occurrence of 0 to +1, and how much is inversely proportional to the 0 to -1. Inverse proportionality indicates that the presence or extent of one variable negatively affect the extent of the other.

(2) *T-test* - is used primarily to compare the results obtained in the two groups or two groups of results. This test can prove that the two groups found significantly different or significantly matched. Indicates whether the results are within expected distribution, whether it be at least 95% reliability may be expected in similar circumstances, be achieved approximately the same results. Evaluation of reliability can go to the new 0.01 or even 0.001. (Suzić, 2007).

## REZULTATI

## RESULTS

Rezultati našeg istraživanja, koje smo proveli 2010/2011 godine na uzorku od 110 ispitanika, uzrasne pripadnosti skupine adolescanata, dati su u prikazu sumiranih podataka.

The results of our study, we conducted a 2010/2011 year on a sample of 110 respondents, and also, we are summarized data, and presenting in table.

## TABELA 1

Matrica korelacija stilova humora, samopoštovanja, (ne)kompetencije i pozitivnih i negativnih osjećanja u odnosu na varijable pol, dob, školski uspjeh, sprema oca i majke

## TABLE 1

Correlation matrix of HS, self-esteem, (in) competence, positive and negative feelings

	AFHUM	AGRESHUM	MOTHUM	SAMOISMH	SOK	RSS	SPINON	SPINOP
AFHUM	1							
AGRESHUM	-0,05	1						
MOTHUM	0,28**	-0,06	1					
SAMOISMH	-0,12	0,26**	0,08	1				
SOK	-0,23*	0,19*	-0,20	0,30**	1			
RSS	0,26**	-0,02	0,24**	-0,06	-0,23	1		
SPINON	-0,10	0,14*	0,16*	0,28**	0,37**	-0,18	1	
SPINOP	0,04	-0,13*	0,16*	0,04	-0,17	0,10*	-0,20	1
I-M 2-Ž	-0,01	-0,05	0,04	0,0007	-0,01	-0,06	-0,05	-0,11
I-12 2-13 3-14 4-15 5-16 6-17	-0,17	0,13*	-0,01	0,10*	-0,06	0,07	0,07	0,004
I-O 2-V 3-D 4-DV 5-N	0,007	0,19*	-0,03	0,09	-0,001	0,19*	-0,06	0,004
I-VSSi više 2-VŠS 3-SSS 4-OŠ	0,021	0,10	-0,06	0,10*	0,20**	0,07	0,03	-0,13
I-VSSi više 2-VŠS 3-SSS 4-OŠ	0,009	0,26**	-0,11	0,19*	0,24**	0,07	0,01	0,004

*Napomena:* \*\* Predstavljaju statistički značajnost na nivou 0,01; \* Predstavljaju statistički značajnost na nivou 0,05; Značenja skraćenica su sljedeća: M (muških), Ž (ženskih), AFHUM (afilijativni humor), MOTIUM (motivacijski humor), SAMOISMHUM (samoismijavajući humor), SOK (skala osobne kompetentnosti), RSS (Rozenbergova skala samopoštovanja), SPINON (skala percepcije negativnih osjećanja), SPINOP (skala percepcije pozitivnih osjećanja).

*Note:* \*\* Represent statistical significance at 0.01, \* represent statistical significance at .05; The meanings of abbreviations are as follows: M (male), F (female), the numbers - 12 13 14 15 16 17, representing the number of years, the letters A (excellent), V (Very good), D (good), DV (enough), N (fail), represent the overall success of students, abbreviations, and more university, college education, secondary education, primary school, representing school graduates; extracted data that are important for our research.

Na temelju rezultata istraživanja da se zaključiti da postoji pozitivna i statistički značajna korelacija između dobi ispitanika i agresivnog stila humora, agresivnog stila humora i školskog uspjeha, agresivnog stila humora i školske spremne majke. Pozitivna korelacija je zabilježena u međuodnosu dobi i samoismijavajućeg stila humora, kao i školske spremne oca i samoismijavajućeg stila humora, percepcije osobne nekompetentnosti i spremne oca i majke, također i između školskog uspjeha i globalnog samopoštovanja.

