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Organizational Humor and the Affective Commitment on the Academic Constituents for Social Technology Programs

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Abstract

Aim: This study explored how organizational humor affects the affective commitment of Secondary School teachers in Dalaguete, Cebu during the school year 2018-2019.

Methodology: The study administered an adopted survey questionnaire to 300 public school teachers, with a majority being female and aged between 20-35 years old.

Results: Results showed that teachers in position 1 dominated, and most teachers and administrators had 1-10 years of teaching experience and school operation, respectively. The study found that affiliative and self-enhancing humor was high, while aggressive and self-defeating humor was low, as perceived by the teachers and administrators. Additionally, positive humor was high, and negative humor was low in the humor climate. The faculty members perceived high levels of extrinsic and intrinsic motivation, while administrators perceived high levels of both intrinsic and extrinsic motivation. The study found that faculty members had very high levels of commitment, indicated by their response to the statement, "I would be very happy to spend the rest of my career with this organization." However, they rated low in response to the statement, "I think that I could easily become as attached to another organization as I am to this one." Administrators had similar levels of commitment as faculty members. There was no significant relationship found between affective commitment and demographics, organizational humor, and motivations. However, the study concluded that positive humor and supervisors' supportive humor could impact the affective commitment of Secondary School teachers.

Conclusion: The study suggests that schools should prioritize creating a positive humor climate and supporting humor among supervisors to enhance the affective commitment of teachers.

Keywords: Organizational Humor, Affective Commitment, Secondary School Teachers, Positive Humor, Teacher Motivation

INTRODUCTION

Leaders engage in behaviors at the workplace that are intended to influence their subordinates' actions, and leadership is an interpersonal activity that has been studied extensively in the workplace. Leaders' transformational leadership style study examines one of the most commonly studied leadership behavioral styles not for its direct effects on employee effectiveness behaviors but instead for a secondary benefit that it may have. It may make the leader's use of humor more effective in motivating employees by encouraging their engagement with their work. With this, the research envisioned determined the relationship of organizational humor to the affective commitment of public secondary school teachers.

Goswami (2015) explained that leaders' use of humor is an interpersonal activity, just as the larger construct of leadership itself is. In the present study, the researcher conceptualizes leaders' humor as a relatively stable disposition or trait. When people perceive humor in another, they attribute the trait of a good sense of humor to that



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person. We posit that humor in the leader can make the subordinate experience positive emotions, which will result in a more engaged employee. There are many types of humor; however, affiliative, self-enhancing, aggressive, and self-defeating humor (Martin et al., 2015). Some of these are more positive, and some are more negative in character. The present study specifically examines positive humor as a potentially favorable leadership characteristic. Positive humor is defined as a trait or individual difference linked to attempt to amuse others with a benign and benevolent intent (Decker & Rotondo, 2015), and it can result in enjoyment in telling jokes, increasing interpersonal cohesiveness, and reducing stress (Martin et al., 2015). If it has these effects, then applied to leadership, positive humor can be an individual difference in leaders that enhances their leadership effectiveness with subordinates in the social setting of the workplace (Decker & Rotondo, 2015).

Commitment is a modest word and can become salient it's used in a relationship, leadership, and organization (Dizon & Sanchez, 2020; Sanchez, et al., 2022). Simplicity to the complexity of a thing without this commitment can become frail by any means. As a student with a lack of commitment to one's studies, parents and teachers will suffer the result of performance and the teachers to school managers as well.

Rusu (2015) reveals that organizational commitment is a necessary precondition for teachers' stability in secondary education institutions. Fostering employees' organizational commitment is considered to be the prime concern for present-day organizations to retain talented employees in a knowledge-driven economy (Neining et al., 2010). When commitment is low, the quality of work is affected, and the organization's goal of success becomes blurry. Robbins (2015) and Sanchez (2022) claim that there is much research and evidence suggesting that organizational commitment leads to success and efficiency, and the lack thereof to absenteeism, turnover, and productivity.

