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AN EXAMINATION OF HUMOR-RELATED POSTGRADUATE THESES COMPLETED BETWEEN 2000-2022 IN THE FIELD OF EDUCATION IN TURKEY

Seda ESKİDEMİR MERAL

Dr., Akdeniz University, Antalya, Turkey, seskidemir@gmail.com

ORCID: 0000-0002-3129-4908

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ABSTRACT

It is important to increase and diversify the studies on humor in the field of education in terms of quality and quantity. This study was carried out based on the view that a systematic presentation of the characteristics of the postgraduate theses on humor in the field of education, the methods and data collection tools used, the study groups, and the results would be useful for new research and educators. This study, which aims to examine the postgraduate theses on humor completed between 2000-2022 in the field of education in Turkey, is a descriptive study designed using document analysis. The study group of the research consists of 97 postgraduate theses on humor in the field of education completed between 2000-2022 in the National Thesis Center of the Council of Higher Education. In the study, the "humor studies evaluation form" created by the researcher was used as a data collection tool. The data of the study were analyzed by descriptive content analysis method. As a result of the research, it was determined that most of the postgraduate theses on humor in the field of education were master's theses, the most theses were completed in 2022, the most relational survey method was used, and the most studies were conducted with teachers and university students. It was determined that the most used quantitative data collection tool in the studies was the Humor Styles Scale and that qualitative data collection tools that can be used in humor studies are limited. When the results of the theses are examined, it is seen that school administrators, teachers, children and university students have positive humor styles, and the use of humor in education increases students' academic achievement, positive attitudes and motivation towards the lessons.

Keywords: Humor, humor research, postgraduate theses.

INTRODUCTION

Humor, defined as social communication for the purpose of entertaining (Cooper & Crossley, 2018), is an important part of the lives of both adults and children. The use of humor, which facilitates the lives of children and adults, in educational environments both supports children's development and learning and contributes to their academic skills. Children begin to use humor in the first years of life (Hoicka & Akhtar, 2012; Loizou, 2005). From early childhood to adulthood, humor diversifies and continues to be in children's lives (Airenti, 2016; Loizou & Recchia, 2019; Paine et al., 2019). Humor is at the center of children's fun, warm and sincere relationships (Bergen, 2002). Humor has social and emotional functions: Humor enhances group cohesion and interpersonal relationships, often leading to positive emotions and laughter (Fox et al. 2016; Martin, 2007; McGhee, 1979). In a study conducted by Cekaite & Andr n (2019) with 3-5-year-old children, it was determined that 87 percent of children's laughter was directed at other children and that children primarily used humor as a way to be included in the peer group. Children who have a compatible humor style in childhood have an easier time adapting in later years (Fitts, Sebbby, & Zlokovich, 2009; James & Fox, 2018). Humor helps children cope with their fears, worries and anxieties, and humorous children are also better at building positive social relationships (Masten, 1986) and understanding others' feelings (Hoicka & Akhtar, 2012). Humor is an effective strategy for coping with stress and difficulties. Since humor inherently involves cognitive shifts, it provides a way to change one's perspective and see a stressful situation as less threatening (Kuiper et al., 1993). In addition, humor helps regulate emotions and reduce uncomfortable emotions such as anxiety, fear, anger, frustration, and express aggression in an acceptable way (Dowling, 2014; Semrud-Clikeman & Glass, 2010). In addition to the contribution of humor in social emotional areas, there are many studies on its contribution to academic achievement. For example, Kili  &  akirođlu (2019) found that humor-based activities were effective on the writing skills of 7th grade students. In Lovorn & Holaway's (2015) study, teachers at different levels from kindergarten to high school stated that humor in the classroom "occurs in an instant", that it is a way to ensure learning, and that humorous activities are effective in gathering students' attention. In  n Kuburlu's (2020) study with students in university preparatory programs, humor was found to be effective in teaching English. As a result of the research conducted by Oru  (2010) with secondary school students, it was concluded that the lessons using humor elements created a significant positive difference on students' academic achievement, critical thinking and innovative thinking tendencies compared to the program in the current curriculum and that students reported positive opinions about the application with humor elements.

The fact that school administrators, as well as teachers and children, include humor and have a positive humor style contributes to the school climate and positively affects all stakeholders of the school and prevents conflicts (Ulusoy & Bozdađ, 2022). School principals' correct and effective use of humor in meetings, activities, projects, etc. makes school employees feel happy and good psychologically and increases their commitment to school (Zengin & G nd z, 2018).  ahin (2019) stated that school administrators' use of humor is effective in increasing teachers' motivation, performance, job satisfaction and commitment. In the study of G rb z et al. (2013), it was determined that in schools where there is an administrator who has the ability to use humor, teachers perform

their duties with higher motivation and the academic success of the school is positively affected by this situation. Therefore, while humor improves the school climate on the one hand, it also increases the efficiency and effectiveness in the education and training process (Ulusoy & Bozdağ, 2022). Research shows that the use of humor in teaching can have positive effects on student learning (Garner, 2006). Shahid & Ghazal (2020) showed that there is a positive relationship between teachers' use of humor and students' motivation, reduction of anxiety, class participation, improvement of teacher-student relationships and teaching effectiveness. Students rated teachers who used humor as more effective than those who did not. Humor in education is an important tool that can help teachers improve student learning by creating a motivating classroom environment. Using humor in the classroom requires certain techniques and principles that can be learned. Some types of humor produce positive results and increase the effectiveness of teaching. On the other hand, there are other types of humor that have negative effects on the teaching and learning process when used in the teaching process (Latifi et al., 2022). Frymier et al. (2008) discuss humor in teaching in two categories: appropriate humor and inappropriate humor. Appropriate humor means that humor is not offensive or is appropriate for the classroom. Inappropriate humor is the type of humor that is offensive or inappropriate for the classroom. Teachers' use of appropriate humor will have positive effects. However, not all teachers are natural comedians and may not be skilled in producing humor. However, the lack of natural humor does not mean that teachers cannot incorporate humor into their lessons. Some teachers are naturally gifted at using witty expressions or making well-timed jokes. However, even if the teacher does not have the natural ability to produce humor, he/she can incorporate humor into education by including cartoons, humorous videos, presentations and practices, i.e. even if the teacher does not produce humor, he/she can use humorous content that has already been produced (Wortley & Dotson, 2016).