Also, to conclude that there is a positive and statistically significant correlation between age of respondents and the aggressive style of humor, aggressive humor style and school performance, aggressive style of humor and educational attainment of the mother. A positive correlation was present in self-defeating style of humor and the degree of fathers' education level, perception of personal incompetence and education level of father and mother, too. Also, correlation was present in school achievement and global self-esteem.

## TABELA 2

Razlike između polova (*t*-test)

### TABLE 2

Second t-test group differences between groups of male sex and groups of females

	1-M; 2-Ž	N	M	S. D.	t	p
AFHUM	1	58	41,2	8,42	0,12	0,89
	2	51	40,98	10,08		
MOTHUM	1	58	36,22	7,29	-0,45	0,65
	2	51	36,86	7,47		
AGRESHUM	1	59	30,71	6,93	0,56	0,57
	2	50	29,94	7,26		
SAMOISMII	1	57	29,07	6,55	0,07	0,99
	2	50	29,08	7,24		
SPINOP	1	59	36,86	10,17	1,23	0,21
	2	51	34,66	8,14		
SPINON	1	59	26,33	11	0,55	0,58
	2	51	25,21	10,06		

*Napomena:* Značenja skraćenica su sljedeća: M -muških, Ž-ženskih; AFHUM - Afilijativni stil humora; MOTHUM - motivacioni stil humora; AGRESHUM - agresivni stil humora; SAMOISMII - samoismijavajući stil humora; SPINOP - skala pozitivnih osjećanja; SPINON skala negativnih osjećanja.

*Note:* The meanings of abbreviations are as follows: M-Male, F-female, AFHUM Affiliative style of humor, MOTHUM - self-enhancing style of humor, AGRESHUM - aggressive style of humor, SAMOISMII - self-defeating style of humor, SPINOP - Scale of positive feelings, negative feelings.

Na osnovu nalaza prikazanih u Tabeli 2 može se zaključiti da ne postoje statistički značajne razlike ni u jednoj varijabli, to pokazuju odnosi  $t > 1,96$ ,  $p < 0,05^*$ , kao i za  $t > 2,58$ ,  $p < 0,01^{**}$ .

### TABELA 3

Razlika između grupa osnovna i srednja škola ( $t$ -test)

### TABLE 3

Third:  $t$ -test group differences between groups: primary and secondary school

	1-oš; 2-sš	N	M	S.D.	t	p
AFRUM	1	68	42,92	8,13	2,6	0,11
	2	40	38,3	10,15		
MOTHUM	1	68	36,17	7,09	-0,69	0,48
	2	40	37,2	7,89		
AGRESHUM	1	67	29,79	7,21	-1,14	0,25
	2	41	31,39	6,82		
SAMOISMH	1	67	27,82	6,71	-2,36	0,02
	2	39	31	6,62		
SPINOP	1	68	36,16	8,51	0,59	0,55
	2	41	35,07	10,56		
SPINON	1	68	24,76	10,31	-1,08	0,28
	2	41	26,97	10,35		

*Napomena:* Na osnovu rezultata da se zaključiti da postoje statistički značajne razlike kod afilijativnog stila humora  $t = 2,6$   $p = 0,11$  gdje je  $p < 0,05$ . Također, kod samoismijavajućih stila humora  $t = -2,36$ ,  $p = 0,02$ , gdje je  $t > 1,96$ ,  $p < 0,05^*$ .

Na osnovu razlika prikazanih u Tabeli 3 da se zaključiti da među ispitanicima postoje statistički značajne razlike u primjeni afilijativnog stila humora  $t = 2,6$   $p = 0,01$  gdje je  $p < 0,05$ . Također, kod samoismijavajućih stila humora postoje statistički značajne razlike među učenicima  $t = -2,36$ ,  $p = 0,02$ , jer je  $t > 1,96$ ,  $p < 0,05$ . U ostalim stilovima humora ne postoje statistički značajne razlike među učenicima.

Based on the results we can concluded that there is no statistically significant differences in any variables, or where is  $t > 1,96$ ,  $p < 0,05^*$ , or where is  $t > 2,58$ ,  $p < 0,01^{**}$ .

