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Job satisfaction as Mediator in the Relationship Between Principals' Humor Style and Organizational Outcomes

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ABSTRACT

This study explored the relationship between principals' humor styles and organizational outcomes, mediated by teachers' job satisfaction in the Mulanay District, Division of Quezon. Using quantitative methods, data were collected from teachers to assess their perceptions of principals' humor styles—affiliative, self-enhancing, self-deprecating, and aggressive—and their impact on job satisfaction and various organizational outcomes, including group cohesiveness, team performance, employee resilience, citizenship behavior, and leadership effectiveness. The data were analyzed using various statistical methods, including frequency distribution, mean, standard deviation, and mediation analysis.

Findings indicated that affiliative and self-enhancing humor styles were moderately recognized and positively linked to teacher job satisfaction, whereas aggressive humor was noted to be present but favorably received. The findings indicated a significant relationship between principals' humor styles and job satisfaction, between job satisfaction and organizational outcomes, and between humor styles and organizational outcomes. Mediation analysis indicated that job satisfaction completely mediates the relationship between humor style and organizational outcomes, highlighting its essential role in translating leadership behavior into organizational success. The research finds that the effective application of positive humor by school leaders boosts teacher satisfaction and aids in better organizational performance. It suggests training leaders in the application of humor, efforts to enhance teacher satisfaction, and cultivating a supportive school environment. The findings revealed a significant relationship among the variables in this study.

Keywords: principals' humor style, teachers' job satisfaction, organizational outcomes

1. Introduction

Job satisfaction has consistently been recognized as an important element affecting employee well-being and the effectiveness of organizations (Spector, 1997; Judge et al., 2017). In educational settings, where strong leadership can significantly impact the work atmosphere, teacher job satisfaction is crucial for promoting high degrees of engagement, dedication, and instructional quality (Day et al., 2016; Hulpia et al., 2015). Principals, as primary leaders in educational settings, greatly affect the organizational culture and morale among staff, often shaping the daily experiences of educators and other employees (Leithwood & Jantzi, 2016).

In recent years, studies have increasingly acknowledged the importance of unconventional leadership behaviors, such as humor, in enhancing leadership effectiveness and promoting favorable organizational outcomes (Chen et al., 2020). Humor in leadership has been linked to improved communication, reduced stress levels, and stronger relationships among team members (Mesmer-Magnus & Viswesvaran, 2018; Sweeney et al., 2021). Principals who use humor effectively are often perceived as more approachable, able to foster a relaxed and encouraging environment that can enhance job satisfaction and support a healthier organizational culture (Crawford et al., 2020; Fritz & Chen, 2019).

Although these results indicate that humor can impact organizational results, the exact ways in which humor styles influence these outcomes are not as clearly understood. A potential area for investigation is the role of job satisfaction as a mediator in the relationship between a principal's humor style and broader organizational outcomes, such as teacher performance, commitment, and organizational effectiveness. Job satisfaction, recognized as a significant mediator of workplace behaviors (Groot & de Lange, 2019), can clarify how humor influences organizational outcomes by shaping employees' emotional and psychological reactions to their work environment (Saari & Judge, 2019).

Studies on the mediating role of job satisfaction in educational environments are still limited, especially concerning humor styles. Recent research suggests that teachers' emotional well-being, influenced by leadership traits such as humor, is crucial for enhancing their job satisfaction and, consequently, the overall performance of the school (Yang & Chang, 2021). Furthermore, the effect of humor on organizational outcomes might differ based on the principal's humor style, which can be aggressive, self-defeating, affiliative, or self-enhancing. Each of these styles may have a different effect on organizational outcomes and job satisfaction (Martin et al., 2020).

Therefore, this study seeks to investigate how job satisfaction mediates the connection between principals' humor styles and organizational outcomes In particular, it aims to investigate how various humor styles used by principal's impact teachers' job satisfaction and the consequent effects on wider organizational outcomes, including teacher performance, organizational commitment, and school atmosphere. This study may provide important insights into how school leadership can be utilized to foster more supportive and efficient work environments by strategically employing humor.

1.1 Statement of the Problem

The focus of the study was on the relationship between the principal's humor style and organizational outcomes mediated by job satisfaction.

Specifically, this sought to answer the following questions:

1. How do the respondents describe the Humor Style used by School Principals in terms of;

      1.1 Affiliative Humor;

      1.2. Self-Promoting Humor;

      1.3. Aggressive Humor; and

      1.4. Self-deprecating Humor

2. How do the respondents describe the Organizational Outcomes in terms of;

      2.1 Group Cohesiveness;

      2.2 Team Performance;

      2.3 Employee Resilience.

      2.4 citizenship behavior; and

      2.5 Leadership Effectiveness?

3. What is the level of teachers' job satisfaction?

4. Is there a significant relationship between the principal's humor style and organizational outcomes?

5. Is there a significant relationship between the principal's humor style and teachers' job satisfaction?

6. Is there a significant relationship between teachers' job satisfaction and organizational outcomes?

7. Does job satisfaction significantly mediate the relationship between principals' humor style and organizational outcomes?