Although there are many benefits of teachers and school administrators using positive humor in place and giving children the opportunity to produce humor, it can be said that studies on humor in our country are still limited. Çakıroğlu & Erdoğan (2016) stated that when master's and doctoral theses in the field of humor in Turkey are examined, the number of theses in the field of education is not very high. With this study, it is thought that a systematic examination of the studies conducted in the field of humor in education can give direction to future studies. It is thought that it is important to know the humor development characteristics of children of all ages and educational levels; to know the humor styles of teachers and school administrators in all branches from preschool to university, their views on humor, how they use humor in education and school management, and the variables affecting all these. In this respect, it is important to increase and diversify the studies on humor in the field of education in terms of quality and quantity.

With this study, it is thought that a systematic presentation of the characteristics of the postgraduate theses related to humor in the field of education completed between 2000 and 2022, which methods and data collection tools were used, and the study group will be useful for future research. In addition, presenting the results obtained from graduate theses in a holistic manner in this study will contribute to the literature, educators and researchers. When the literature on the studies examining the studies on humor in education in Turkey was

examined, a study (Çakiroğlu & Erdoğan, 2016) was found which aimed to determine the tendency of the studies on humor in education. Çakiroğlu & Erdoğan (2016) examined 50 articles and theses and found that the number of studies on humor in our country is very limited in the fields of psychology and education, and that humor has a positive effect on recall, retention, course engagement and learning performance. In addition, it was found that the research on humor in the field of education tends to be more literature review studies than applied research, and the number of theses on humor in the field of education is not very high. Apart from this study, there were also studies examining the articles published until 2022 on the use of humor in organizations, although not related to humor in the field of education (Türesin Tetik, 2022); determining the quantity and quality of humor studies, especially those related to jokes, in Turkish folklore studies (Emeksiz, 2015); systematically examining cultural differences in humor perception and use (Lu, 2023); examining articles between 1977-2018 on humor and gender differences (Hoffman et al., 2023). Since there is no study examining the studies on humor in education until 2022 in Turkey, it is thought that this study will contribute to the literature.

The aim of this study is to examine the postgraduate theses on humor completed in the field of education in Turkey between 2000 and 2022. In line with this purpose, answers to the following questions were sought:

What is the distribution of the postgraduate theses on humor completed between 2000-2022 in the field of education in Turkey according to their types, years, universities, institutes?

What is the distribution of postgraduate theses on humor completed between 2000-2022 in the field of education in Turkey according to the research model, sample group, sample size, data collection tools used?

What are the results of humor-related postgraduate theses completed between 2000-2022 in the field of education in Turkey?

METHOD

This study, which aims to examine the postgraduate theses on humor completed in the field of education in Turkey between 2000 and 2022, is a descriptive study designed using document analysis. In the document analysis method, it is necessary to access documents suitable for the purpose within a certain plan, to control the documents accessed and to analyze them in appropriate methods (Sak et al., 2021). In this study, postgraduate theses related to humor in the field of education were taken as documents, checked and analyzed with appropriate methods. In the study, document analysis was carried out in the way Merriam (2009) stages as (1) finding appropriate documents, (2) checking the originality of the documents, (3) creating a systematic for coding and cataloging, and (4) data analysis (content analysis).

Study Group

The study group of the research consists of 97 postgraduate theses on humor in the field of education completed between 2000-2022 in the National Thesis Center of the Council of Higher Education. The study group of the research was selected by purposive sampling method. Purposive sampling method is classified according to the method of forming the sample (Yıldırım & Şimşek, 2013). First of all, as suggested by Merriam (2009), (1) finding appropriate documents and (2) checking the originality of the documents were carried out. For this purpose, the "Advanced Search" option on website of the National Thesis Center (<https://tez.yok.gov.tr/UlusalTezMerkezi/>) was selected. "Humor" was written in the "Terms(s) to be searched" section, "title" was selected in the "search field " section, "includes" was selected in the "search as" section, and the years "2000"- "2022" were written as the year. As a result of the search, 473 records were found. Then, filtering was made by typing "education and training" in the "subject" section on the screen where these records were shown and 101 theses were reached. 1 thesis was not included in the study group because it was in French, 1 thesis was not a research study, and 2 theses could not be reached in their entirety. Thus, a total of 97 graduate theses were identified and the study group was formed.

Data Collection Tool

In the study, the "humor studies evaluation form" created by the researcher was used as a data collection tool. While developing the evaluation form, the purpose of the study and the classifications in similar studies (Can Yaşar & Aral, 2011; Çopur & Tezel Şahin, 2022; Gülay Ogelman & Güngör, 2022; Tutkun et al., 2022) were taken into consideration. The evaluation form includes sections on the name of the thesis, thesis number, author name, type of thesis, year of completion, university, institute, research design, sample group, measurement tools and research results. This form facilitated the realization of Merriam (2009)'s (3) step of creating a systematic for coding and cataloging.

Data Collection Process

The data of the study were collected by scanning the graduate theses on the national thesis center (<https://tez.yok.gov.tr/UlusalTezMerkezi/>) page on the official website between February 2023 and March 2023 in accordance with the purpose of the study. After the theses that were decided to be included in the study group were determined, all theses were coded as T1-T97 and saved in the folder created in Google Drive.