*Note:* Based on the results it can be concluded that there are significant differences in the subscale of affiliative style of humor ( $t = 2.6$   $p = .11$ , where  $p < .05$ .) Also, there are significant differences in the subscale of self-defeating style of humor ( $t = -2.36$ ,  $p = .02$ , where  $t > 1.96$ ,  $p < .05^*$ )

In the following part based on the presented results, we prove or reject the hypothesis. **H1:** It is possible to identify the styles of adolescent humor and bring them into contact with self-esteem and self-competence. We have found that it is possible to identify all four types of humor: affiliative style (min = 5, max = 58,  $M = 41$ , 16,  $SD = 9.41$ ), the self-enhancing style of humor (min = 14, max = 55,  $M = 36$  58,  $SD = 7.35$ ), ag-



Na osnovu prikazanih rezultata, u nastavku slijede dokazi ili odbacivanje hipoteza.

Prva hipoteza glasila je: Moguće je identifikovati stilove humora adolescenata i dovesti ih u vezu sa samopoštovanjem i samovrednovanjem učenika.

Utvdili smo da je moguće identifikovati sva četiri stila humora: aflijativni stil ( $\min = 5$ ,  $\max = 58$ ;  $M = 41,16$ ,  $SD = 9,41$ ), motivacioni stil humora ( $\min = 14$ ,  $\max = 55$ ;  $M = 36,58$ ,  $SD = 7,35$ ), agresivni stil humora ( $\min = 16$ ,  $\max = 50$ ;  $M = 30,03$ ,  $SD = 6,81$ ), samoismijavajući stil humora ( $\min = 12$ ,  $\max = 45$ ;  $M = 28,82$ ,  $SD = 7,35$ ), te ih korelirati sa samopoštovanjem i školskim uspjehom (Tabela 1.) Korelacija stilova humora, samopoštovanja, nekompetencije, pozitivnih i negativnih osjećanja, gdje smo utvdili da su varijable stilova humora i kovarijable RSS i SOK u korelaciji. Također, nalazi pokazuju da postoji pozitivna i statistički značajna korelacija između dobi ispitanika i agresivnog stila humora, agresivnog stila humora i školskog uspjeha, agresivnog stila humora i školske spremne majke. Pozitivna korelacija je nađena između dobi i samoismijavajućeg stila humora, kao i školske spremne oca i samoismijavajućeg stila humora učenika, između percepcijom osobne nekompetentnosti i spremne oca i majke, te između školskog uspjeha i globalnog samopoštovanja, čime je potvrđena prva hipoteza.

Druga hipoteza glasila je: Postoje značajne razlike u preferisanju različitih stilova humora učenika i učenica dobne skupine adolescenata.

Analizu smo vršili *t*-testom grupnih razlika među pripadnicima i pripadnicama dobne skupine adolescenata i utvdili da razlika u preferencijama stilova humora među ovim grupama nije signifikantna. Rezultati su prikazani u Tabeli br. 2, a na osnovu tih nalaza možemo konstatovati da druga hipoteza nije potvrđena, prema tome, odbacujemo ovu hipotezu.

agressive style of humor ( $\min = 16$ ,  $\max = 50$ ,  $M = 30,03$ ,  $SD = 6,81$ ), self-defeating style humor ( $\min = 12$ ,  $\max = 45$ ,  $M = 28,82$ ,  $SD = 7,35$ ), and are correlated with self-esteem and personal competence (Table 1) Correlation of styles of humor, self-esteem, incompetence, positive and negative feelings, where we found that the variable styles of humor and covariates RSS and SOK correlate.

Also, to conclude that there is a positive and statistically significant correlation between age of respondents and the aggressive style of humor, aggressive humor style and school performance, aggressive style of humor and educational attainment of the mother. A positive correlation was present in self-defeating style of humor and the degree of father's education level, perception of personal incompetence and education level of father and mother, too. Also, correlation was present in school achievement and global self-esteem, and we confirmed **H1**.

**H2:** There are significant differences in preference for different styles of humor students' age group of adolescents.

The T-test that we conducted made an analysis of group differences among male and female members of the adolescent age group and we argued: that there are significant differences in preferences, and styles of humor among these groups. The results are shown in Table. 2, based on the results of H2 it is not confirmed, so we reject this hypothesis.

