



The Relationship of Art and Music Education with Adolescents' Humor Styles and Interpersonal Problem Solving Skills*

Elifcan DIDIN¹ Aysel KOKSAL AKYOL²

ARTICLE INFO

ABSTRACT

Article History:

Received: 27 Apr. 2017

Received in revised form: 30 Oct. 2017

Accepted: 22 Nov. 2017

DOI: 10.14689/ejer.2017.72.3

Keywords

Adolescent, fine arts high school, regular high school

Purpose: Today's education system focuses primarily on the academic skills of individuals. However, art and music education is thought to affect both humor and interpersonal problem-solving skills by supporting the social and emotional skills of adolescents. Therefore, this study was designed to investigate how receiving art and music education relates to adolescents' humor styles and interpersonal problem-solving skills. **Methods:** A total of 178 adolescents were included in the study; this sample

included 54 students attending the music department and 60 students attending the art department in a fine arts high school, and 64 students who were not receiving any art education and were studying in a regular high school. The "Humor Styles Questionnaire" and "Interpersonal Problem Solving Inventory (High School Form)" were used. Two-way analysis of variance and correlation coefficient significance test were applied to analyze the data. **Findings:** The results of the study showed that adolescents with healthy and compatible humor styles had effective problem-solving methods. Moreover, the results of the study revealed that the adolescents receiving art and music education both adopted more positive humor styles and preferred more effective methods for solving interpersonal problems than those who did not receive such education. These results demonstrate the importance of art education in supporting children developmentally. **Implications for Research and Practice:** Based on the results of the study, it can be asserted that a qualified art education is required, with sensitivity to the necessity of art education and its effect on development in societies.

© 2017 Ani Publishing Ltd. All rights reserved

* This study was partly presented at the 3rd International Eurasian Educational Research Congress in Muğla, 31 May - 03 June, 2016

¹ Kırklareli University, TURKEY, e-mail: elifcandidin@gmail.com, ORCID: orcid.org/0000-0002-9364-2293

² Ankara University, TURKEY, e-mail: koksalsaysel@gmail.com, ORCID: orcid.org/0000-0002-1500-2960

Introduction

Many people agree that individuals have a sense of humor to varying degrees, despite the lack of a common definition of humor that is accepted by scholars from different disciplines like philosophy, literature, and psychology. In their study, Martin and Lefcourt (2004) mention that humor has effects on the health of an individual via various mechanisms. The first of these mechanisms is the physiological changes created by laughter. Laughter enables the relaxation of muscles, the increase of the breath rate, the increased production of pain-relieving endorphins, and the decreased release of stress-induced hormones. As a result of these, the immune system develops. Another mechanism is its ability to allow individuals to see life from a humorous perspective, and experience positive emotions as a result of relieving the psychosocial stress. Finally, laughter has an indirect effect on health by increasing the social support of people. An individual who easily solves interpersonal problems and conflicts by means of humor can establish many satisfying relationships (Martin & Lefcourt, 2004). When considering all these advantages of humor, it can be asserted that humor is important for individuals. These positive results of using humor increase people's self-confidence; facilitate their adaptation processes; and make them psychologically, socially, and physically happier, by contributing to the solving of interpersonal problems.

When considering the benefits of humor, the role that a sense of humor plays cannot be underestimated in finding solutions to the problems encountered by today's individuals in ever-complicated societies. The ability of humans, social beings, to solve interpersonal problems—the most commonly encountered problems—is defined as the ability to detect an interpersonal disagreement and to use effective strategies for overcoming these disagreements (D'Zurilla, Nezu, & Maydeu Olivares, 2004). According to Kendall and Fischler (1984), people with interpersonal problem-solving skills are empathetic individuals who are sensitive to problems, can see from different perspectives, produce creative solutions, express themselves, and establish cause and effect relationships. We assert that these properties are improved by art education and will develop in virtue of art. Art education is necessary for the individual. It supports the creativity of the individual, enables him/her to realize his/her potential, and constructs aesthetic thoughts and attention. Art allows a person to recognize and change the world and him-/herself (Erbay, 2013).

We can say that art and music education affect behaviors, creativity, attention, and observation skills of individuals; they develop individuals' thought systems and enhance communication skills in separate ways, with different stimuli. Music and visual arts uncover the potential of individuals and support their full participation in society. By means of painting, individuals can comprehend the difference between looking and seeing, can improve their productive and creative sides, can express themselves, and can develop an aesthetic understanding. They can give clearer answers to questions in certain matters, such as what is liked and what provides beauty (Erbay, 2013; Rabkin & Redmond, 2006). Music is one branch of art education, and it can be defined as an expression of mental processes. People express

themselves easily by, and derive personal satisfaction from, playing instruments or singing; they develop positive self-concept by experiencing a sense of accomplishment through music. They also have the opportunity to develop social skills, adaptation skills, and working skills in cooperation through group works (Eskioglu, 2003).

When the literature is reviewed, it can be seen that art education has positive effects on brain functions, mood, and behaviors (Park et al., 2015). Education in the visual arts supports multidirectional thinking and productivity skills; makes individuals feel happier and more self-confident (Kaya, 2015); develops creativity, problem solving, and self-expression skills; feeds aesthetic feelings and supports mental skills (Ture, 2007); and positively affects verbal creativity (Hui, He, & Ye, 2015). Music education is seen to positively affect emotional development by improving pulmonary functions and breathing, as well as reducing stress with positive developments in physical health and mood (Clift & Hancox, 2001); increasing adaptation skills (Author, 2000); developing social relations while performing in groups (Davidson & Good, 2002); and causing a significant difference in self-esteem (Broh, 2002; Toy, 2006). Some studies indicate that music education contributes to cognitive development, improving the ability of the brain to process the word it hears and thus better discern between changing voices (Wong, Skoe, Russo, Dees, & Kraus, 2007). This enhances performance in language and literacy fields by developing a phonological awareness that is effective in learning to read (Piro & Ortiz, 2009) and further supports academic success (Sendurur & Akgul Baris, 2002).

Martin et al., (2003) defined four types of humor styles including two compatible and two incompatible ones. In Self-Enhancing Humor within compatible category, individuals use humor to have fun without harming others and avoid stress and negative feelings against the problems they encounter; whereas, in Affiliative Humor, individuals use humor to develop interpersonal relationships in a respectful manner to others (Martin et al., 2003). On the other hand, in Self-defeating Humor within incompatible category, individuals use humor in a self-harming manner in order to improve their relations with others and allow to be mocked and humiliated (Yerlikaya, 2003). In Aggressive Humor, individuals use humor by acting with their own superiority and pleasure feelings, harming others, mocking them, joking about them or humiliating them (Martin et al., 2003). When the literature was examined, the results of the studies by Akyol (2011), Soyaldin (2007) and Yerlikaya (2007) indicated that while girls had higher mean scores in Affiliative Humor, boys had higher mean scores in Aggressive Humor; also the results of the studies by Chan and Martin (2007) and Kazarian and Martin (2004) stated that boys adopted negative humor styles more than girls.