Data Analysis

The data of the study were analyzed by descriptive content analysis method. Descriptive content analysis is defined as systematic studies in which qualitative and quantitative studies on any subject are included in the research and the results are evaluated descriptively and the general trend is determined (Lin et al., 2014). With descriptive content analysis, qualitative and quantitative studies conducted independently are examined to show

what the general trend is for researchers who study and want to study in the relevant field (Cohen et al., 2007; Selçuk et al., 2014). The theses in the study group were examined in detail and a "humor studies evaluation form" was filled out for each thesis. All of the information in the form was entered into the E-tables created on Google. The information in each form was entered into a row in the table. Thus, all the information belonging to a thesis was included in each row. Then, the information in the column expressing each variable in this spreadsheet was coded by the researcher and an independent coder with a Phd. level in the field of Preschool Education. The agreement between the coders was calculated using Miles and Huberman's (1994) reliability formula. The agreement between coders was calculated as $873 / 873 + 15 \times 100 = 98\%$. All coding was done and tables with frequency-percentage values for each variable were created. Ültay et al. (2021) stated that descriptive content analysis studies can include graphs that are more visually effective. In this study, tables were converted into graphs in order to present the findings more effectively. Thus, Merriam (2009)'s (4) stage of data analysis (content analysis) was completed.

FINDINGS

In this section, the findings obtained as a result of the data analysis are presented in the order of the research questions.

The distribution of postgraduate theses on humor in the field of education according to their types is given in Figure 1.

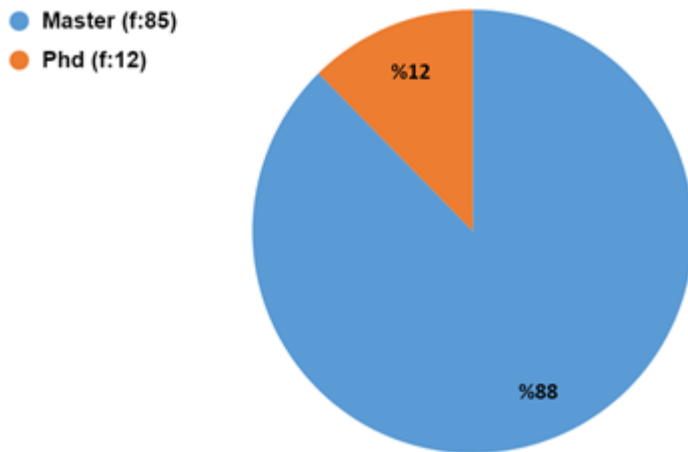


Figure 1. Distribution of Theses by Type

Figure 1 shows that 88% of the postgraduate theses on humor in the field of education are master's theses and 12% are doctoral theses.

Distribution of postgraduate theses on humor in the field of education according to years is given in Figure 2.

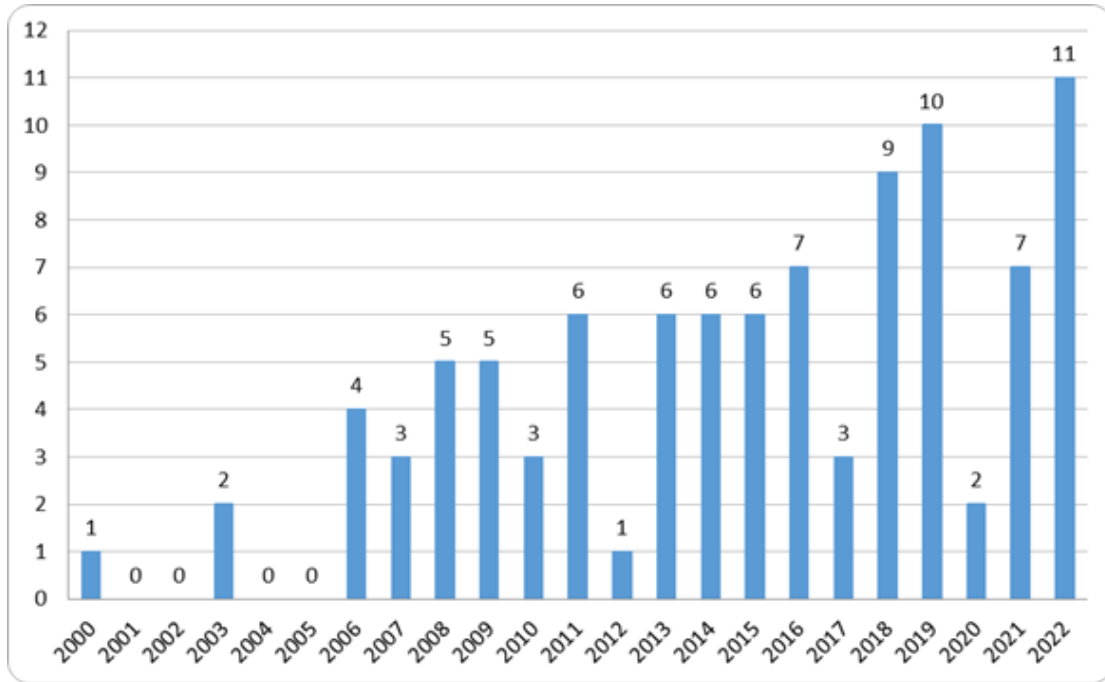


Figure 2. Distribution of Theses by Years

In Figure 2, it is seen that the most graduate theses on humor in the field of education were completed in 2022 (f:11); 2019 (f:10) and 2018 (f:9). In 2001, 2002, 2004 and 2005, there were no graduate theses completed. The distribution of postgraduate theses on humor in the field of education according to universities is given in Figure 3.