2. Methodology

In this study, teachers served as key respondents, providing valuable insights into their experiences and perceptions of their principal's sense of humor. The researcher focused on teachers from the same district, facilitating easier access for interviews and interactions. This decision aimed to streamline the data collection process, enabling more efficient scheduling and promoting a sense of community engagement. The descriptive-correlational research method is ideally used to ascertain the degree of relationship/ and/or influence/ impact of one variable (IV) on the other variable (DV). The respondents are public junior high school teachers, namely: Ajos National High School, Bagupaye National High School, Bondoc Peninsula Agricultural High School, Burgos National High School, Magsaysay National High School, Ilayang Yuni Junior and Senior Integrated High School, Pakiing National High School, and Dona Francisca Alvarez Rejano Integrated School. The total teacher-respondents are one hundred fifty-eight from Mulanay District I and II.

The researcher utilized adapted and self-made research questionnaires to reveal the relationship among variables.

The questionnaires for this study are as follows:

PART I. Principals Humor Style. This section comprises thirty-two (32) statements to determine the respondents' perception of school heads humor style. It consists of four (4) sub-variables: affiliative, self-promoting, aggressive and self-deprecating. The scale used were 4-Highly Observed, 3-Moderately Observed, 2 Rarely Observed, and 1—Not Observed.

PART II. Teachers Job Satisfaction. It comprises ten (10) statements to determine the respondents' perception of their level of satisfaction. The scale used are 4-Highly Satsified, 3-Moderately Satsified, 2-Less Satisfied and 1-Not Satisfied.

PART III. Organizational Outcomes. This section is composed of fifty (50) statements intended to determine the respondents' perceptions of organizational outcomes. It consists of five (5) sub-variables: Group Cohesiveness, Team Performance, Employee Resilience, Citizenship Behavior and Leadership Effectiveness. The scale used were 4-Highly Observed, 3-Moderately Observed, 2 Rarely Observed, and 1—Not Observed

The researcher utilized both adapted and self-developed research questionnaires, which underwent thorough validity and reliability testing. To ensure the instrument effectively measured the targeted constructs, it was first validated through expert review. A pilot study was also carried out to evaluate the reliability and clarity of the questionnaire. The results showed that Cronbach's alpha values for all variables fell within the "Excellent" range, indicating strong internal consistency. For external validation, the pilot test involved 25 teachers who were not part of the main study, while internal validation was conducted with three school principals. Following this, a formal request was submitted to the Schools Division Superintendent to seek approval for the study. Once approved, letters were sent to the supervisors of Mulanay Districts I and II and to the principals of the eight participating schools. Data collection was carried out with the support of a statistician, ensuring confidentiality and use solely for research purposes. The gathered data were then systematically organized, tabulated, and analyzed for interpretation.

Statistical tools were employed to present, analyze, and interpret the gathered data. The mean and standard deviation were used to evaluate the responses to the descriptive questions answered by the participants. Additionally, Pearson's product-moment correlation coefficient was applied in the inferential analysis to examine the relationship between the identified variables based on the respondents' answers.

3. Results and Discussion

Table 1. *Respondents' Perceptions of Principals' Affiliative Humor Style*

Statements	Mean	SD	VI
1. Can find something funny about a tense or demanding situation.	3.16	1.006	Moderately Observed
2. enjoys making people laugh	2.73	0.993	Moderately Observed
3. does not like it when people use humor as a way of criticizing or putting someone down.	3.34	0.886	Moderately Observed
4. is amused by the absurdities of life	3.32	0.822	Moderately Observed
5. laughs and jokes with colleagues.	2.79	0.991	Moderately Observed
6. maintains a humorous perspective even in the face of stress or adversity.	3.13	0.976	Moderately Observed
7. The school principal does not keep them from getting overly upset or depressed about things.	3.18	0.934	Moderately Observed
8. uses humor to lighten their own perspective in emotional situation at work.	3.22	0.994	Moderately Observed
Overall	3.11	0.426	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The statement that received the highest average score, 3.34, linked to the statement "disapproves of people using humor to criticize or belittle others," implies that the principals typically have a negative perspective on humor that is insulting or belittling. This indicates a strong tendency among school leaders to promote a respectful and psychologically safe atmosphere by opposing humor that may damage others' dignity or self-worth. This position aligns with the tenets of affiliative humor, a form that fosters social connection, empathy, and healthy relationships among people through kind and inclusive humor. As noted by Pundt (2017), leaders utilizing affiliative humor recognize its influence on organizational culture and generally steer clear of humor that could demean or isolate individuals. Rather, school heads utilize humor positively to alleviate stress, boost morale, and foster relationships among employees. By dismissing humor that serves as a means for criticism or ridicule, these leaders demonstrate emotional intelligence and a commitment to fostering a professional environment founded on mutual respect and support. This method not only enhances collegial bonds but also fosters a more cooperative and inclusive educational atmosphere.