Cam and Tumkaya developed the Interpersonal Problem Solving Skills Inventory with five factors indicating how individuals approach to problems when they encounter interpersonal problems. The Approaching Problems in a Negative Way among these factors is related to negative feelings and thoughts such as helplessness, pessimism, and sadness experienced in case of interpersonal problems; on the other

hand Constructive Problem Solving is associated with the feelings, thoughts, and behaviors contributing to solve the problem in an effective and constructive manner. Insistent-Persevering Approach signifies the insistent endeavor for solving the problems in interpersonal relations, Lack of Self-confidence expresses the lack of confidence experienced by the individuals for solving a problem, and Unwilling to Take Responsibility approach signifies failure to take responsibility in problem solving (Cam & Tumkaya, 2006; 2008). When the literature was examined, it was observed in the study by Arslan, Hamarta, Arslan, and Saygin (2010) that female students had higher scores in the Approaching Problems in a Negative Way, Constructive Problem Solving, and Insistent-Persevering Approach subscales of the Interpersonal Problem Solving Skills Inventory, while male students had higher scores in the Lack of Self-confidence and Unwilling to Take Responsibility subscales. In addition, the common results of Nacar (2010) and Ozkan, Akgun, Yanardag, and Yuceer (2013) showed that boys had higher scores in the Lack of self-confidence subscale; Nacar (2010) also found that girls' scores were higher in the Insistent-Persevering Approach subscale.

Although much research studies the effects of art education, no study has been found in the literature that examines the effect of art education on humor styles and interpersonal problem solving skills. While the cognitive skills of an individual are supported in the traditional education system, emotional skills are not much emphasized. Art allows an individual to be productive, solve problems, arrange social relations, cooperate, and adapt. It is thought that art education has effects on both humor and interpersonal problem-solving skills for adolescents. For these reasons, the aim of this study is to examine how art and music education and gender relate to the humor styles and interpersonal problem-solving skills of adolescents, and to accordingly present recommendations for researchers and educators.

Method

Research Design

This study is a descriptive study with a correlational survey model, designed to investigate the relationship of gender and the reception of art and music education with humor styles and interpersonal problem-solving skills among adolescents studying in the city center of Isparta. Buyukozturk, Kilic Cakmak, Erkan Akgun, Karadeniz, and Demirel (2016) describe this method as determining the correlation between two or more variables and defining the given situation as exactly as possible.

Research Sample

The sample group was determined using the purposeful sampling method. The sample group consisted of 178 adolescents in total, including 54 students attending the music department and 60 students attending the art department at the Fine Arts High School located in the city center of Isparta, along with 64 students who were not receiving any art education and were studying in a regular high school. The data

collection process was realized by the researcher in groups in class environment based on voluntariness. Table 1 shows the demographic characteristics of the adolescents included in the study.

Table 1

Demographic Characteristics of Sample Group

| Characteristics of Sample Group | Music Department | | Art Department | | Not receiving Art Education | | Total | |
|---------------------------------|------------------|------|----------------|------|-----------------------------|------|-------|-------|
| | N | % | N | % | N | % | N | % |
| Gender | | | | | | | | |
| Girl | 34 | 30.6 | 39 | 35.1 | 38 | 34.2 | 111 | 100.0 |
| Boy | 20 | 29.9 | 21 | 31.3 | 26 | 38.8 | 67 | 100.0 |
| Total | 54 | 30.3 | 60 | 33.7 | 64 | 36.0 | 178 | 100.0 |

Research Instruments and Procedures

In the study, a “General Information Form” was prepared by the researchers to obtain information about the adolescents' gender and their schools/departments; the “Humor Styles Questionnaire” and the “Interpersonal Problem-Solving Inventory (high school form)” were also used.

Validity and Reliability

Humor Styles Questionnaire. The Humor Styles Questionnaire is a self-assessment scale developed by Martin et al. (2003) and adapted into Turkish by Yerlikaya (2003); it measures four different dimensions related to individual differences in the daily use of humor. The scale was applied to 471 high school students with an average age of 16.1, in order to test the construct validity of the scale for the high school students. As a result of the factor analysis, it was found that the internal consistency Cronbach's alpha values of its subscales were between .63 and .75 (Yerlikaya, 2007).

Interpersonal Problem Solving Inventory (High School Form). The reliability and validity studies for the interpersonal problem-solving inventory for high school students aged 15-18 years were conducted by Cam and Tumkaya in 2008. As a result of the factor analysis, it was found that Cronbach's alpha values ranged from .67 to .89, and test-retest correlation coefficients were between .67 and .84 (Cam & Tumkaya, 2008).

Data Analysis

In terms of the variables examined in this study, the normality of distributions was examined by one sample Kolmogorov-Smirnov test, and the distribution was determined to be normal ($p > .05$). Two-way analysis of variance (used to simultaneously test the effects of two factors on one dependent variable and the interactive effect of the two factors on the dependent variable) was applied in order to determine whether or not gender and status of the adolescent's art/music education cause differences in humor styles and interpersonal problem-solving skills. In case the common effect was found to be significant, Scheffe's test (used when the

group variance is equal, among post-hoc multiple comparison tests) was applied to determine whether the mentioned differentiation was dependent on the difference between mean scores of paired sub-groups. In order to determine the correlation between adolescents' humor styles and interpersonal problem-solving skills, a correlation coefficient significance test (used to find and interpret the amount of correlation between two variables showing normal distribution) was applied (Buyukozturk, 2015).

Results

The study was conducted to determine the effects of gender and art education on humor styles and interpersonal problem-solving skills of adolescents; the results are presented in tables.