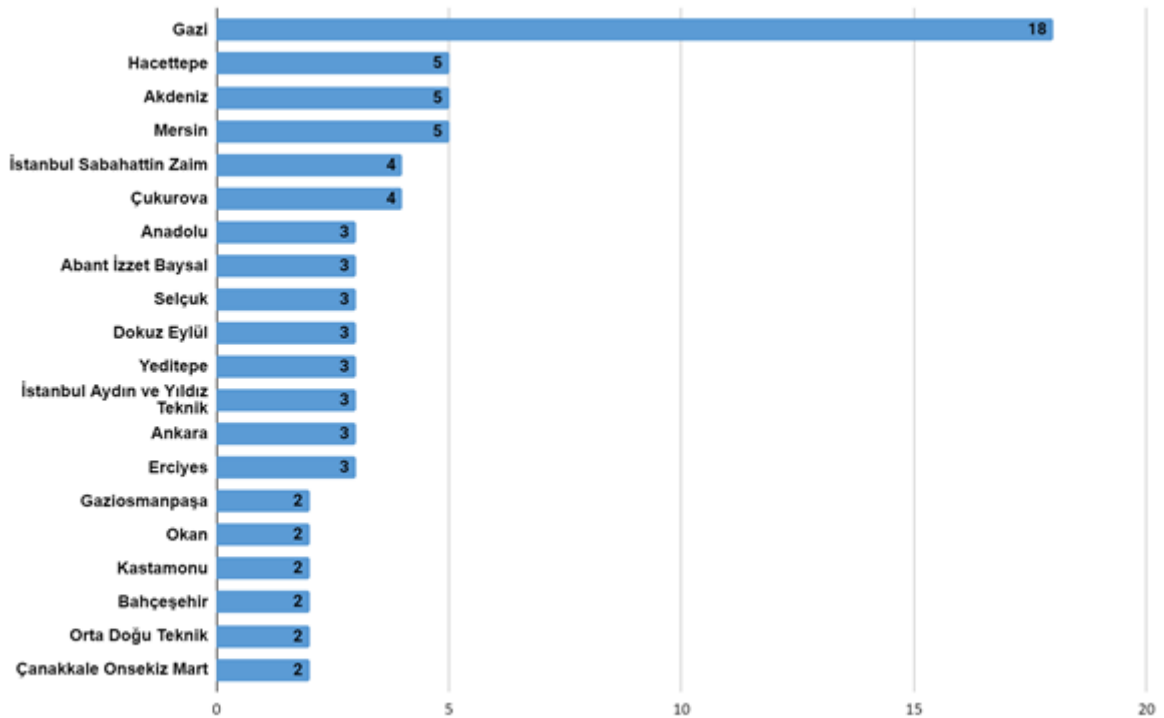


Figure 3. Distribution of Theses by Universities

Universities with 2 or more postgraduate theses are shown in Figure 3. It is seen that most of the postgraduate theses on humor in the field of education were conducted at Gazi University (f:18), Hacettepe University (f:5), Akdeniz University (f:5) and Mersin University (f:5).

The universities that are not included in the graph and where 1 graduate thesis was completed are Adnan Menderes, Afyon Kocatepe, Ağrı, Atatürk, Bursa Uludağ, İstanbul, İstanbul Aydın, İzmir Demokrasi, Kahramanmaraş Sütçü İmam, Karadeniz Technical, Kırşehir Ahi Evran, KTO Karatay, Maltepe, Sakarya, Trabzon, Üsküdar, Yıldız Technical, Yüzüncü Yıl, Zonguldak Karaelmas Universities.

The distribution of postgraduate theses on humor in the field of education according to institutes is given in Figure 4.

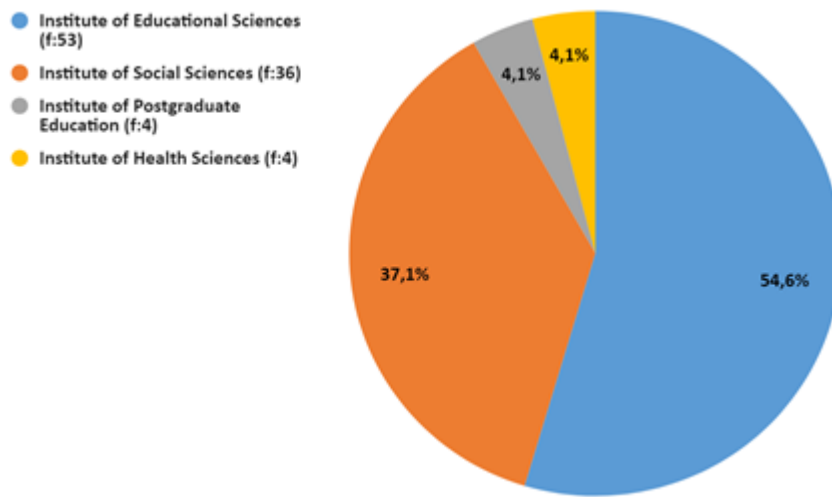


Figure 4. Distribution of Theses by Institutes

In Figure 4, it is seen that most of the postgraduate theses on humor in the field of education were conducted in Educational Sciences (f:53) and Social Sciences (f:36) institutes.

The distribution of postgraduate theses on humor in the field of education according to the research model is given in Figure 5.

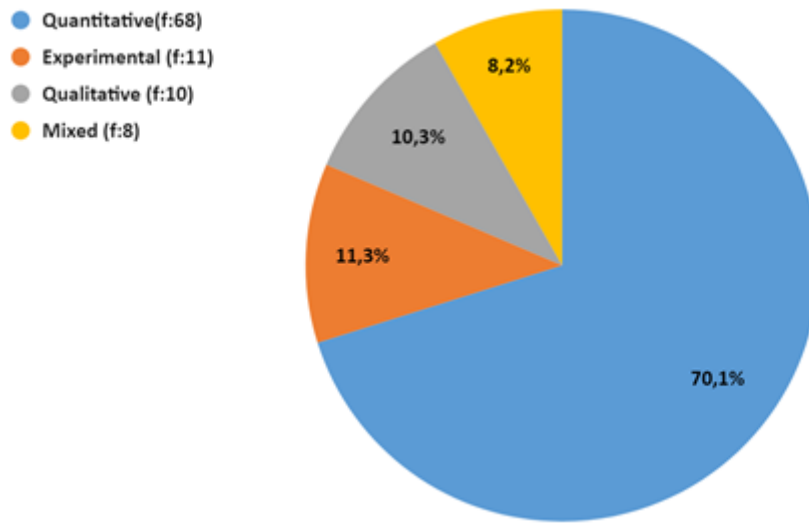


Figure 5. Distribution of Theses According to Research Model

Figure 5. shows that most of the postgraduate theses on humor in the field of education were conducted in quantitative design (%70,1) an experimental design (%11,3).

The research models of the postgraduate theses on humor in the field of education are given in Figure 6.