Like any other organizations out there, schools are one which is concerned with increasing their faculty members' organizational commitment. The question of how to build up commitment among teachers is still a problem (Celep, 2016). Lower commitment creates dilemmas that both affect badly the effectiveness of the school and cause teachers to be less successful in their professional performance or to leave the profession (Celep, 2016). In fact, statistics show that approximately one-third of new American teachers leave their positions within the first five years of teaching (Allen & Palaich, 2000). In the same way, in the Philippines, numerous Filipino teachers leave the country and teach in other countries and sometimes give up their profession for caregiver or domestic helper job (Jobo, 2009).

The concern regarding increasing organizational commitment is definitely something of utmost importance to Secondary Schools in Dalaguete, Cebu. Mandated to focus on secondary education, the schools constantly strive to perform their fourfold functions, namely, instruction, and research. Being a public school, it has its own standards to follow and maintain. Being a relative government establishment, the struggle to maintain the standards is real. It has to regularly submit itself for evaluation and audits for quality assurance. It conducts regular performance evaluations for both teaching and non-teaching employees just to make sure that performance standards are kept. And maintaining all these standards requires a strong commitment from its faculty and staff. In fact, the schools envision becoming a producer of quality students. Such bold vision can only be realized when the people in the organization are strongly committed, and all their efforts are coordinated towards that goal. Otherwise, without the commitment of everybody, the vision, mission, and goals of the Department of Education will always be something that is far from becoming a reality (Muñoz & Sanchez, 2023).

A factor that can potentially affect affective commitment that this study will consider is humor in the workplace. Several researchers have suggested that some of the benefits of humor exist in the work domain. Many studies show that humor enhances work performance (Magnus & Glew, 2014), predicts organizational citizenship behavior (Javadi



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et al., 2015), influences employees' creativity (Amjed & Tirmzi, 2016), and many other positive benefits. The lack of humor may result in boredom. And boredom can have some negative consequences like resignation or withdrawal. The presence of negative humor may also be detrimental to relationships and organizational culture (Romero & Cruthirds, 2016). According to Robert and Yan (2017), much of the evidence supporting humor's benefits has been based on case study observational data or on extrapolations from research not conducted in organizational settings.

With all these, the researcher is keenly interested at exploring the level of affective commitment of the faculty members of Secondary Schools of Dalaguete so that interventions can be designed. This can also be a useful addition to the literature on organizational behavior in the academic setting. This research will also look into the dynamics of the relationships between faculty members and how these relationships affect overall organizational commitment.

To add more empirical foundation to the effect of humor in the workplace, this study will look into the different humor styles and the humor climate experienced by faculty members of the eight Secondary Schools in Dalaguete, Cebu, and correlates it with their affective commitment. Hence, this study hypothesizes that affective commitment among teachers is affected by humor style and humor climate in the workplace.

Objective

This research determined the influence of organizational humor on the affective commitment of Secondary School teachers of Dalaguete, Cebu, during the School Year 2018-2019 basis for designing a social technology program. Specifically, it sought to answer the following sub-problems:

1. What is the profile of the respondents' group according to:
 - 1.1 age and gender;
 - 1.2 highest educational attainment;
 - 1.3 tenure;
 - 1.4 position hold or designation; and
 - 1.5 relevant trainings and seminars attended?
2. What is the level of organizational humor as perceived by the respondents as to:
 - 2.1 humor styles;
 - 2.2 humor climate; and
 - 2.3 motivation?
3. What is the level of the affective commitment of the respondent's groups?
4. Is there a significant relationship between affective commitment and;
 - 4.1 demographics;
 - 4.2 organizational humor; and
 - 4.3 motivation?
5. Based on the findings, what social technology program can be designed?



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METHODS

Research Design

This research employed a quantitative approach utilizing normative and correlational methods as a means to gather and interpret the data and findings. The researcher adopted the Humor Climate Questionnaire by Cann et al. (2014), Humor Style Questionnaire by Martin et al. (2003), and the Commitment Scale by Meyer and Allen (1991). This was administered to a total of 180 respondents who are school heads and teachers of eight secondary schools of Dalaguete, Cebu, which include Caleriohan NHS, Caliongan NHS, Mantalongon NHS, Dalaguete NHS, Dumalan NHS, Casay NHS, Cawayan NHS, and Manlapay NHS.