Table 2

The Means and Standard Deviations of the Humor Styles-related Subscale Scores of the Adolescents receiving and not receiving Art Education in Terms of Gender

| Gender | N | Affiliative Humor | | Self-Enhancing Humor | | Aggressive Humor | | Self-Defeating Humor | |
|--|-----|-------------------|-----|----------------------|------|------------------|------|----------------------|-----|
| | | M | S | M | S | M | S | M | S |
| <i>Music Education</i> | | | | | | | | | |
| Girl | 34 | 42.7 | 7.9 | 34.6 | 10.2 | 21.3 | 7.5 | 25.4 | 8.6 |
| Boy | 20 | 39.2 | 6.9 | 31.7 | 9.6 | 27.5 | 5.66 | 26.6 | 5.0 |
| Total | 54 | 41.4 | 7.6 | 33.5 | 10.0 | 23.6 | 7.51 | 25.8 | 7.4 |
| <i>Art Education</i> | | | | | | | | | |
| Girl | 39 | 43.0 | 8.2 | 35.4 | 7.5 | 20.1 | 7.74 | 26.4 | 8.6 |
| Boy | 21 | 39.1 | 8.5 | 33.5 | 8.9 | 24.1 | 9.44 | 26.5 | 8.5 |
| Total | 60 | 41.6 | 8.4 | 34.7 | 8.0 | 21.5 | 8.52 | 26.5 | 8.5 |
| <i>Those not receiving Art Education</i> | | | | | | | | | |
| Girl | 38 | 43.0 | 8.6 | 37.1 | 11.3 | 24.1 | 7.63 | 26.9 | 8.1 |
| Boy | 26 | 37.5 | 8.7 | 32.2 | 9.3 | 27.3 | 6.88 | 24.3 | 7.8 |
| Total | 64 | 40.7 | 9.0 | 35.1 | 10.7 | 25.4 | 7.45 | 25.8 | 8.1 |
| <i>Total</i> | | | | | | | | | |
| Girl | 111 | 42.9 | 8.2 | 35.7 | 9.7 | 21.8 | 7.77 | 26.3 | 8.3 |
| Boy | 67 | 38.5 | 8.0 | 32.5 | 9.1 | 26.4 | 7.5 | 25.7 | 7.3 |
| Total | 178 | 41.2 | 8.4 | 34.5 | 9.6 | 23.5 | 7.9 | 26.1 | 8.0 |

When Table 2 was examined, it was determined that girls had higher mean scores in the Affiliative Humor ($M=42.9$) and Self-Enhancing Humor ($M=35.7$) subscales compared to boys, whereas boys had a higher mean score in the Aggressive Humor subscale ($M=26.4$) compared to girls. It was also observed that the mean score of the Self-Defeating Humor subscale was higher for boys studying in art and music departments ($M=26.6$; $M=26.5$) than for girls, as well as for girls not receiving art education ($M=26.9$) than boys not receiving art education ($M=24.3$).

Table 3

Results of Two-Way Analysis of Variance for Humor Styles of the Adolescents Receiving and Not Receiving Art Education in Terms of Gender

| Source of Variance | Sum of squares | SD | Mean Square | F | p | Significant Difference |
|-----------------------------|----------------|-----|-------------|--------|------|------------------------|
| <i>Affiliative Humor</i> | | | | | | |
| Art Education | 23.167 | 2 | 11.583 | .170 | .844 | |
| Gender | 754.212 | 1 | 754.212 | 11.092 | .001 | 0-1 |
| Art Education X Gender | 31.413 | 2 | 15.707 | .231 | .794 | |
| Error | 11695.517 | 172 | 67.997 | | | |
| Total | 315787.000 | 178 | | | | |
| <i>Self-enhancing Humor</i> | | | | | | |
| Art Education | 69.470 | 2 | 34.735 | .376 | .687 | |
| Gender | 414.155 | 1 | 414.155 | 4.481 | .036 | 0-1 |
| Art Education X Gender | 65.318 | 2 | 32.659 | .353 | .703 | |
| Error | 15897.368 | 172 | 92.427 | | | |
| Total | 228617.000 | 178 | | | | |
| <i>Aggressive Humor</i> | | | | | | |
| Art Education | 368.559 | 2 | 184.280 | 3.197 | .043 | 2-1 |
| Gender | 831.799 | 1 | 831.799 | 14.429 | .000 | 1-0 |
| Art Education X Gender | 63.465 | 2 | 31.733 | .550 | .578 | |
| Error | 9915.160 | 172 | 57.646 | | | |
| Total | 110291.000 | 178 | | | | |
| <i>Self-defeating Humor</i> | | | | | | |
| Art Education | 21.672 | 2 | 10.836 | .166 | .847 | |
| Gender | 9.280 | 1 | 9.280 | .142 | .706 | |
| Art Education X Gender | 112.621 | 2 | 56.311 | .864 | .423 | |
| Error | 11208.426 | 172 | 65.165 | | | |
| Total | 132565.000 | 178 | | | | |

* $p < .05$

When Table 3 was examined, with the variance results related to humor styles of adolescents receiving and not receiving art education in terms of gender, it was found that art education caused a significant difference in the scores of the Aggressive Humor [$F(1,172) = 3,197, p = .043$] subscale. As a result of Scheffe's Test, Aggressive Humor mean scores were found to be higher in adolescents who did not receive art education than those with art education. It was observed that gender caused a significant difference in the scores of the Affiliative Humor [$F(1,172) = 11,092, p = .001$], Self-Enhancing Humor [$F(1,172) = 4,481, p = .036$], and Aggressive Humor [$F(1,172) = 14,429, p = .000$] subscales. While girls had higher mean scores in Affiliative

Humor and Self-Enhancing Humor subscales than the boys, the boys had a higher mean score in the Aggressive Humor subscale than the girls.

Table 4

The Means and Standard Deviations of the Subscale Scores Related to the Interpersonal Problem-Solving Skills of Adolescents Receiving and Not Receiving Art Education in terms of Gender