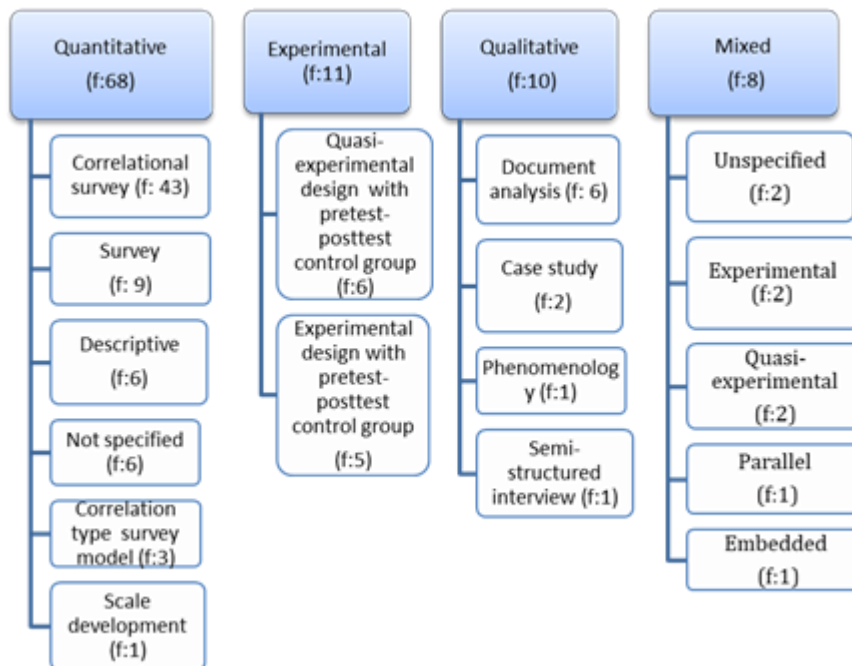


Figure 6. Research Models of Theses

Figure 6 shows that the most commonly used research method is the relational survey method (f:43). It is noteworthy that some research methods (e.g. action research, grounded theory, etc.) were not used in any postgraduate thesis. In some studies, it is seen that the research model is not specified.

The sample groups of the postgraduate theses on humor in the field of education are given in Figure 7.

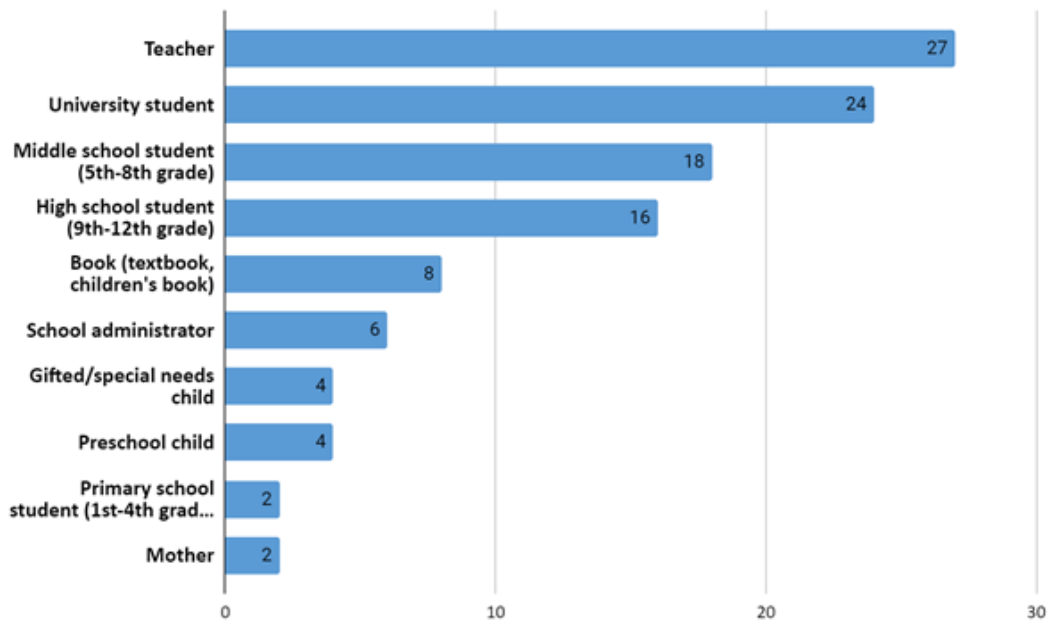


Figure 7. Sample Groups of Theses

Figure 7 shows that teachers (f:27), university students (f:24), secondary school students (f:18) and middle school students (f:16) were the most frequently studied group in graduate theses on humor in education. The least studied groups were mothers (f:2), primary school students (f:2), preschool children (f:4) and gifted/special needs children (f:4).

The distribution of postgraduate theses on humor in the field of education according to the type of data collection tools used is given in Figure 8.