Procedure

In the collection of data, the researcher first asked permission to conduct the study in the eight secondary schools of Dalaguete from the Schools Divisions Superintendent. Once permission was granted, the researcher coordinated with the Public Schools District Supervisors of Dalaguete, both Dalaguete District 1 and Dalaguete District 2, for their approval and also with the eight School Heads of the Eight Secondary Schools for scheduling of the administration of the tests. During the administration, the participants were oriented as to the manner of answering the tests and the confidentiality of their responses. They were informed that their participation was of utmost importance to this endeavor but was totally voluntary also. After the participants answered the questionnaires, their responses were collected. The collected data were consolidated, organized, and analyzed to answer the problems of the study. To analyze the data, weighted mean and Pearson correlation was utilized.

To quantify the responses on the level of Affective commitment Scale, Normative Commitment Scale, Humor Style, and Humor Climate; Positive Humor, Negative Humor, Outgroup Humor, and Supervisor Support, they are to rate using a 5-point scale. The following are the corresponding descriptions.

Affective Commitment Scale

Weight	Scale	Level of Use	Description
1	1.00- 1.80	Very Low	A teacher manifests no or almost no emotional attachment to his work
2	1.81- 2.60	Low	A teacher displays low emotional attachments to his work
3	2.61- 3.40	Average	A teacher feels an average sense of belongingness to his job
4	3.41- 4.20	High	A teacher thinks that he could easily become attached to one another in a workplace
5	4.21- 5.00	Very High	A teacher has favorable feeling like he is "part of the family" in an organization

Humor Styles Questionnaire

Weight	Scale	Level of Use	Description
1	1.00- 1.80	Very Low	A teacher doesn't laugh or joke around.
2	1.81- 2.60	Low	A teacher rarely make people laugh by telling funny stories.
3	2.61- 3.40	Average	A teacher usually find things to laugh even when nobody is



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around.

4	3.41- 4.20	High	A teacher enjoys making people laugh.
5	4.21- 5.00	Very High	A teacher enjoys laughing joking a lot especially with friends.

Humor Climate Questionnaire

Positive Humor

<i>Weight</i>	<i>Scale</i>	<i>Level of Use</i>	<i>Description</i>
1	1.00- 1.80	Very Low	A teacher rarely use humor to encourage or support co-worker.
2	1.81- 2.60	Low	A teacher often use humor to encourage or support co-worker.
3	2.61- 3.40	Average	A teacher sometimes use humor to enjoy in work area.
4	3.41- 4.20	High	A teacher usually use humor to enjoy workplace.
5	4.21- 5.00	Very High	A teacher always use humor to warm the environment.

Negative Humor

<i>Weight</i>	<i>Scale</i>	<i>Level of Use</i>	<i>Description</i>
1	1.00- 1.80	Very Low	A teacher cracks joke with extra care to avoid hurting someone.
2	1.81- 2.60	Low	A teacher often use humor to intimidate others in group.
3	2.61- 3.40	Average	A teacher laughs if someone makes a mistake.
4	3.41- 4.20	High	A teacher uses humor to make others feel bad.
5	4.21- 5.00	Very High	A teacher utter humor to intimidate others.

Outgroup Humor

<i>Weight</i>	<i>Scale</i>	<i>Level of Use</i>	<i>Description</i>
1	1.00- 1.80	Very Low	A teacher jokes about management rules with workmate.
2	1.81- 2.60	Low	A teacher sometimes talk humorous things about management policies.



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3	2.61- 3.40	Average	A teacher enjoys laughing about policies they do not agree.
4	3.41- 4.20	High	A teacher keeps on enjoying laughing about mismanagement.
5	4.21- 5.00	Very High	A teacher always enjoy talking about management policy.

Supervisor Support Humor

Weight	Scale	Level of Use	Description
1	1.00- 1.80	Very Low	A teacher's supervisor believes that humor distracts getting work done.
2	1.81- 2.60	Low	A teacher believes that use of humor at work could get supervisor in trouble with.
3	2.61- 3.40	Average	A teacher's supervisor believes that work is not a place for fun.
4	3.41- 4.20	High	A teacher's supervisor expects serious atmosphere at work.
5	4.21- 5.00	Very High	A teacher's supervisor believes that humor is part of daily routine but in the right time.