| G ¹ | N | APNW ² | | CPS ³ | | LS ⁴ | | UTR ⁵ | | IPA ⁶ | |
|--|-----|-------------------|------|------------------|------|-----------------|-----|------------------|-----|------------------|-----|
| | | M | S | M | S | M | S | M | S | M | S |
| <i>Music Department</i> | | | | | | | | | | | |
| Girl | 34 | 43.1 | 12.6 | 50.4 | 10.8 | 16.9 | 5.6 | 13.4 | 4.1 | 20.0 | 5.0 |
| Boy | 20 | 40.0 | 8.3 | 47.5 | 9.5 | 18.1 | 4.8 | 13.9 | 3.4 | 16.8 | 5.6 |
| Total | 54 | 41.9 | 11.2 | 49.3 | 10.3 | 17.3 | 5.3 | 13.5 | 3.8 | 18.8 | 5.4 |
| <i>Art Department</i> | | | | | | | | | | | |
| Girl | 39 | 47.1 | 13.2 | 52.5 | 10.6 | 14.9 | 5.1 | 12.7 | 4.1 | 21.7 | 4.4 |
| Boy | 21 | 45.2 | 14.6 | 49.7 | 12.8 | 16.4 | 5.2 | 13.9 | 4.5 | 19.7 | 5.3 |
| Total | 60 | 46.4 | 13.6 | 51.5 | 11.4 | 15.4 | 5.1 | 13.1 | 4.3 | 21.0 | 4.8 |
| <i>Those Not Receiving Art Education</i> | | | | | | | | | | | |
| Girl | 38 | 47.1 | 12.5 | 52.2 | 10.8 | 17.9 | 6.3 | 12.5 | 4.6 | 21.1 | 5.7 |
| Boy | 26 | 43.8 | 14.3 | 48.6 | 12.5 | 20.0 | 5.6 | 15.1 | 4.5 | 21.0 | 4.5 |
| Total | 64 | 45.7 | 13.3 | 50.8 | 11.5 | 18.7 | 6.1 | 13.5 | 4.7 | 21.1 | 5.2 |
| <i>Total</i> | | | | | | | | | | | |
| Girl | 111 | 45.8 | 12.8 | 51.8 | 10.7 | 16.5 | 5.8 | 12.8 | 4.3 | 21.0 | 5.0 |
| Boy | 67 | 43.1 | 12.9 | 48.6 | 11.6 | 18.3 | 5.4 | 14.4 | 4.2 | 19.3 | 5.3 |
| Total | 178 | 44.8 | 12.9 | 50.6 | 11.1 | 17.2 | 5.7 | 13.4 | 4.3 | 20.4 | 5.2 |

¹ Gender, ² Approaching Problems in a Negative Way, ³ Constructive Problem Solving, ⁴ Lack of Self-confidence, ⁵ Unwilling to Take Responsibility, ⁶ Insistent-Persevering Approach

When Table 4 was examined, it was observed that girls had higher mean scores compared to boys in the Approaching Problems in a Negative Way (M=45.8), Constructive Problem Solving (M=51.8), and Insistent-Persevering Approach (M=21.0) subscales of Interpersonal Problem Solving Inventory, whereas boys had higher mean scores in Lack of Self-confidence (M=18.3) and Unwilling to Take Responsibility (M= 14.4) subscales compared to girls.

When Table 5 was examined, with the results of variance analysis concerning interpersonal problem-solving skills scores of adolescents receiving and not receiving art education in terms of gender, it was found that art education caused a significant difference in scores in the Lack of Self-confidence [$F(1,172)= 4,982, p=.008$] and Insistent-Persevering Approach [$F(1,172)= 4,380, p=.025$] subscale. As a result of Scheffe's Test, it was discovered that adolescents who did not receive art education had a higher mean score in the Lack of Self-confidence subscale than those studying in the art department; adolescents not receiving art education also had a higher mean score in the Insistent-Persevering Approach subscale than those studying in the music department. It was determined that gender causes a significant difference in the Unwilling to Take Responsibility [$F(1,172)= 4,805, p=.030$] and Insistent-Persevering Approach [$F(1,172)=5,091, p=.025$] subscales, where boys had a higher

mean score than girls in the Unwilling to Take Responsibility subscale, and girls had a higher mean score than boys in the Insistent-Persevering Approach subscale.

Table 5.

Results of Two-Way Analysis of Variance concerning the Interpersonal Problem-Solving Skills of the Adolescents Receiving and not Receiving Art Education in Terms of Gender

| Source of Variance | Sum of squares | SD | Mean Square | F | p | Significant Difference |
|---|----------------|-----|-------------|-------|-------------|------------------------|
| <i>Approaching Problems in a Negative Way</i> | | | | | | |
| Art Education | 656.314 | 2 | 328.157 | 1.979 | .141 | |
| Gender | 303.040 | 1 | 303.040 | 1.827 | .178 | |
| Art Education X Gender | 14.910 | 2 | 7.455 | .045 | .956 | |
| Error | 28526.699 | 172 | 165.853 | | | |
| Total | 387365.000 | 178 | | | | |
| <i>Constructive Problem Solving</i> | | | | | | |
| Art Education | 129.845 | 2 | 64.923 | .520 | .595 | |
| Gender | 392.192 | 1 | 392.192 | 3.141 | .078 | |
| Art Education X Gender | 5.347 | 2 | 2.673 | .021 | .979 | |
| Error | 21475.491 | 172 | 124.858 | | | |
| Total | 478298.000 | 178 | | | | |
| <i>Lack of Self-confidence</i> | | | | | | |
| Art Education | 310.639 | 2 | 155.319 | 4.982 | .008 | 2-1 |
| Gender | 101.078 | 1 | 101.078 | 3.242 | .074 | |
| Art Education X Gender | 6.526 | 2 | 3.263 | .105 | .901 | |
| Error | 5362.574 | 172 | 31.178 | | | |
| Total | 58694.000 | 178 | | | | |
| <i>Unwilling to Take Responsibility</i> | | | | | | |
| Art Education | 7.653 | 2 | 3.826 | .205 | .815 | |
| Gender | 89.639 | 1 | 89.639 | 4.805 | .030 | 1-0 |
| Art Education X Gender | 35.699 | 2 | 17.850 | .957 | .386 | |
| Error | 3208.424 | 172 | 18.654 | | | |
| Total | | | | | | |
| <i>Insistent-Persevering Approach</i> | | | | | | |
| Art Education | 229.248 | 2 | 114.624 | 4.380 | .014 | 2-0 |
| Gender | 133.232 | 1 | 133.232 | 5.091 | .025 | 0-1 |
| Art Education X Gender | 68.030 | 2 | 34.015 | 1.300 | .275 | |
| Error | 4501.575 | 172 | 26.172 | | | |
| Total | 79031.000 | 178 | | | | |

* $p < .05$

Table 6

Results of Correlation Coefficient Significance Test Related to Adolescents' Scores of Humor Styles Questionnaire and Interpersonal Problem Solving Inventory

| | APNW ¹ | CPS ² | LS ³ | UTR ⁴ | IPA ⁵ |
|-----------------------------|-------------------|------------------|-----------------|------------------|------------------|
| <i>Affiliative Humor</i> | | | | | |
| R | .084 | .134 | .084 | .158 | .214 |
| p | -.263 | .075 | -.267 | -.035* | .004** |
| N | 178 | 178 | 178 | 178 | 178 |
| <i>Self-Enhancing Humor</i> | | | | | |
| R | .122 | .176 | .021 | .020 | .313 |
| p | -.105 | .019* | -.784 | -.796 | .000** |
| N | 178 | 178 | 178 | 178 | 178 |
| <i>Aggressive Humor</i> | | | | | |
| R | .010 | .092 | .338 | .336 | .119 |
| p | -.896 | -.224 | .000** | .000** | -.115 |
| N | 178 | 178 | 178 | 178 | 178 |
| <i>Self-Defeating Humor</i> | | | | | |
| R | .185 | .023 | .243 | .108 | .094 |
| p | .013* | -.761 | .001** | .150 | .210 |
| N | 178 | 178 | 178 | 178 | 178 |