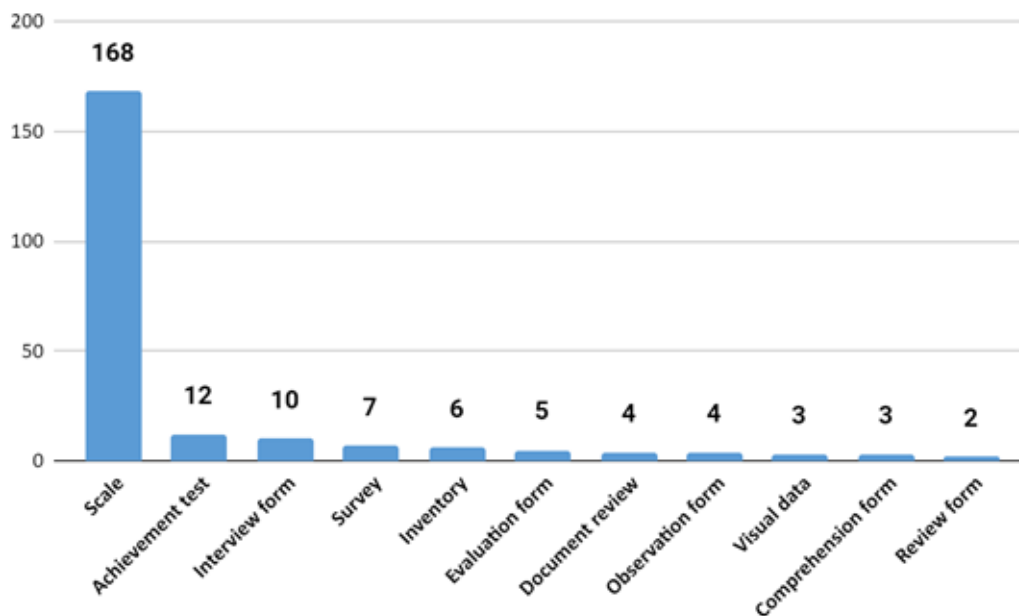


Figure 8. Distribution of Data Collection Tools Used in Theses

Figure 8 shows that scales(f:168) are mostly used as data collection tools in postgraduate theses on humor in the field of education. This was followed by achievement tests (f: 12), interviw forms (f:10) and surveys (f:7).

The distribution of postgraduate theses on humor in the field of education according to the number of data collection tools used is given in Figure 9.

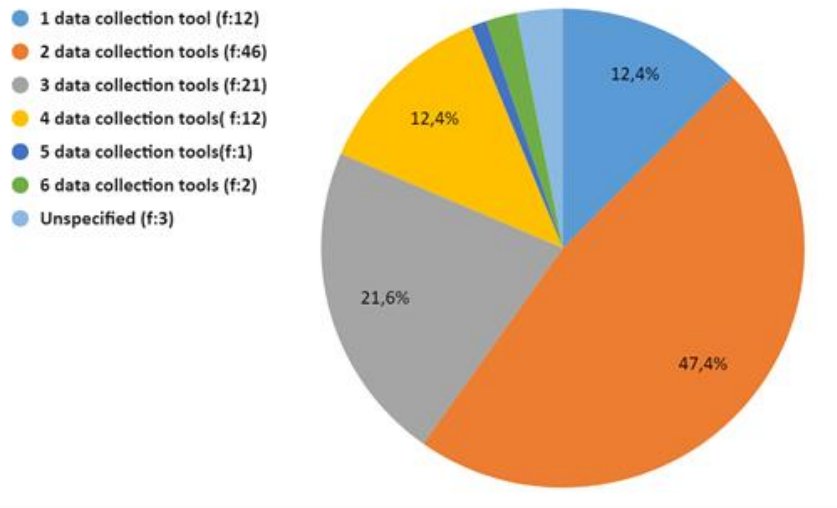


Figure 9. Distribution of Theses According to the Number of Data Collection Tools Used

Figure 9 shows that approximately half (47.4%) of the postgraduate theses on humor in education used 2 data collection tools.

The distribution of quantitative data collection tools used in graduate theses on humor is given in Figure 10.

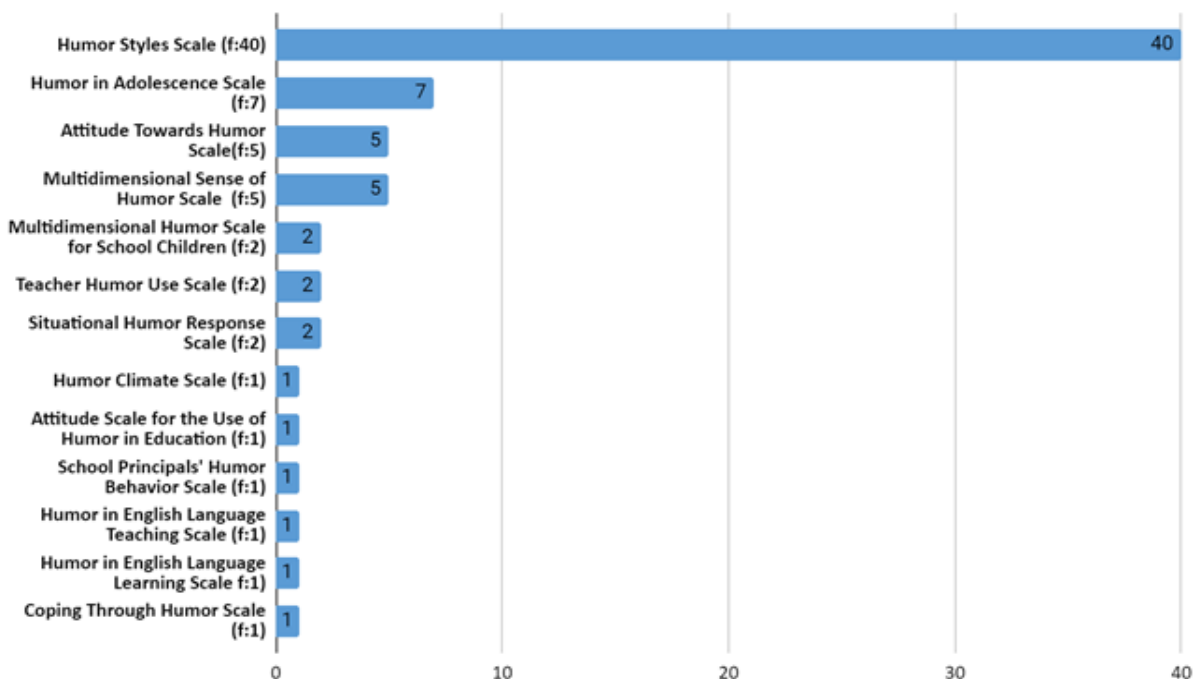


Figure 10. Quantitative Data Collection Tools Used in Theses on Humor

Figure 10 shows that the most used quantitative data collection tool in theses on humor in the field of education is the Humor Styles Scale (f:40).

The distribution of qualitative data collection tools used in graduate theses on humor is given in Figure 11.