**H3:** Differences in preference of styles of humor in age groups of adolescents were statistically significant.

Treća hipoteza glasila je: Razlike u preferisanju različitih stilova humora učenika i učenica među različitim uzrasnim grupama adolescenata su statistički značajne.

Analizu grupnih razlika među pripadnicima osnovne i srednje škole dobne skupine adolescenata vršili smo *t*-testom. Rezultati su prikazani u Tabeli br. 3. Na osnovu rezultata utvrdili smo da postoje statistički značajne razlike kod preferisanja afilijativnog stila humora osnovaca i srednjoškolaca, tako je  $t = 2,6$   $p = 0,01$  ( $M = 42,92$  i  $M = 38,3$ ,  $SD = 8,13$ ,  $SD = 10,15$ ). Također, kod preferisanja samoismijavajućeg stila humora, kod osnovnoškolaca i srednjoškolaca, gdje je  $t = -2,36$ ,  $p = 0,02$ , ( $M = 27,82$  i  $M = 31$ ,  $SD = 6,71$  i  $SD = 6,62$ ) čime djelimično potvrđujemo treću hipotezu.

Na osnovu rezultata dosadašnjih istraživanja iz kojih izdvajamo istraživanja Saroglou i Skeriot (Saroglou i Scariot, 2001), o povezanosti stilova humora, osobnosti i edukacije belgijskih srednjoškolaca i studenata, na uzorku od 94 učenika (51 djevojčice i 39 dječaka, godina od 16–18) srednjih škola i 87 studenata (72 žene i 15 muškaraca) je bilo utvrđeno sljedeće: kod preferencija humora muškaraca pokazala se da oni preferišu samouzdižujući humor u odnosu na žene, također kod preferisanja afilijativnog i samoponižavajućeg stila humora primjetne su razlike u polovima. Slično tim nalazima, u našem istraživanju našli smo da su pojedini stilovi humora u pozitivnoj korelaciji, na primjer, afilijativni stil humora pozitivno korelira sa motivacionim stilom humora ( $r = 0,28$ ,  $p < 0,01$ ), agresivni i samoismijavajući ( $r = 0,26$ ,  $p < 0,01$ ). Kod preferencija humora nisu nađene značajne razlike među polovima, ali su signifikantne razlike među uzrastima, gdje smo našim istraživanjem utvrdili da postoje statistički značajne razlike u preferisanju afilijativnog stila humora osnovnoškolaca i srednjoškolaca, tako je  $t = 2,6$   $p = 0,01$  ( $M = 42,92$  i  $M = 38,3$ ,  $SD = 8,13$ ,  $SD = 10,15$ ). Također, kod preferisanja samoismijavajućeg stila humora postoje razlike među osnovcima

The T - test that we conducted as an analysis of group differences among the elementary school and middle school adolescent age group. The results are shown in the Table 3.

Based on the results we found that there were statistically significant differences in preference of the affiliative style of humor in students primary and secondary school, so  $t = 2.6$   $p = 0.11$ . ( $M = 42.92$  and  $M = 38,3$ ,  $SD = 8.13$ ,  $SD = 10.15$ ). Also, in the preference self-defeating style of humor, with primary and secondary school, where  $t = -2.36$ ,  $p = 0.02$ , ( $M = 27.82$  and  $M = 31$ ,  $SD = 6.71$  and  $SD = 6.62$ ), which confirms H3.

Based on the results of previous research done, we note the Saroglou Scariot research (2001), about the relationship between styles of humor, personality and training of Belgian high school and university students, a sample of 94 students (51 girls and 39 boys, age of 16–18) middle schools and 87 students (72 women and 15 men) were identified as follows: the preferences of self-enhancing humor more in men than women, also in preference of affiliative, self-defeating style of humor there are noticeable differences between the sexes. In our research there are also some styles of humor that are positively correlated between affiliative and self-enhancing style of humor ( $r = 0.28$ ,  $p < 0.01$ ), aggressive and self-defeating ( $r = 0.26$ ,  $p < 0.01$ ). With humor preferences for the sex there are no significant differences between the sexes, but significant differences among age groups, in our research we found that there were statistically significant differences in preference of the affiliative humor style of students in primary and secondary school, so  $t = 2.6$   $p = 0.11$ . ( $M = 42.92$  and  $M = 38,3$ ,  $SD = 8.13$ ,  $SD = 10.15$ ). Also,

i srednjoškolicima, gdje je  $t = -2,36$ ,  $p = 0,02$ , ( $M = 27,82$  i  $M = 31$ ,  $SD = 6,71$  i  $SD = 6,62$ ).