* $p < .05$; ** $p < .01$

¹ Approaching Problems in a Negative Way, ² Constructive Problem Solving, ³ Lack of Self-confidence, ⁴ Unwilling to Take Responsibility, ⁵ Insistent-Persevering Approach

When Table 6 was examined, presenting the correlations between humor styles and interpersonal problem solving skills of the adolescents, it was observed that there was a significant negative correlation between the Affiliative Humor subscale and the Unwilling to Take Responsibility subscale ($p=.035$). However, the following significant positive correlations were found: between the Affiliative Humor subscale and the Insistent-Persevering Approach subscale ($p=.004$); between the Self-Enhancing Humor subscale and the Constructive Problem Solving subscale ($p=.019$); between the Self-Enhancing Humor subscale and the Insistent-Persevering Approach subscale ($p=.000$); between the Aggressive Humor subscale and the Lack of Self-confidence and Unwilling to Take Responsibility subscales ($p=.000$); and between the Self-defeating Humor subscale and the Approaching Problems in a Negative Way and Lack of Self-confidence subscales ($p=.013$; $p=.001$).

Discussion and Conclusion

This study was conducted to determine the relationship between art/music education and gender variable with humor styles and interpersonal problem solving skills among adolescents. The study is limited to the questions and the measured qualifications in the "Humor Styles Questionnaire" and the "Interpersonal Problem Solving Inventory" assessment instruments used in the study, as well as to the students at a fine arts high school and a regular high school located in Isparta province. The results obtained from the study are summarized below.

It was found in this study that adolescents who do not receive art education had higher mean score on the Aggressive Humor subscale, compared to those studying in the art department. Previous studies showed that Aggressive Humor was used by individuals who had low self-esteem and considered themselves socially incompetent (Fox, Dean & Lyford, 2013). By means of art education, individuals begin to examine more carefully the beings and events around them. As a result of developing their observation ability, they also develop their perception, comparison, and interpretation skills, thus gaining a sense of confidence (Erbay, 2013; Kaya, 2015; Ture, 2007). Therefore, it can be asserted that adolescents who did not receive art education were more likely to have low self-esteem and considered themselves socially incompetent, and thus they use Aggressive Humor more often as compared to adolescents studying in the art department.

According to the results of the study, it was found that girls had higher mean scores than boys in the Affiliative Humor and Self-Enhancing Humor subscales, whereas boys had a higher mean score than girls in the Aggressive Humor subscale. When the literature is examined, the results of the studies by Soyaldın (2007), Yerlikaya (2007), Akyol (2011), Kazarian and Martin (2004), and Chan and Martin (2007) also support the present study. While boys preferred an Aggressive Humor style (which is unhealthy and incompatible), girls preferred healthy and compatible humor styles, which may be associated with the gender roles they perceived. Turkish culture has attributed the characteristics of compassion, sensitivity, understanding, and dependency to girls in gender roles; as a result, they are expected to tend towards a respectful humor style which they can use without hurting others. In contrast, as a result of characteristics like leadership, dominance, and independence being attributed to male gender roles, boys are expected to use humor in a socially inappropriate way, to meet their needs with their own superiority and feelings of pleasure.

Another result of the study was that the mean score of the Lack of Self-confidence subscale was higher in adolescents not receiving art education than those studying in the art department, and the mean score of the Insistent-Persevering Approach subscale was higher in adolescents not receiving art education than those studying in the music department. As a result of the aforementioned benefits brought by art education to the child, the child will feel more powerful in many aspects and will be a more creative and productive individual (Kaya, 2015; Ture, 2007). It can be expected that while art students find more serial and more diverse solutions to each

problem in their mind, adolescents who do not receive art education feel unconfident in their solutions of interpersonal problems. As a result of conducting music education with a group, communication skills of individuals will be supported and they will gain cooperation skills. They will have personal satisfaction in their own works, and their self-confidence will increase (Koksal, 2000; Broh, 2002; Eskioglu, 2003; Toy, 2006). For this reason, students studying in the music department may insist on solving interpersonal problems they encounter more often, as compared to students not receiving art education.

It was also determined in this study that while boys had higher mean scores than girls in the Unwilling to Take Responsibility subscale, girls had higher mean scores than boys in the Insistent-Persevering Approach subscale. When the literature is examined, the studies by Arslan et al. (2010), Nacar (2010) and Ozkan et al. (2013) indicate that boys display an unconfident attitude towards approaching problems at higher rates; this result is in parallel with the results of the present study. In this sample, boys' unconfident approach towards problems may be associated with the gender roles they perceive. In Turkish culture, it is very difficult for men to accomplish solving interpersonal problems, since behaviors such as domination and use of force are expected in their relations. For this reason, it can be expected for men to experience negative feelings and feel themselves incompetent. In Turkish culture, girls are exposed to protection and oppression, and are often deprived of the rights and privileges of boys. It can be asserted that this causes girls to consider their problems more important, and they act more insistent and persevering in the solutions of their interpersonal problems.

When the relationship between humor styles and interpersonal problem-solving skills of adolescents was examined, it was observed that adolescents with healthy and compatible humor styles also had effective problem-solving methods, and adolescents with unhealthy and incompatible humor styles had ineffective problem-solving methods. In the Affiliative Humor style in the compatible category, individuals develop interpersonal relationships and interactions in a respectful manner to both themselves and others (Martin, 2007). For this reason, it is expected that a person who adopts this humor style adopts the Insistent-Persevering Approach (Cam & Tumkaya, 2008), which is related to insistent/persevering thoughts and behaviors in solving the problems he/she encounters in developing interpersonal relations. Individuals with Self-Enhancing Humor style, the other humor style in the compatible humor category, can change their viewpoints on problems in coping with stress and can reduce their negative emotions (Martin, 2007). For this reason, individuals with Self-Enhancing Humor used Constructive Problem Solving and Insistent-persevering Approach methods, which are effective problem-solving methods, since they had the feelings, thoughts, and behaviors required to solve the problem in an effective and constructive manner when they encountered interpersonal problems. This result is in parallel with the literature.