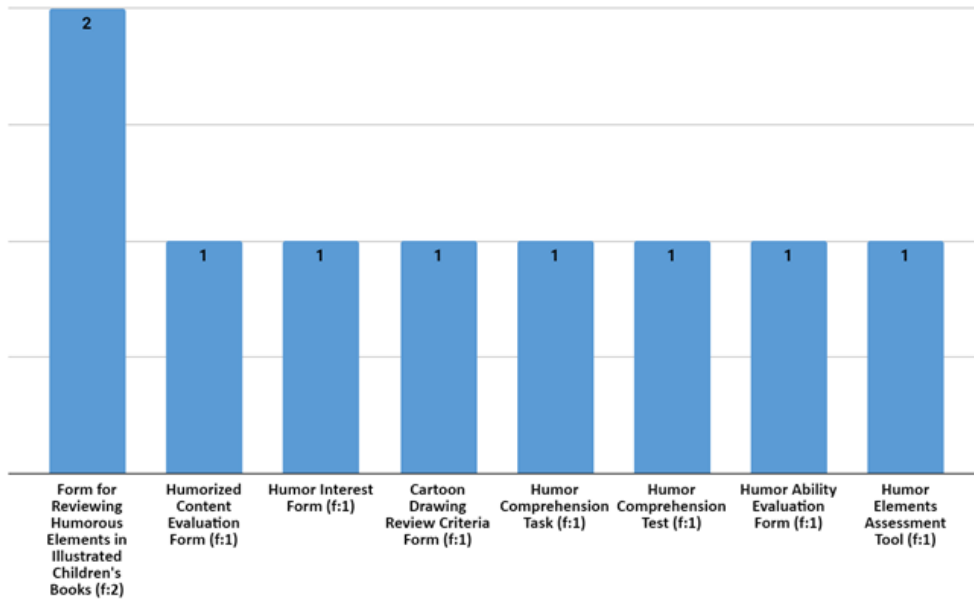


Figure 11. Qualitative Data Collection Tools Used in Theses on Humor

Figure 11 shows that the qualitative data collection tools related to humor used in graduate theses are limited.

The results of the postgraduate theses on humor in the field of education; a. the results of the studies on the effects of using humor in education, b. the results of the studies on the examination of children's books and textbooks c. the results of the studies conducted with school administrators d. the results of the studies conducted with teachers e. Results of studies conducted with university students f. Results of studies conducted with children (pre-school-high school) were analyzed separately. When the findings obtained for demographic variables differed in the theses, they were not discussed. The general results of the studies were analyzed and combined to provide a general framework for researchers and educators. The findings obtained from the examination of the results of the theses in the study group are presented in Figure 12.

<p>in studies on the effects of using humor in education, it was determined that humor contributed to</p>	<p>children's resilience skills</p> <p>children's use of humor</p> <p>motivation academic achievement</p> <p>critical and innovative thinking</p> <p>expression (speaking-writing) skills</p> <p>Attitudes towards courses</p>
<p>In the studies on the examination of children's books and textbooks, it was determined that</p>	<p>the books contain humor elements</p> <p>the books mostly contain content related to the theory of incompatibility and superiority</p> <p>humorous elements suitable for the humor development of visual and preschool children were included in illustrated children's books.</p>
<p>In the studies conducted with school administrators, it was determined that</p>	<p>school administrators have a positive humor style (participatory and self-improving)</p> <p>having a positive humor style of school administrators has an effect on school climate, conflict resolution, motivation of teachers and job satisfaction</p> <p>use of sarcastic and rejecting humor by school administrators causes stress in teachers</p> <p>and that as the creativity behaviors of school administrators increase, their understanding of humor also increases.</p>
<p>In the studies conducted with teachers, it was determined that</p>	<p>they have a positive attitude towards humor</p> <p>they consider humor necessary</p> <p>they have a positive humor (participatory and self-developing) style</p> <p>positive humor and attitude towards humor are positively related, positive humor positively affects the classroom atmosphere, and teachers' professional burnout decreases as humor use increases.</p>
<p>In studies conducted with university students, it has been found that</p>	<p>they have positive humor (participatory and self-developing) style</p> <p>there is a significant positive relationship between positive humor style and communication skills, competence levels to work independently and take responsibility, and skills to cope with stress</p> <p>as humor use increases, hopelessness, stress, anxiety and depression decrease.</p>

Figure 12. Result of Theses

In the studies conducted with children (pre-school-high school), it was found that	they had a positive humor style (participatory and self-improving),
	positive humor style was associated with self-perception, emotional intelligence, effective problem solving skills, cognitive flexibility and life satisfaction,
	and there was a positive significant relationship between the ability to produce humor and intelligence level
	There was a positive significant relationship between friendship relationship and sense of humor
	With the increase in class level and children feeling free, humor scores also increased,
	It was found that children produced humor based on the concept of inconsistency / incompatibility in humor production,
	there was a significant relationship between problem solving skills and humor comprehension and humor laughter scores,
	there was a significant relationship between humor comprehension scores and humor laughter scores.
	there was no significant difference between the scores obtained from the humor scale of children attending science and art centers and children attending primary schools
	There was no relationship between perfectionism and humor feelings.

Figure 12. Continuation Of The Figure 12

CONCLUSION and DISCUSSION

In this study, which was conducted to examine the postgraduate theses on humor completed in the field of education in Turkey between 2000 and 2022, 97 postgraduate theses were examined. Considering that 23 years of postgraduate studies were examined, it can be said that the number of theses is quite low. Similarly, Çakıroğlu and Erdoğan (2016) examined 50 articles and theses and found that the number of theses on humor in the field of education is not very high. Teslon (1995), in his study titled "Humor me: A call for research", summarized the studies on humor, humor theories, stated that the effects of using humor in the classroom and other environments are under-researched and invited researchers to study humor. Considering the results of this study, it is possible to say that this invitation is still valid for researchers.

As a result of the research, it was determined that 88% of the postgraduate theses examined were master's theses and 12% were doctoral theses. It is thought that the fact that master's theses are more than doctoral theses is due to the fact that master's programs in the field of education are more than doctoral programs. This result is expected and similar to the results of other studies. Şahin et al. (2013) similarly found that master's theses were more than doctoral theses in a study examining postgraduate theses in the department of classroom

teaching. Koç (2016) examined the postgraduate theses on the evaluation of primary education programs and found that most of the theses were at the master's level.

