

## **The scale development of sense of humor for private college students**

**Abstract.** Humor is a kind of interpersonal communication mode, which is a kind of indirect implication, relaxed and pleasant, the way of making fun of euphemism to convey some information, making people laughed in some inspiration. The personality of modern college student is distinct. In interpersonal relationships they tend to perform more maverick, so they often product conflict, embarrassing situation. Developing college students' sense of humor measurement can understand their sense of humor and consequently we can have a guide for quality of education for teachers to enhance students' ability of interpersonal communication, helping them integrating into the community faster and more harmonious. Through the research, the findings show that 1) the students with strong sense of humor will externalize their sense of humor into habitual behaviors, thus affecting the surrounding colleagues and the environment; and 2) the students will get benefits from group activities or social life. This has greatly enhanced the social adaptability of students and it's instructive for the work of the school's teaching assistants. **Keywords:** sense of humor, college student, interpersonal communication

### **Introduction**

In the process of rapid urbanization and industrialization in China, there is a trend of high level, diversified types and deepening professionalism in the demand for technical application-oriented talents. In this context, a number of applied undergraduate universities emerged and became an important part of education. Application-oriented undergraduate colleges cultivate application-oriented talents, that is, a special type of talents who can apply professional knowledge and skills to the professional social practice they are engaged in. Therefore, this requires college students of applied undergraduate colleges and universities to the traditional undergraduate colleges and universities students than ever before in such aspects as social practicality, interpersonal communication and interaction with higher ability and quality.[1]The sense of humor, as an individual's habitual behavior, experience, emotion, attitude and ability in daily activities, is an important psychological quality and positive emotional experience. According to the social theory of humor, individuals with a sense of humor perform much better in communication and social adaptation than those without a sense of humor.[2]

According to the social theory of humor and the function of humor, scholars define humor in two ways[3,4]:

- (1) Humor is a way of interpersonal communication, people communicate in a way that is a game, its purpose is to create joy and laughter within the group, alleviate the interpersonal tensions, amuse others, enhance interpersonal relationships.
- (2) Humor is a kind of interpersonal communication, which conveys certain information in an indirect, implicit, light-hearted and euphemistic way, so that people can have some inspiration in laughter. As humor with the method of disorder, and contains multi-layer meaning, so humor in those with

serious, direct way will produce a confrontation, embarrassment, or other risky situations (such as conflict, criticism, etc.) is particularly appropriate.

At present, scholars have developed some humor scales, but the existing humor scales have a large overlap and crossover. And sense of humor is closely related to factors such as environment and language. The former sense of humor scale has some defects in measuring the sense of humor of applied undergraduates under the new situation.[5] Therefore this study based on applied undergraduate students, compile an applicable to private scale applied undergraduate college students' sense of humour, so as to lay a foundation for further research on the relationship between individual sense of humor, learning effect and employment difficulty.

## Research methods

### 2.1. Preparation of scale

Selecting 30 students from the departments of accounting, engineering and business of an application-oriented undergraduate college for in-depth interview. The open humor questions listed were the main topic of discussion, including "What do you think is humor? "What do you think characterizes a person with a good sense of humor? "How do you feel about gaining or improving your sense of humor?" etc.

Based on the information summarized in the in-depth interviews, a final questionnaire containing 20 questions was developed on the basis of expert assessment and learning from scales prepared by the predecessors, and a total of 350 questionnaires were issued in this private applied undergraduate college, effective recovery of 291 copies (83.14%).

### 2.2. Factor analysis, reliability and validity analysis

In this study, the five constructs of sense of humour were analyzed using SPSS 20 as an exploratory factor. The maximal variation method was used as the spindle method to extract the value of the feature value of 1. The KMO value of this scale was 0.899 and the Bartlett's sphere test reached a significant level, which is suitable for factor analysis. For maximum rotation of variance, this scale does not have a common item less than 0.40 and factor load less than 0.4, therefore, according to the results of the factor analysis, all 20 questions in this scale are valid items. This scale has a total of 5 factors, each of which contains 4 questions and can explain 70.139% of the total variance.

According to the results of the factor analysis, referring to the problems involved in each factor, and combining the interviewee's description of the five traits possessed by people with a sense of humour, the five factors of this scale are named: 1. Humor Manufacturing; 2. Humor Application; 3. Humor Attitude; 4. Humor Collection; 5. Humor Imitation. The specific factor analysis results are shown in Table 2.

**Table 1.** Reliability Factor of the Questionnaire.

	Humor manufacturing	Humor application	Humor attitude	Humor collection	Humor imitation
Cronbach's $\alpha$	0.793	0.767	0.810	0.795	0.777

The reliability and validity of the five factors of the scale were analyzed. The specific results are shown in Table 1 and Table 2. The alpha coefficient of the five dimensions of the questionnaire is above 0.60, which has reached an acceptable level, indicating that there are high internal consistency among the questions at each level of the questionnaire and the reliability index is good. A good questionnaire structure requires that the correlation coefficient between the dimensions be between 0.1 and 0.6. As can be seen from Table 2, all dimensions of the questionnaire satisfy this requirement, indicating that the questionnaire has good validity.