In the self-defeating humor style (an incompatible humor category), an emotional need, low self-esteem, or escapist behavior is hidden under the funny appearances of individuals (Martin et al., 2003). Therefore, it is expected for individuals with this

humor style to use the Approaching Problems in a Negative Way and Lack of Self-confidence approaches, as a result of feeling incompetent in solving the problem(s) stemming from the relationship of Self-defeating Humor style and low self-esteem. The Aggressive Humor style, the other incompatible humor style, is used by individuals who have low self-esteem and consider themselves socially incompetent (Fox et al., 2013). Therefore, the person who has low self-esteem and is not self-confident in social relations uses the Lack of Self-confidence and Unwilling to Take Responsibility approaches towards interpersonal problems. This is in parallel with the literature.

The results of this study showed that boys preferred to use humor in a socially inappropriate manner, and they adopted negative approaches more for solving interpersonal problems; on the other hand, girls used humor more positively, and adopted more positive approaches for solving interpersonal problems. These results are an indication of the fact that gender discrimination should not be made to make gender a disadvantageous factor in the development and socialization processes of adolescents, and that both parents and educators should pay attention and act more objectively when attributing gender roles to children.

The result of the study indicate that adolescents receiving art education both adopted more positive humor styles and preferred more effective methods in solving interpersonal problems than did adolescents not receiving art education, results which bring the necessity of art education to the forefront. By means of art education, children can develop their skills of observation, creativity, socialization, adaptation, and synthesis; in turn, they become productive, conscious, and self-confident individuals. The results of this study prove that art education is extremely important to the developmental support of children. It can be asserted, based upon these results, that it is necessary demand qualified art education, with a sensitivity to the necessity of art education and its effect on development in societies.

In this study, adolescents' humor styles and interpersonal problem solving skills were emphasized. In future studies, planning can be made to determine the humor styles and interpersonal problem-solving skills of preschool and school-age children. Experimental studies can be conducted using different support programs to develop children's or adolescents' humor styles and interpersonal problem-solving skills. A limited number of studies focus on determination of humor development and humor styles of children and adolescents, and tools must be developed to determine humor development and styles in other studies, since data collection tools in this field are not sufficient. In addition, different research methods can be employed to determine humor styles and interpersonal problem-solving skills.

References

- Akyol, U. (2011). *Ergenlerde iletisim becerilerinin yordayicilari olarak oz-duyarlik ve mizah tarzları [Self-compassion and humor styles as predictor of communication skills in adolescents]*. Yuksek Lisans Tezi, Mugla Univ. Egitim Bilimleri Enstitusu.
- Arslan, C., Hamarta, E., Arslan, E. & Saygin, Y. (2010). Ergenlerde saldirganlik ve kisilerarasi problem cozmenin incelenmesi [An investigation of aggression and interpersonal problem solving in adolescents]. *Ilkogretim Online*, 9, 379-388.
- Baris, A.D. (2002). *Muzik egitimi alan ve almayan lise ogrencilerinin benlik tasarimi duzeylerinin cesitli degiskenlere gore incelenmesi [Regarding severol variations examining levels of self-concept of the students both getting or not getting music education]*. Yayinlanmamis Doktora Tezi, Gazi Univ. Egitim Bilimleri Enstitusu.
- Broh, B.A. (2002). Linking extra curricular programming to academic achievement: Who benefits and why? *Sociology of Education*, 75(1), 69-95.
- Buyukozturk, S. (2015). *Sosyal bilimler icin veri analizi el kitabi*. Ankara: Pegem Akademi.
- Buyukozturk, S., Kilic Cakmak, E., Erkan Akgun, O., Karadeniz, S. & Demirel, F. (2016). *Bilimsel arastirma yontemleri [Scientific research methods]*. Ankara: Pegem Akademi.
- Cam, S., & Tumkaya, S. (2008). Kisilerarasi problem cozme envanteri lise ogrencileri formu'nun gecerlik ve guvenirlik calismasi [Development of interpersonal problem solving inventory for high school students: The validity and reliability process]. *Uluslararası İnsan Bilimleri Dergisi*, 5, 1-17.
- Chen, G.H. & Martin, R.A. (2007). A comparison of humor styles, coping humor, and mental health between Chinese and Canadian university students. *Humor*, 20(3), 215-234.
- Clift, S.M. & Hancox, G. (2001). The perceived benefits of singing: Findings from preliminary surveys of a university college choral society. *The Journal of The Royal Society for the Promotion of Health*, 121(4), 248-256.
- D'Zurilla, T.J., Nezu, A.M., & Maydeu Olivares, A. (2004). Social problem solving: Theory and assessment. In E. C. Chang, T. J. D'Zurilla, L. J. Sanna (Eds.), *Social problem solving: Theory, research, and training* (pp. 11-28). Washington, DC: American Psychological Association.
- Davidson, J.W. & Good, J.M.M. (2002). Social and musical coordination between members of a string quartet: An exploratory study. *Psychology of Music*, 30, 186-201.
- Erbay, M. (2013). *Sanat egitimi uzerine [On art education]*. Istanbul: Beta.

- Eskioglu, I. (2003). Muzik egitiminin cocuk gelismisi uzerindeki etkileri [The effects of music education on child development]. *Cumhuriyetimizin 80. Yilinda Muzik Sempozyumu, Inonu Univ. Bildiriler*, 116-123.
- Fox, C.L., Dean, S.& Lyford, K. (2013). Development of a humor styles questionnaire for children. *Humor*, 26, 295-319.
- Hui, A.N.N., He, M.W.J. & Ye, S.S. (2015). Arts education and creativity enhancement in young children in Hong Kong. *Educational Psychology*, 35(3), 315-327.
- Kaya, B. (2015). *Gorsel sanatlar dersinin ogrencilere ozguven kazandirmada etkisi [The effects of visual art lesson in gaining self-confidence to the students]*. Yuksek Lisans Tezi. Gazi Univ. Egitim Bilimleri Enstitusu.
- Kazarian, S.S. & Martin, R.A. (2004). Humour styles, personality, and well-being among lebanese university students. *European Journal of Personality*, 18, 209-219.
- Kendall, P.C. & Fischler, G.L. (1984). Behavioral and adjustment correlates of problem solving: Validation analyses of interpersonal cognitive problem solving measures. *Child Development*, 55, 879-892.
- Koksall, A. (2000). Muzik egitimi alma, cinsiyet ve sinif duzeyi degiskenlerine gore ergenlerin empatik becerilerinin ve uyum duzeylerinin incelenmesi [The investigation of empathic skills and adaptation levels of adolescents according to music education, gender and grade level variables]. *Hacettepe Universitesi Egitim Fakultesi Dergisi*, 18, 99-107.
- Martin, R.A. & Lefcourt H.M. (2004). Sense of humor and physical health: Theoretical issues recent findings, and future directions. *Humor*, 17, 1-20.
- Martin, R.A. (2007). *The psychology of humor: An integrative approach*, San Diego, CA: Elsevier Academic Press.
- Martin, R.A., Puhlik, D.P., Larsen, G., Gray, J., & Weir, K. (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, 48-75.
- Nacar, F. S. (2010). *Sinif ogretmenlerinin iletisim ve kisilerarasi problem cozme becerilerinin incelenmesi [Analysis of the relationship between the communication of the class teachers and their skills to solve interpersonal problems]*. Yuksek Lisans Tezi, Cukurova Univ. Sosyal Bilimler Enstitusu.
- Ozkan, Y., Akgun, R., Yanardag, M. Z., & Yuceer, T. (2013). Sosyal hizmet bolumu ogrencilerinin bazi degiskenlere gore kisilerarasi problem cozme becerilerinin incelenmesi [According to some variables department of social work students study of interpersonal problem solving skills]. *TSA Dergisi*, 17, 197-213.