As a result of the research, it was found that the most graduate theses on humor were completed in 2022 (f: 11); 2019 (f: 10) and 2018 (f: 9). In 2001, 2002, 2004 and 2005, it was observed that there were no graduate theses completed. It can be said that the theses have partially increased over the years, but this increase was not observed in the theses completed in 2020 and 2021. This may be due to the fact that the first Covid-19 case was seen in our country in March 2020 and with the transition to distance education, the studies focused on the field of education have focused on different areas. Kaçaroğlu (2022) conducted a content analysis of master's theses published in the field of education during the Covid-19 pandemic in 2020-2021 and found that distance education practices were mostly addressed as a problem situation in theses. In this respect, humor may not have been included in studies on education in these years.

It was determined that most of the postgraduate theses on humor in the field of education were conducted at Gazi University (f:18), Hacettepe University (f:5), Akdeniz University (f:5) and Mersin University (f:5). It is seen that the universities with the highest number of theses are state universities located in big cities. Founded in 1926 (<https://gazi.edu.tr/>), Gazi University may have been the university where the most theses were produced because it is one of the oldest and well-established universities and has a high number of faculty members and graduate programs. Similarly, Gülay Ogelman & Güngör (2022) examined the theses on peer relations in preschool period and found that Gazi University (f:13) was the university where the most thesis studies were conducted. In Kaçaroğlu's (2022) study, it was determined that Gazi University was the university that published the most master's theses in the field of education during the Covid-19 pandemic process.

It is seen that most of the postgraduate theses on humor in the field of education were carried out in quantitative design (f: 68). Similar results to this finding were obtained in studies examining postgraduate theses in the field of education. Tavşancıl et al. (2010) examined the postgraduate theses completed in educational sciences institutes between 2000-2008 and found that the theses were mostly conducted in quantitative and survey design. Akkaş Baysal & Kirat (2022) examined master's theses in the field of curriculum and instruction and found that quantitative research methods were more preferred.

As a result of the research, the most commonly used research method in theses is the relational survey method (f:43). In Alagöz et al.'s (2021) study examining the postgraduate theses on attention deficit and hyperactivity disorder in Turkey, it was determined that the quantitative method (97.33%) and the relational model (29.53%) were mostly used in the theses. Karadağ (2010) also determined that one of the most frequently used models was the relational survey model (12.2%) in his study to determine the quality levels of the research models used in doctoral dissertations in the field of educational sciences in Turkey. As a result of this study, it was determined that some research methods used in qualitative studies (e.g. action research, grounded theory, etc.) were not used in any postgraduate thesis. Similarly, in Karadağ's (2010) study, it was determined that few researchers

conducted their studies using qualitative research models. As a result of this study, it was determined that the research method of the researchers was not specified in some theses. It can be said that this situation is due to the fact that the researchers do not have sufficient knowledge about the research model.

As a result of the research, it was determined that in the postgraduate theses on humor in the field of education, teachers (f:27), university students (f:24), secondary school students (f:18) and secondary school students (f:16) were studied the most. The least studied groups were mothers (f:2), primary school students (f:2), preschool children (f:4) and gifted/special needs children (f:4). This result shows that there are fewer studies conducted with young children (preschool and primary school). It can be said that the researchers acted on the idea that it is easier and more practical to collect data with adults. Similar to the findings of this study, Eskici & Çayak (2017) examined the master's theses conducted in the department of educational sciences and found that most of the data were obtained from teachers. Tutkun et al. (2022) examined the research on self-regulation in Turkey and found that university students were mostly preferred as the sample group.

It is seen that scales are mostly used as data collection tools in postgraduate theses on humor in the field of education. It is seen that the most used quantitative data collection tool in the theses on humor in the field of education is the Humor Styles Scale (f:40). "Humor Styles Scale" is a 32-item scale developed by Martin et al. (2003) in order to measure individual differences in the daily use of humor, scored on a Likert scale of 1-7. Its adaptation into Turkish was conducted by Yerlikaya (2003). It consists of 4 subscales: "Participatory humor", "Self-enhancing humor", "Aggressive humor" and "Self-destructive humor". There is sufficient evidence that the scale is valid and reliable (Yerlikaya, 2003). Since the scale is a reliable and valid measurement tool and the number of items provides ease of application, it may be the most used measurement tool in theses. However, apart from humor styles, it is thought that the use of humor in education, attitude towards humor and sense of humor are as worthy of research as humor styles and are important in terms of diversifying humor research. As a result of the research, it was determined that the qualitative data collection tools used in humor studies are limited. It can be said that this situation prevents the collection of qualitative data, limits the studies and makes it difficult to conduct studies with preschool and primary school children, as revealed in the results of this study.

As a result, it was determined that most of the postgraduate theses on humor in education were at the master's level, were carried out in the relational survey method, most of the data were collected using scales, and the most studied groups were teachers and university students. The number of humor studies should be increased and the studies should be enriched by using different data collection methods and working with different groups.

SUGGESTIONS

In this study, it was determined that the number of doctoral dissertations on humor in education is low. More doctoral dissertations can be realized by increasing the number of doctoral programs.

Since it is determined that the number of postgraduate theses on humor in the field of education is low, it can be ensured to increase the number of studies on humor by working interdisciplinary.

Since it is seen that the measurement tools for collecting qualitative data used in theses are limited, it can be suggested to develop measurement tools for this purpose.

Since it was determined that there are few studies conducted with preschool and primary school children and gifted/special needs children, researchers can conduct studies with children in this period.

Since it is seen in the theses examined that the inclusion of positive humor in education programs and school management leads to positive results in every dimension, it can be recommended that school administrators and educators include humor in schools.

In this study, only graduate theses were examined. Similar studies can be conducted in which articles in the field of humor in education are examined.

ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the authors for any violations that may arise regarding the article. Since this study examined theses that are open to the public and no procedures were performed on any living creature, ethics committee permission was not required.

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