RESULTS and DISCUSSION

Profile of the Respondents

The profile of the respondents includes age, gender, educational attainment, position, tenure and number of trainings/ seminars attended. Each indicator for the profile of the respondents is presented and discussed separately.

Age Profile. The age profile of the respondents was categorized into three groups. Table 1 reveals that majority of the faculty belongs to 20 – 35 years old bracket. Only few faculty respondents belong to 51-65 bracket. This means that there is a greater number of teachers who are considered in the younger age individual.



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Table 1

Profile of the Respondents

Profile	Profile of Faculty		Profile of Administrator	
	N - 187		N = 7	
	F		f	
	%		%	
Age				
20 – 35	116	62.03	2	28.57
36 – 50	59	31.55	3	42.86
51 -65	12	6.42	2	28.57
Gender				
Male	36	19.25	7	100
Female	151	80.74	0	0
Educational Attainment				
Bachelor’s degree Graduate	80	42.78	2	28.57
With Master’s Unit	98	52.41	4	57.14



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	5	2.67	0	0
Master's Degree graduate				
With Doctoral Units	4	2.14	0	0
Position				
Teacher 1	107	57.22	TIC - 3	42.85
Teacher 2	43	23.00	HT – 1	14.30
Teacher 3	34	18.10	Principal - 3	42.85
Master Teacher 1	3	1.60		
Tenure				
1 – 10 years	150	80.21	5	71.43
11 – 20 years	19	10.16	0	0
21 years and above	18	9.63	2	28.57
No. of Trainings and Seminars				
1 – 5	141	75.41	6	85.71
6 – 10	36	19.25	0	0
11 – 15	5	2.67	0	0
16 and up	5	2,67	1	14.29



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In addition, the age profile of the administrators reveals that majority of them belongs to 36 – 50 years old. This means that most of the administrators belong to mature adulthood as stated in the stages of psychosocial development by Erick Erickson.

Gender Profile. Part of Table 1 presents the gender profile of the faculty and administrator. It shows that there are more female teachers than male. This means that female teacher respondents outnumbered male teachers. It implies that there is more female individual prefer to teach than male. Moreover, the administrator respondents show that all of them are male. This means that male prefer administrative function than female. It implies that there were more male administrators in the public secondary schools in Dalaguete than female.

Educational Qualification Profile. This refers to the highest educational attainment of the faculty members and administrators. As shown in Table 1 the educational qualification of faculty members reveals that most of the faculty members have MA units. There are minimal numbers of teachers who graduated Master's degree and has doctoral unit. Further, it shows that majority of the administrators are Bachelor's degree with MA units. None of the administrators attained master's degree. This means that the administrators lacked educational qualification as revealed in the result.

Position. Position includes the different teaching positions in the Department of Education. The teacher shall hold a Teacher I position as the entry level item, and then they will undergo a process to reach Master 1. Table 1 shows the position of the faculty members in the secondary schools in Dalaguete. It reveals that teacher 1 position dominates among others while there are only few teachers holding master teacher positions. Moreover, the profile of the administrators in terms of position reveals that there is equal number of Teacher in Charge (TIC) and Principal positions. Only one (1) who was holding Head Teacher 1 position. This means that the number of administrators in the position is equally distributed.

Tenure. It shows that most of the teachers have 1- 10 years teaching experience. There is minimal number of teachers who have more than 21 years and above teaching experience. This means that teacher respondents are new to the service. Further, the length of experience of the administrators reveals that most of them have 1-10 years of experience in school operation. This means that administrators are new to the position. There is minimal number of administrators who have rendered more than 20 years in the service.

Number of Trainings and Seminars. It reflects in Table 1 that majority of the faculty members have 1 – 5 number of trainings and seminars. There are minimal number of teachers who participated 16 and up seminars and trainings. This means that teachers had less number of engagement in seminars and trainings. In addition, it reveals that majority



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of the school administrators had 1-5 trainings and seminars attended. There is only one administrator who participated in 16 and more number of trainings and seminars.