- Park, S., Lee, J.M., Baik, Y., Kim, K., Yun, H.J., Kwon, H., Jung, Y.K. & Kim, B.N. (2015). A preliminary study of the effects of an arts education program on executive function, behavior, and brain structure in a sample of nonclinical school-aged children. *Journal of Child Neurology*, 30(13), 1757-1766
- Piro, J.M. & Ortiz, C. The effect of piano lessons on the vocabulary and verbal sequencing skills of primary grade students. *Psychology of Music*, 37(3), 325-347.
- Rabkin, N. & Redmond, R. (2006). The arts make a difference. *Helping Struggling Students*, 63(5), 60-64.
- Sendurur, Y. & Akgul Baris, D. (2002). Muzik egitimi ve cocuklarda bilimsel basari [Music education and cognitive achievement of children]. *G.U. Gazi Egitim Fakultesi Dergisi*, 1, 165-174.
- Soyaldin, S.Z. (2007). Ortaogretim ogrencilerinin ofke ifade tarzları ile mizah tarzları arasındaki ilişki [The relationships between anger expression styles and humor styles among secondary school students]. Yüksek Lisans Tezi, Mersin Univ. Sosyal Bilimler Enstitüsü.
- Toy, B. (2006). Sanat eğitimi alan ve almayan 15-17 yaş grubundaki ergenlerin sosyal uyumlarının ve benlik tasarım düzeylerinin incelenmesi [A study on the social adaptation and self-concept levels of 15-17 years old adolescents getting or not getting art education]. Yayınlanmamış Yüksek Lisans Tezi, Ankara Univ. Fen Bilimleri Enstitüsü.
- Ture, N. (2007). Eğitimde ve öğretimde bir araç olarak görsel sanatlar eğitiminin öğrencilere sağladığı katkılar [The contributions that gothic arts education supplies as a mean in education and school in to students]. Yüksek Lisans Tezi. Selçuk Univ. Sosyal Bilimler Enstitüsü..
- Wong, P.C.M., Skoe, E., Russo, N.M., Dees, T. & Kraus, N. (2007). Musical experience shapes human brainstem encoding of linguistic pitch patterns. *Nature Neuroscience*, 10(4), 420-422.
- Yerlikaya, E.E. (2003). Mizah tarzları olceğinin uyarlama çalışması [The adaptation of Humor Style Questionnaire into Turkish language]. Yüksek Lisans Tezi, Cukurova Univ. Sosyal Bilimler Enstitüsü.
- Yerlikaya, N. (2007). Lise öğrencilerinin mizah tarzları ile stresle başa çıkma tarzları arasındaki ilişkinin incelenmesi [The relationship between humor styles and coping styles of high school students]. Yüksek Lisans Tezi, Cukurova Univ. Sosyal Bilimler Enstitüsü.

Müzik ve Resim Eğitiminin Ergenlerin Mizah Tarzları ve Kişilerarası Problem Çözme Becerileriyle İlişkisi

Atf:

Didin, E., & Koksall Akyol, A. (2017). The relationship of art and music education with adolescents' humor styles and interpersonal problem solving skills. *Eurasian Journal of Educational Research*, 72, 43-62, DOI: 10.14689/ejer.2017.72.3

Özet

Problem Durumu: Mizahın bireye psikolojik ve sosyal yönden birçok olumlu etkileri olmaktadır. Bireyin stresini azaltmakta, olumlu duygular yaşamasını sağlayarak kaslarını gevşetmekte, bağışıklık sistemini güçlendirmekte, sosyal ilişkilerini geliştirmekte ve yaşanan kişilerarası çatışmaları azaltmaktadır. Kişilerarası problem çözme becerisine sahip kişiler, empati yeteneği yüksek, olaylara farklı bakış açısı ile bakabilen, ifade becerileri yüksek ve yaratıcı çözümler üretebilen bireylerdir ki bu becerilerin sanat eğitimi ile desteklendiği bilinmektedir. Resim ve müzik eğitimi ile bireylerin farklı mekanizmalarca yaratıcılıkları, dikkat ve yorum becerileri, düşünce sistemleri gelişmekte, iletişim becerileri desteklenmektedir. Mevcut eğitim sisteminde bireylerin daha çok akademik becerileri üzerinde durulmaktadır. Bu durum bireylerin sosyal-duygusal hayatlarında problemler yaşamasına neden olabilmektedir. Bu nedenle sanat eğitiminin ergenlerin hem mizah hem de kişilerarası problem çözme becerileri üzerinde etkili olduğu düşünülmektedir.

Araştırmanın Amacı: Resim ve müzik eğitiminin beynin işlevlerinde, bireylerin psikolojik durumları, sosyal ilişkileri ve yaratıcılık becerilerinde, kendini ifade etme, estetik duygular ve benlik saygısında olumlu gelişmelere neden olduğu yapılan araştırmalarda kanıtlanmıştır. Sanat eğitiminin etkilerine ilişkin birçok araştırma olmasına rağmen, literatürde sanat eğitiminin mizah tarzları ve kişilerarası problem çözme becerilerine olası etkilerini inceleyen bir araştırmaya rastlanılmamıştır. Bu nedenle bu araştırmada resim ve müzik eğitiminin ergenlerin mizah tarzları ve kişilerarası problem çözme becerileriyle ilişkisinin incelenmesi amaçlanmıştır.