**Table 2.** Correlation coefficient matrix of the questionnaire.

	Humor manufacturing	Humor application	Humor attitude	Humor collection	Humor imitation
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Humor manufacturing	1.000				
Humor application	.561	1.000			
Humor attitude	.418	.572	1.000		
Humor collection	.426	.458	.369	1.000	
Humor imitation	.495	.538	.394	.618	1.000

### 2.3. Confirmatory factor analysis

Based on the results of the exploratory factor analysis, AMOS 20 statistical software was used for confirmatory factor analysis to verify the correctness of the theoretical or conceived model. The specific model and factor analysis tables are shown in Figure 1 and Table 3. In terms of the fitting index,  $X^2$ , df, GFI, CFI, NFI, NNFI and RMSEA were selected as criteria for evaluating the degree of fit of the model. Among them, the values of GFI, CFI, NFI, and NNFI should be close to 1, but it is generally considered that the value of these three indexes is not less than 0.90, which is a good standard for model fitting. RMSEA is an indicator for measuring the difference in degree of each degree. If the value is less than 0.08, it can be considered that the model is well-fitted.

Scale factor structure model and standardized path data are shown in Figure 1, and various fitting indicators are shown in Table 3. The confirmatory factor analysis results show that the  $X^2$ /df value is 2.691, which is between 1 and 5, indicating that the model's fitness is better. At the same time, the CFI and NNFI values are all greater than 0.9, the NFI value is 0.880, and the RMSEA value is 0.072. All indicators have reached acceptable levels, indicating that the model has a good structural validity.

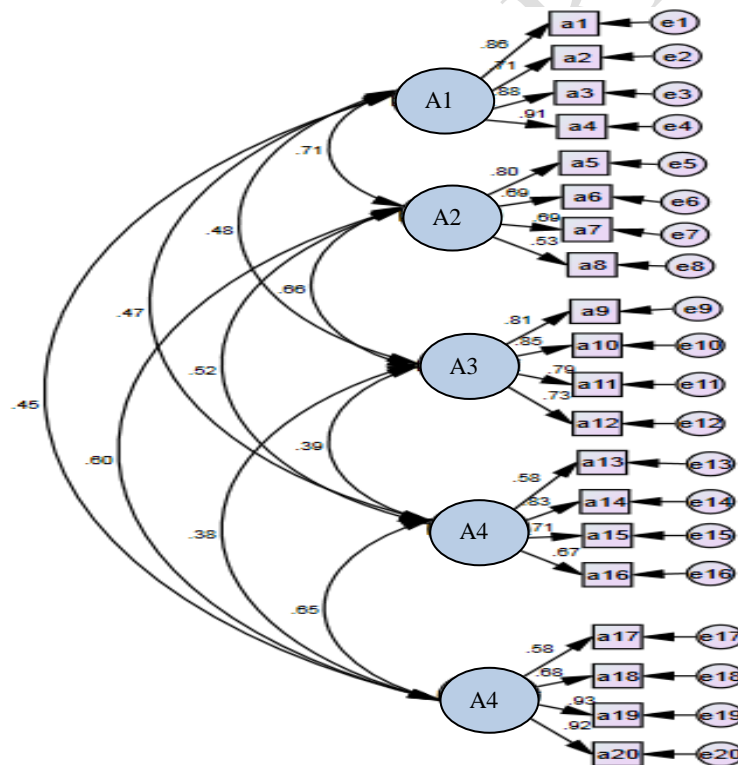


Figure 1. Humorous structural equation mode

Table 3. Confirmatory Factor Analysis of Humor

Statistical inspection	Index	Standard value	Humor	Achieved	Note
Absolute matching	$X^2$	The smaller the better	430.525	✓	
	$X^2$ /df	1~5	2.691	✓	
	GFI	<0.9	0.872		Close

	AGFI	>0.9	0.832		Close
	RMR	<0.08	0.067	✓	
	RMSEA	<0.08	0.072	✓	
Incremental matching	NFI	>0.9	0.880		Close
	NNFI(TLI)	>0.9	0.905	✓	
	CFI	>0.9	0.920	✓	
	RFI	>0.9	0.857		Close
	IFI	>0.9	0.921	✓	
Streamlining matching	PNFI	>0.5	0.741	✓	
	PGFI	>0.5	0.775	✓	

### Another section of your paper

The purpose of this paper is to conduct a preliminary discussion on the compilation of humor scales for private college students. After literature review, in-depth interviews, and data analysis, the following conclusions were obtained:

College students' perceptions and sensations of humour are multi-layered. After preliminary research, they have obtained five variables: humor manufacturing, humor application, humor attitude, humor collection, humor imitation. Sense of humor is an important interpersonal communication model for individuals, which helps the individual freshmen in the university to communicate with others and resolve unnecessary disagreements.

From daily performance of the measured students, it can be seen that students with a strong sense of humour will turn their sense of humor into habitual behaviors, which will subtly influence the atmosphere of others and the environment around them, making students active in groups or society. Benefits in life, to a large extent, make students' social adaptability enhanced, which is a guiding significance for the work of the school's teaching assistants.

Through the measurement of the sense of humor of college students, it is helpful for the teaching assistants to understand the humorous characteristics of the students and guide the students to actively and correctly treat social interpersonal relationships through specific thematic activities or psychological counseling. In summary, the college student humor scale developed in this study has good structural validity, but also has good stability and consistency, and is suitable for measuring college students' sense of humor.

The scale can also be extended to other levels of students to test the sense of humor, and in the future can further study the relationship between humor and student learning outcomes.

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