Level of Organizational Humor

Organizational humor is basically a humor which is about, takes place in, or affects organizational relations. Humors have the tendency of comic, absurd, or incongruous experiences to prompt amusement, often expressed via auditory and non-auditory behavior. This has three dimensions which include humor style, humor climate, and motivation. The level of organizational humor is determined through the perception of the faculty and administrators. This is discussed in separate table.

Humor Styles. This is one of the dimensions of organizational humor which focus on the different types such as affiliative, self-enhancing, aggressive, and self-defeating humor. Table 2 presents the dimensions of humor style as perceived by the faculty members and administrators. It shows that faculty member perceived that affiliative humor and self-enhancing humor were high and low in aggressive and self-defeating humor.

Table 2

Humor Style

Dimensions	Faculty		Administrator	
	Mean	Verbal Description	Mean	Verbal Description
Affiliative Humor	2.75	High	2.63	High
Self-Enhancing Humor	2.79	High	2.84	High
Aggressive Humor	2.24	Low	2.25	Low
Self-Defeating Humor	2.35	Low	2.39	Low



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Note: N = 194 Legend: 1.00-1.75 - Very Low, 1.76 - 2.50 – Low, 2.51-3.25 – High, 3.26 - 4.00 - Very High

In addition, administrators have similar perception with the teachers that affiliative humor and self-enhancing humor were high and low in aggressive and self-defeating humor. This means that the administrators manifest similar style with the teachers. They also make other people laugh by telling funny stories about themselves, laugh and joke a lot with their closest friends, usually don't like to tell jokes or amuse people and don't need to be around other people to feel amused however they find things to laugh about even when they were alone.

Humor Climate. This is another dimension of organizational humor which focuses on the different types such as positive humor, negative humor, outgroup humor, and supervisor's support humor. Through the perception of the faculty and administrators, the result is presented in Table 3.

Table 3

Humor Climate

Dimensions	Faculty		Administrator	
	Mean	Verbal Description	Mean	Verbal Description
Positive Humor	3.32	Very high	3.36	Very High
Negative Humor	2.30	Low	2.75	High
Outgroup Humor	2.53	High	3.07	High
Supervisor's Support Humor	2.63	High	2.21	Low

Note: N= 194 Legend: 1.00-1.75 - Very Low, 1.76 - 2.50 – Low, 2.51-3.25 – High, 3.26 - 4.00 - Very High

Table 3 shows that faculty member perceives that positive humor was very high and low in negative humor. Further, faculty members perceive low negative humor. This means that faculty members perceived that low humor in



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the working environment. They were low in using humor to their co-workers that can make someone in the group feel bad, if someone makes a mistake, they often ridicule by themselves to avoid embarrassment with their colleague.

The results further revealed that the administrators perceive that positive humor was very high and low in supervisor's support humor was low. However, administrators believe that humor was low with the superiors' support. The supervisors do not believe that humor distracts from getting work done, the use of humor at work could get someone in trouble with our supervisor, and work is not a place for joking around.

Motivation. This is another dimension of organizational humor which focuses on intrinsic and extrinsic motivation. Through the perception of the faculty and administrators, the result is presented in Table 4.

Table 4

Motivation

Dimensions	Faculty		Administrator	
	Mean	Verbal Description	Mean	Verbal Description
Intrinsic Motivation	3.04	High	3.00	High
Extrinsic Motivation	3.40	Very high	2.66	High

Note: N= 194 Legend: 1.00-1.75 - Very Low, 1.76 - 2.50 – Low, 2.51-3.25 – High, 3.26 - 4.00 - Very High

Table 4 shows the dimensions of motivation as perceive by the faculty members and administrators. It shows that faculty member perceives that extrinsic motivation is very high and high in intrinsic motivation. Further, administrators perceived that both intrinsic and extrinsic motivations were high.

Level of Affective Commitment

This is basically the positive emotional attachment of the employee to the organization (Sanchez, 2023a; Sanchez, 2023b). It is the desire of individual employee to diligently render services with passion and dedication for



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the love of the organization (Sanchez & Sarmiento, 2020). The level of affective commitment was determined through the perception of the faculty and administrators. This is discussed in Table 5.