Na osnovu rezultata ovog istraživanja može se zaključiti da su adolescenti koji preferišu afilijativni humor, također skloni da koriste i motivacioni humor, imaju viši nivo samopoštovanja i smatraju se kompetentnijim, dok su oni koji preferišu agresivni stil humora, skloni samoismijavajućem humoru, imaju negativna osjećanja prema školi, što korelira sa uspjehom, ali i stručnom spremom majke. Motivacioni stil humora preferišu adolescenti koji imaju viši stepen globalnog samopoštovanja, što je svakako povezano i sa pozitivnim i negativnim osjećanjima prema školi. Samoismijavajući stil humora preferišu adolescenti koji se smatraju nekompetentnim, koji posjeduju negativna osjećanja prema školi, što je također u korelaciji sa stručnom spremom oca i majke. Također, nužno je naglasiti da korelacijska istraživanja ne ukazuju na uzroke i posljedice, stoga za istraživanje ovoga fenomena, kao i prijedloge za sljedeća istraživanja, nužno bi bilo ispitati odnos među uzročno-posljedičnim odnosima ovih varijabli. Također, kao implikacije istraživanja iznosimo potrebu za istraživanjima na većem uzorku, radi mogućnosti generalizacije, kao i standardizacije skale HSQ. Našim istraživanjem nastojali smo istražiti razlike u preferencijama stilova humora, koji je na našim prostorima, relativno malo istražen, i time istaći potrebu korištenja konstruktivnog humora u edukacijskom procesu, čime se znatno obogaćuje i olakšava život populacije adolescenata.

## LITERATURA

Avolio, B.J., Howell, J. M. i Sosik, J.J. (1999). A Funny Thing Happened on the Way To The Bottom Line: Humor as Moderator of Lidership Style Effect. *Academy of Management Jurnal* br. 42, str. 219–227.

in preference self-defeating humor style of students in primary and secondary school, where  $t = -2.36$ ,  $p = 0.02$ , ( $M = 27.82$  and  $M = 31$ ,  $SD = 6.71$  and  $SD = 6.62$ );

Our study has concluded that adolescents, who prefer affiliative humor style, are also prone to use self-enhancing style, have higher self-esteem and are considered to be competent, while those who prefer the aggressive humor style, and prefer self-defeating style have persistent negative feelings towards the school, which correlates with success, but also with education level of mother. The self-enhancing style of humor is favored by adolescents who have higher levels of global self-esteem, which is certainly connected with the positive and negative feelings toward school. The self-defeating style of humor is favored by adolescents who are deemed incompetent; they have negative feelings toward school, which also correlates with the education level of father and mother. It also must be noted that the correlational studies do not solely explore the causes and consequences, but also prevent the inference of a cause-effect relationships of the research variables. Therefore, to explore this phenomenon, as well to enhance it for the next survey it would be necessary to examine the relationship between cause and effect of the relationships between the variables.

## REFERENCE

Avolio, B.J., Howell, J. M. i Sosik, J.J. (1999). A Funny Thing Happened on the Way To The Bottom Line: Humor as Moderator of Lidership Style Effect. *Academy of Management Jurnal* br. 42, str. 219–227.