Araştırmanın Yöntemi: Araştırma Isparta il merkezinde bulunan Güzel Sanatlar Lisesi Müzik Bölümüne devam eden 54, resim bölümüne devam eden 60, sanat eğitimi almayan ve Anadolu Lisesine devam eden 64 olmak üzere toplam 178 ergen ile yürütülmüştür. Araştırmaya katılan ergenlerin demografik özelliklerini belirlemek amacıyla araştırmacılar tarafından hazırlanan "Genel Bilgi Formu", mizah tarzlarını belirlemek için Martin vd. (2003) tarafından geliştirilen ve Türkçeye uyarlaması Yerlikaya (2003) tarafından yapılan "Mizah Tarzları Ölçeği" ve kişilerarası problem çözme becerilerini belirlemek için de Çam ve Tümkiye (2008) tarafından geliştirilen "Kişilerarası Problem Çözme Envanteri (Lise Formu)" kullanılmıştır. Çalışmada ele alınan değişkenler açısından dağılımların normalliği tek örneklem kolmogorov-smirnov testi, ergenlerin resim ve müzik eğitimi alma durumlarının, cinsiyetin mizah tarzları ve kişilerarası problem çözme becerilerine etkisini belirlemek amacıyla çift

yönlü varyans analizi ve mizah tarzları ile kişilerarası problem çözme becerileri arasındaki ilişkiyi tespit etmek amacıyla korelasyon katsayısı önemlilik testi yapılmıştır.

Araştırmanın Bulguları: Araştırma sonucunda ergenlerin cinsiyetinin, sanat eğitimi alıp almamalarının mizah tarzlarında ve kişilerarası problem çözme becerilerinde anlamlı farklılıklar yarattığı görülmüştür ($p<0.01$, $p<0.05$). Ergenlerin mizah tarzları ile kişilerarası problem çözme becerileri arasında da anlamlı ilişkiler tespit edilmiştir ($p<0.01$, $p<0.05$).

Araştırmanın Sonuç ve Önerileri: Ergenlerin mizah tarzları ve kişilerarası problem çözme becerileri arasındaki ilişki incelendiğinde sağlıklı ve uyumlu mizah tarzlarına sahip ergenlerin, etkili problem çözme yöntemlerine sahip oldukları görülürken sağlıksız ve uyumsuz mizah tarzlarına sahip ergenlerin ise etkili olmayan problem çözme yöntemlerine sahip oldukları saptanmıştır. Araştırmanın bir diğer bulgusu, sanat eğitimi almayan ergenlerin resim bölümünde okuyan ergenlere göre Mizah Tarzları alt ölçeğinden Saldırgan Mizahı daha çok kullandıkları yönündedir. Ayrıca sanat eğitimi almayan ergenlerin resim bölümünde okuyan ergenlere göre Kişilerarası Problem Çözme Envanteri alt ölçeğinden Kendine Güvensizlik ve müzik bölümünde okuyan ergenlere göre ise Isırcı-Sebatkar Yaklaşım alt ölçeğinde daha yüksek puan ortalamasına sahip oldukları saptanmıştır. Alınan resim eğitimiyle yaratıcılık, algılama ve yorumlama becerileri desteklenen ergenler sosyal alanda yeterlilik kazanacak ve özgüvenleri desteklenecektir. Bu nedenle resim eğitimi alan ergenlerin sanat eğitimi almayan ergenlere göre hem kişilerarası problemlerin çözümünde kendilerini daha yetkin hissettikleri hem de olumlu mizah tarzlarını kullanmaya yöneldikleri söylenebilir. Müzik eğitimi alan ergenlerin de kişisel doyum sağlayarak kendilerine olan güvenlerinin arttığı, grup eğitimi sayesinde de iletişim becerilerinin gelişmesiyle yaşadıkları kişilerarası problemleri çözüme ulaştırmak için daha ısrarcı oldukları düşünülebilir. Araştırma bulguları çocukların gelişimsel olarak desteklenmesinde sanat eğitiminin önemini kanıtlamaktadır. Elde edilen bu sonuçtan yola çıkarak sanat eğitiminin gerekliliği ve toplumların gelişmesindeki etkisine yönelik duyarlılık ile nitelikli bir sanat eğitimi için talep oluşturulması gerektiği söylenebilir. Cinsiyet değişkenini ele aldığımızda kızların, Mizah Tarzları Ölçeğinin alt ölçeklerinden Katılımcı Mizah ve Kendini Geliştirici Mizah puanlarının daha yüksek olduğu görülürken, Saldırgan Mizahta erkeklerin daha yüksek puan ortalamalarına sahip oldukları saptanmıştır. Ayrıca Kişilerarası Problem Çözme Envanteri alt ölçeğinden Sorumluluk Almamada erkeklerin ortalamalarının kızlardan, Isırcı-Sebatkar Yaklaşımında ise kızların ortalamalarının erkeklerden yüksek olduğu görülmüştür. Uyumlu ve uyumsuz kategorilerdeki mizah tarzlarının benimsenme sürecinde ve karşılaştıkları problemlere yaklaşırkenki tutumların belirlenmesinde toplumsal cinsiyet rollerinin etkili olduğu söylenebilir. Türk kültüründe erkekler lider, baskın ve bağımsız olmaya yönlendirilirken kızlara daha çok merhamet, anlayış ve bağımlılık özellikleri yüklenmeye çalışılır. Bu nedenle erkeklerin kendi üstünlük duygularını tatmin etmek ve haz duymak amacıyla Saldırgan Mizahı benimsedikleri, ancak bu baskın ve bağımsız olma davranışlarının da kişilerarası yaşanan problemleri çözmede etkili tutumlar olmasından dolayı

kendilerini yetersiz hissetmeleriyle Sorumluluk Almama yaklaşımını tercih ettikleri söylenebilir. Kızların ise kendilerine yüklenen rollerden dolayı karşısındaki kişileri incitmeden, saygı çerçevesi içinde kullanılan Katılımcı Mizah ve Kendini Geliştirici Mizahı tercih etmeleri ve sürekli korunma ve baskı altına olmalarından dolayı yaşadıkları problemleri erkeklere göre daha önemli görmeleri ve bu problemlerin çözümünde daha ısrarcı olmaları beklenebilir. Bu bulgular ergenlerin gelişimlerinde ve sosyalleşme süreçlerinde çocuklara cinsiyet rolleri yüklerken hem ailelerin hem de eğitimcilerin daha objektif davranmaya dikkat etmesi gerektiğini ortaya koymaktadır.

Anahtar Sözcükler: Ergen, güzel sanatlar lisesi, anadolu lisesi