Table 5

Level of Affective Commitment

Indicators	Faculty		Administrator	
	Mean	Verbal Description	Mean	Verbal Description
1. I would be very happy to spend the rest of my career with this organization.	3.26	Very High	3.43	Very High
2. I enjoy discussing my organization with people outside it.	2.67	High	3.00	High
3. I really feel as if this organization's problem are my own.	2.60	High	2.86	High
4. I think that I could easily become as attached to another organization as I am to this one.	2.43	Low	2.71	High
5. I do not feel like 'part of the family' at my organization.	3.08	High	3.00	High
6. I do not feel 'emotionally attached' to this organization.	3.02	High	3.00	High



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7. this organization has a great deal of personal meaning for me.	2.95	High	3.00	High
8. I do not feel a strong sense of belonging to my organization. ®	3.03	High	3.14	High
Grand Mean	2.86	High	3.02	High

Note: N= 194 Legend: 1.00-1.75 - Very Low, 1.76 - 2.50 – Low, 2.51-3.25 – High, 3. 26 - 4.00 - Very High

Table 5 reflects the level of commitment of the faculty and administrators in an organization. It shows that faculty members have very high perception in the statement "I would be very happy to spend the rest of my career with this organization". They rated low in the statement "I think that I could easily become as attached to another organization as I am to this one". This means that teachers were very happy to spend the rest of their career in an organization and emotionally attached to the current organization where they were working. It implies that the teachers are glad and contented to the organization they are presently working with because of the leader and co-workers who are cooperative, friendly and humorous which create a positive working environment. It is very important to work with people who shared with the same horizon because you can reach farther destination.

On the other hand, the administrators perceived similar statement with the faculty that "I would be very happy to spend the rest of my career with this organization" which rated very high. They considered low indicator in the statement "I think that I could easily become as attached to another organization as I am to this one" which rated high. This means that the administrators were happy and contented engaging themselves in the organization through service to the people. They were emotionally attached to the work, people and organization.

Both faculty members and administrators have similar perception on the level of affective commitment. They were actually happy working and would spend the rest of their career in the organization.

Relationship between Demographic and Affective Commitment

The significant relationship between the variables is tested at 0.05 level of significance. The demographic profiles in terms of age, gender, highest educational attainment, position, tenure, and seminars and trainings are correlated with the affective commitment. The result is presented in Table 6.



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Table 6

Relationship Between Demographic and Affective Commitment

Demographic	Correlation	p - value	Decision	Interpretation
Age	$r = 0.67$	0.356	Accept H_0	Not Significant
Gender	$\chi^2 = 0.554$	0.758	Accept H_0	Not Significant
Highest Educational Attainment	$p = -0.026$	0.721	Accept H_0	Not Significant
Position (Faculty)	$p = -0.035$	0.637	Accept H_0	Not Significant
(Administrator)	$p = 0.080$	0.865	Accept H_0	Not Significant
Tenure	$r = -0.117$	0.104	Accept H_0	Not Significant
Seminars and Training Attended	$r = -0.104$	0.149	Accept H_0	Not Significant

Table 6 displays the data on the relationship between demographic and affective commitment as perceived by faculty and administrators. The discussion of the results is presented separately.

Age and Affective Commitment. It was revealed that the p-value of 0.356 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between age and affective commitment. The age of the respondents is not associated with affective commitment. Regardless of the age category of the teachers and administrators, they are emotionally committed to the organization they are working with.



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Gender and Affective Commitment. It was found out that the p-value of 0.758 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant difference between gender and affective commitment. The gender profile of the respondents is not different in terms of affective commitment. Both male and female teachers and administrators are emotionally committed to the organization they are working with because they enjoy working with their colleagues in the vineyard of education.

Educational Attainment and Affective Commitment. It was revealed that the p-value of 0.721 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between educational attainment and affective commitment. Educational attainment of the respondents is not associated with affective commitment. Regardless of the educational attainment of the teachers and administrators, they are emotionally committed to the organization they are working with.