- Bolman, L. G. i Deal, T. E. (1992). What Makes a Team Work? *Organisational Dynamic* br 21/ 2, str. 34–44.
- Bezinović, P. (1988.). *Percepcija osobne kompetentnosti kao dimenzija samopojmanja*. Neobjavljena doktorska disertacija. Zagreb: Univerzitet u Zagrebu filozofskog fakulteta Odsjeka za psihologiju.
- Collinson, M. (2002). Managing Humour. *Journal of Management Studies* br. 39/3, str. 269–288.
- Çeçen, A. R. (2007). Humor Style Loneliness Among Turkish University Students. *Social Behavior and Personality: an international journal* br. 6/35, str. 835–844.
- Fajgelj, S. (2005). *Metode istraživanja ponašanja*. Beograd: Centar za primenjenu psihologiju.
- Graven, C. i saradnici (2008). A hierarchical integration of dispositional determinants of general health in students: The Big Five, trait Emotional Intelligence and Humor Style. *Personality and Individual Differences* br. 44 str. 1562–1573.
- Gray-Little, B., Williams, V. i Hancock, T. (1997). An Item Response Theory Analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin* br.5/23, str. 443–451.
- Kazarian, S. S. (2010). Perceived Parental Warmth and Rejection on in Childhood ad Predictor Humor Style and Subjectiv Happines. *Europe's Journal of Psychology* br 3/2010, str. 71–93.
- Klajić, B. (1985). *Rječnik stranih riječi*. Zagreb: Nakladni zavod matice Hrvatske.
- Klein, A. J. (2003). *Humor in children's lives: a guidebook for practitioners*. USA: Greenwood Publishing Group.
- Bolman, L. G. i Deal, T. E. (1992). What Makes a Team Work? *Organisational Dynamic* br 21/ 2, str. 34–44.
- Collinson, M. (2002). Managing Humour. *Journal of Management Studies* br. 39/3, str. 269–288.
- Çeçen, A. R. (2007). Humor Style Loneliness Among Turkish University Students. *Social Behavior and Personality: an international journal* br. 6/35, str. 835–844.
- Graven, C. i saradnici (2008). A hierarchical integration of dispositional determinants of general health in students: The Big Five, trait Emotional Intelligence and Humor Style. *Personality and Individual Differences* br. 44 str. 1562–1573.
- Gray-Little, B., Williams, V. i Hancock, T. (1997). An Item Response Theory Analysis of the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin* br.5/23, str. 443–451.
- Greengross, G., Martin, R. A., Miller, G. (2011). Personality traits, intelligence, humor styles, and humor production ability of professional stand-up comedians compared to college students. *Psychology of Aesthetics, Creativity, and the Arts*, Oct 3, 2011, No Pagination Specified. doi: 10.1037/a0025774
- Kazarian, S. S. (2010). Perceived Parental Warmth and Rejection on in Childhood ad Predictor Humor Style and Subjectiv Happines. *Europe's Journal of Psychology* br 3/2010, str. 71–93.
- Klajić, B. (1985). *Rječnik stranih riječi*. Zagreb: Nakladni zavod matice Hrvatske.
- Klein, A. J. (2003). *Humor in children's lives: a guidebook for practitioners*. USA: Greenwood Publishing Group.