Position and Affective Commitment. It was revealed that the p-values of 0.637 and 0.865 for faculty and administrator are greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between position of the faculty and administrator and affective commitment. The position of the respondents is not associated with affective commitment. Regardless of the position of the teachers and administrators, they are emotionally committed to the organization they are working with (Sanchez, Sanchez & Sanchez, 2023).

Tenure and Affective Commitment. It was revealed that the p-value of 0.104 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between tenure and affective commitment. The tenure of the respondents is not associated with affective commitment. Regardless of their tenure of the teachers and administrators, they are emotionally committed to the organization they are working with.

Seminars and Training and Affective Commitment. It was revealed that the p-value of 0.149 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between seminars and training and affective commitment. Seminars and training of the respondents are not associated with affective commitment. Regardless of the trainings acquired by the teachers and administrators, they are emotionally committed to the organization they are working with.

Relationship between Organizational Humor and Affective Commitment

The significant relationship between the variables was tested at 0.05 level of significance. The organizational humor in terms of humor style and humor climate were correlated with the affective commitment. The result is presented in Table 7.



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Table 7

Relationship Between Organizational Humor and Affective Commitment

Organizational Humor	r-value	p-value	Decision	Interpretation
Humor Style				
Affective Humor	0.112	0.120	Accept H ₀	Not Significant
Self-Enhancing Humor	0.119	0.098	Accept H ₀	Not Significant
Aggressive Humor	-0.137	0.058	Accept H ₀	Not Significant
Self- Defeating	0.007	0.922	Accept H ₀	Not Significant
Humor Climate				
Positive Humor	0.229	0.001	Reject H ₀	Significant
Negative Humor	-0.081	0.260	Accept H ₀	Not Significant
Outgroup Humor	-0.003	0.969	Accept H ₀	Not Significant
Supervisor's Support	0.142	0.048	Reject H ₀	Significant



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Table 7 presents the statistical results on the relationship between organizational humor and affective commitment as perceived by faculty and administrators. The discussion of the results is presented separately.

Affective Humor and Affective Commitment. It was revealed that the p-value of 0.120 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between affective humor and affective commitment. Affective humor is not associated with affective commitment. The affective humor does not affect affective commitment. Teachers who are passionate are not affected with affective humor.

Self-enhancing Humor and Affective Commitment. It was revealed that the p-value of 0.098 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between self-enhancing humor and affective commitment. Self-enhancing humor is not associated with affective commitment. The affective commitment of the teacher is not affected with negative emotions and other negative vibes.

Aggressive Humor and Affective Commitment. It was revealed that the p-value of 0.058 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between aggressive humor and affective commitment. Aggressive humor is not associated with affective commitment. Teachers are not affected with the negativity of the people that surround them. Their true commitment to the organization is real.

Self-defeating Humor and Affective Commitment. It was revealed that the p-value of 0.992 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between self-defeating humor and affective commitment. Self-defeating humor is not associated with affective commitment.

Positive Humor and Affective Commitment. It was revealed that the p-value of 0.001 is less than the level of significance of 0.05 therefore, the null hypothesis was rejected. This means that there was a significant relationship between positive humor and affective commitment. Positive humor is associated with affective commitment.

Negative Humor and Affective Commitment. It was revealed that the p-value of 0.260 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between negative humor and affective commitment. Negative humor is not associated with affective commitment.

Outgroup Humor and Affective Commitment. It was revealed that the p-value of 0.969 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between outgroup humor and affective commitment. Outgroup humor is not associated with affective commitment.



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Supervisor's Support Humor and Affective Commitment. It was revealed that the p-value of 0.048 is less than the level of significance of 0.05 therefore, the null hypothesis was rejected. This means that there was a significant relationship between supervisor's support humor and affective commitment. Supervisor's support humor is associated with affective commitment. This simply means that supervisor's support humor is a factor of the affective commitment of the teachers in the working place and in the performance of their function in the learning environment.

Relationship between Motivation and Affective Commitment

The significant relationship between the variables was tested at 0.05 level of significance. The motivation in terms of extrinsic and intrinsic were correlated with the affective commitment. The result is presented in Table 8.

Table 8

Relationship Between Motivation and Affective Commitment

Motivation	r- value	p-value	Decision	Interpretation
Intrinsic Motivation	0.061	0.396	Accept H_0	Not Significant
Extrinsic Motivation	0.126	0.723	Accept H_0	Not Significant

Table 8 presents the statistical results on the relationship between motivation and affective commitment as perceived by faculty and administrators. The discussion of the results is presented separately.

Intrinsic Motivation and Affective Commitment. It was found out that the p-value of 0.396 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between intrinsic motivation and affective commitment. Intrinsic motivation is not associated with affective commitment.

Extrinsic Motivation and Affective Commitment. It was found out that the p-value of 0.723 is greater than the level of significance of 0.05 therefore, the null hypothesis was accepted. This means that there was no significant relationship between extrinsic motivation and affective commitment. Extrinsic motivation is not associated with affective commitment.



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Social Technology Program

This social technology program is designed for public secondary school teachers and school heads. This program is planned based on the findings of the study. This will help improve and sustain the organizational commitment and affective relation of the teachers and school heads in the workplace. It focuses on the level of organizational humor in terms of humor styles, humor climate, and motivation; level of affective commitment and their interrelationships.

General Objectives

After the implementation of the social technology program, the following are the expected outcomes:

1. Improve organizational humor climate by sharing more on positive humor
2. Motivates even more the faculty member to perform better and improved strong dedication as the molders of the youth.
3. Increase emotional affection or their affective commitment to their organization.
4. Shared responsibilities in the school operation through volunteerism.

Implementation Scheme

This social technology program is designed for teachers and school heads in the public secondary schools in Dalaguete. This will be presented to the Public Schools District Supervisors in Dalaguete 1 and 2. The proposed program will be implemented this coming October 2019 during the Mid-year In-Service Training for Teachers and School Heads.

SOCIAL TECHNOLOGY PROGRAM

Areas of Concern	Objectives	Strategies	Persons Involved	Time Frame	Budget Allocation	Sources of Funds	Expected Outcome	Remarks



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Humor Style (Aggressive Humor)	To lower even more the level of humor style	Personality Development Seminar	Teachers	Oct – Nov 2019	88,000	MOOE	There will no more bullying which is in a form of Aggressive Humor and Self-Defeating Humor
Humor Style (Self-defeating Humor)	To discuss the aggressive humor style and self-defeating humor style		Administrators			GAD SEF/LGU	
	To practice self-value and empathy						
Supervisor's support	To increase school heads' perception on supervisor support humor	Kapehan sa Dalaguete (Conference)	Administrators PSDS	May 2020	20,000	MOOE GAD SEF	The administrators will have high level of support for an organizational humor
Positive Humor Style	To continually increase the level of positive humor	Scaffolding Game	Teachers/Administrators	Oct – Nov 2019	85,000	LGU GAD SEF	There will be a continuous growth of positive humor in the working environment
Motivation and Level Affective commitment	To recognize teachers loyalty to the organization	Teacher's Awardee Program	Teachers Administrators	Oct – Nov 2019	5,000	MOOE	There will be a motivation progress and strongly developed commitment and dedication among teachers and



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Conclusion

Based on the findings, it can be concluded that humor climate such as positive humor and supervisors' support humor influence the affective commitment of Secondary School teachers. Thus, teachers who have very high positive humor often encourage or support co-workers, something that they all enjoy sharing at work, humor of with co-workers often cheers them up, and co-workers makes the work more enjoyable in humor that ultimately create affective commitment to the organization.

Recommendations

The following the recommendation based on the findings of the study:

1. School heads may encourage teachers to continue graduate studies for them to be promoted to higher position and have a better remuneration.
2. School heads may initiate programs and projects that would develop teachers' commitment in the organization.
3. Rewards and recognition may be practiced once a year to motivate teachers in helping the attainment of organizational goals and objectives.
4. Teacher's empowerment is encouraged in the workplace to provide them the opportunity to show their affective commitment to the organization.
5. Extrinsic motivation is encouraged to stimulate teacher's willingness to work for the betterment of the organization.

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