- Kolenović-Đapo, J. (2005). *Humor kao način suočavanja sa stresom. Magistarski rad*. Univerzitet u Zagrebu filozofski fakultet.
- Kupier, N. i sar. (1992). Sense of humour and enhanced quality of life. *Personality and Individual Differences* br. 13, str. 799–804.
- Kupier, N. i Harris A. L. (2009). Humor Styles and Negative Affect as Predictors of Different Components of Physical Health. *Europe's Journal of Psychology* br. 1/2009. <http://www.ejop.org>, očitano, 12. 12. 2010.
- Kupier, N. i sar. (2009). Humor Styles as Mediators Between Self-Evaluative Standards and Psychological Well-Being. *The Journal of Psychology: Interdisciplinarily an Applied* br. 4/ July 2009, str. 359–375.
- Lee, Y. i Kleiner, B.H. (2005). How to Use Humour for Stress. *Management Research News* br. 28 (11/12), str. 179–186.
- Leung Hiu Ching, F. A. (2007). *Humor studi in Hong Kong. [diplomski rad]*. Honk Kong: Univerzitet u Hong Kongu, Department of Applied Social Studies Psychology.
- Martin, R. A. i Kuiper, N. A. (1999). Daily occurrence of laughter: Relationships with age, gender, and Type A personality. *Humor: International Journal of Humor Research*, 12 (4), 355-384.
- Martin, R. i sar. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality* 37 (2003) 48–74. Dostupno na : [www.elsevier.com/locate/jrp](http://www.elsevier.com/locate/jrp)
- Rogerson-Revell, P. (2007). Humour in Business: A Double – Edged Sword: A study of Humour an Style Shifting in Intercultural Business Meetings. *Journal of Pragmatics* br. 39/1, str. 4–28.
- Kupier, N. i sar. (1992). Sense of humour and enhanced quality of life. *Personality and Individual Differences* br. 13, str. 799–804.
- Kupier, N. i Harris A. L. (2009). Humor Styles and Negative Affect as Predictors of Different Components of Physical Health. *Europe's Journal of Psychology* br. 1/2009. <http://www.ejop.org>, očitano, 12. 12. 2010.
- Kupier, N. i sar. (2009). Humor Styles as Mediators Between Self-Evaluative Standards and Psychological Well-Being. *The Journal of Psychology: Interdisciplinarily an Applied* br. 4/ July 2009, str. 359–375.
- Lee, Y. i Kleiner, B.H. (2005). How to Use Humour for Stress. *Management Research News* br. 28 (11/12), str. 179–186.
- Leung Hiu Ching, F. A. (2007). *Humor studi in Hong Kong. [diplomski rad]*. Honk Kong: Univerzitet u Hong Kongu, Department of Applied Social Studies Psychology.
- Martin, R. A. i Kuiper, N. A. (1999). Daily occurrence of laughter: Relationships with age, gender, and Type A personality. *Humor: International Journal of Humor Research*, 12 (4), 355-384.
- Martin, R. i sar. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality* 37 (2003) 48–74. Dostupno na : [www.elsevier.com/locate/jrp](http://www.elsevier.com/locate/jrp)
- Rogerson-Revell, P. (2007). Humour in Business: A Double – Edged Sword: A study of Humour an Style Shifting in Intercultural Business Meetings. *Journal of Pragmatics* br. 39/1, str. 4–28.

- Saroglou, V i Scariot, C. (2001). Humor Syles Quertionae: Personality and Educational Corelates in Belgian High School an Colage Students. *Europen Journal of Personality* br. 16/1002/2002, str. 43–54.
- Suzić, N. (1998). *Kako motivisati učenike*. Sarajevo: Zavod za udžbenike i nastavna sredstva.
- Suzić, N. (2007). *Primijenjena pedagoška metodologija*. Banja Luka: XBS
- Suzić (2010). *Pravila pisanja naučnog rada: APA i drugi standardi*. Banja Luka: XBS.
- Thorson, J, A. (1997). Psihological Health and séance of Humore. *Jurnal of Clinical Psibology* br. 53/6, str. 605–619.
- Vernon P.A. i saradnici. (2009). Genetic and Enviromental Correlations Between Trait Emotional Intelligence and Humor Styles. *Journal of Individual Differences* br. 30/3, str. 130–137. Hogrefe: Huber Publishers.
- Walter i sar. (2005). *Advanced Learner's Dictionary*. Cambridge: University Press.
- Saroglou, V i Scariot, C. (2001). Humor Syles Quertionae: Personality and Educational Corelates in Belgian High School an Colage Students. *Europen Journal of Personality* br. 16/1002/2002, str. 43–54.
- Suzić, N. (1998). *Kako motivisati učenike*. Sarajevo: Zavod za udžbenike i nastavna sredstva.
- Suzić, N. (2007). *Primijenjena pedagoška metodologija*. Banja Luka: XBS
- Suzić (2010). *Pravila pisanja naučnog rada: APA i drugi standardi*. Banja Luka: XBS.
- Thorson, J, A. (1997). Psihological Health and séance of Humore. *Jurnal of Clinical Psibology* br. 53/6, str. 605–619.
- Vernon P.A. i saradnici. (2009). Genetic and Enviromental Correlations Between Trait Emotional Intelligence and Humor Styles. *Journal of Individual Differences* br. 30/3, str. 130–137. Hogrefe: Huber Publishers.
- Walter i sar. (2005). *Advanced Learner's Dictionary*. Cambridge: University Press.