Another high-scoring statement (3.32) relates to finding amusement in life's absurdities, indicating an ability to enjoy humor in ordinary circumstances. Sahin's (2021) principles are likely to value life's absurdities and employ humor in managing everyday difficulties.

The values of "enjoys making people laugh" and "laugh and joke with colleagues" suggest that, in comparison to other professionals, principals do not actively view humor delivery or use as a way to engage with others in a particularly relational context. This confirms that though the principals do use humor, they do not exert considerable effort towards it. Hence, both enjoying and laughing, principals have low mean scores of 2.73 and 2.79, respectively, for both statements.

Based on the data, teachers in Mulanay District believe that the school principal uses humor in a balanced way, especially as a coping technique in difficult situations. However, they are careful not to use humor in ways that could be interpreted as harmful or negative.

Table 2. *Respondents' Perceptions of Principals' Self-Promoting Humor Style*

Statements	Mean	SD	VI
1. does not need to work hard to make other people laugh	2.80	1.045	Moderately Observed
2. does not have to work very hard in impressing other naturally influential people	3.22	0.999	Moderately Observed
3. feels upset; he/she usually tries to think of something funny to feel better	3.08	0.944	Moderately Observed
4. often puts themselves in making jokes or trying to be funny.	2.55	1.044	Moderately Observed
5. impresses other people by telling interesting stories about themselves.	3.26	0.792	Moderately Observed
6. usually does not laugh or joke around with others.	3.04	0.980	Moderately Observed
7. makes other people laugh by telling funny stories	3.30	0.761	Moderately Observed
8. sometimes feels depressed but he/she can cheer up with humor	2.89	0.886	Moderately Observed
Overall	3.02	0.412	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

Table 2 presents data on the self-promoting humor style used by school principals. The overall mean score is 3.02, which falls under the "Moderately Observed" category. This suggests that while school principals exhibit self-promoting humor, it is not a dominant aspect of their behavior. Among the various indicators considered, the highest mean score of 3.30 is for the statement "makes other people laugh by telling funny stories," suggesting that principals employ storytelling as a means of engaging and entertaining others. Another relatively high-scoring statement, with a mean of 3.26, is "impresses other people by telling interesting stories about themselves," which suggests that principals employ humor to establish a positive self-image. Averitt (2017) thinks that employing a self-promoting sense of humor, especially through storytelling, is an effective means for school principals to engage and entertain others. The strategy aligns with research suggesting that leaders who incorporate humor into their communication strategies may enhance their perceived effectiveness and contribute to a more favorable organizational climate. The lowest mean score of 2.55 is on "often puts themselves in making jokes or trying to be funny," which suggests that principals rarely use humor by intentionally making themselves the center of jokes. The rating on "does not need to work hard at making other people laugh" is 2.80, implying that humor is not natural to all principals, and they may not actively focus on making others laugh. Overall, the data indicate that school principals use self-promoting humor in a balanced manner, primarily through storytelling and self-presentation.

Table 3. *Respondents' Perceptions of Principals' Aggressive Humor Style*

Statements	Mean	SD	VI
1. expresses humor without regard for its potential impact on others (sexist or racist humor).	3.28	0.977	Moderately Observed
2. often say funny things to put me down.	3.15	0.970	Moderately Observed
3. intends to belittle others albeit often under the guise of playful fun.	3.13	1.010	Moderately Observed
4. often goes overboard in putting others down when he/she is making jokes or trying to be funny.	3.08	0.951	Moderately Observed
5. sometimes thinks of something that's funny and can't stop themselves from saying it, even if it is not appropriate for the situation.	3.13	0.822	Moderately Observed
6. thinks people will never be offended by their manner of speaking.	3.18	0.934	Moderately Observed
7. thinks denigrating, disparaging, excessively teasing, or ridiculing others enhances their skills.	2.93	0.845	Moderately Observed
8. uses sarcasm to make people laugh.	3.11	0.948	Moderately Observed
Overall	3.12	0.413	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data presented in Table 3 illustrates the respondents' perceptions of aggressive humor based on various indicators. The overall mean score of 3.12, with a standard deviation (SD) of 0.413, indicates that respondents moderately observed the presence of aggressive humor traits among individuals in their environment. Among the indicators, the highest mean score is observed in the statement "expresses humor without regard for its potential impact on others (sexist or racist humor)" with a mean of 3.28, suggesting that this behavior is perceived as the most prevalent among the listed traits.

The findings of Cann, Zapata, and Davis (2019), who observed that people who frequently use aggressive humor misjudge how their humor is received, are mirrored in the beliefs that "people will never be offended by their manner of speaking," which also received a relatively high mean score of 3.18,

and "often say funny things to put me down," which received a mean score of 3.15. These individuals often assume that others will find their humor amusing or will not take offense, which can have unintended negative consequences on interpersonal interactions. Interestingly, the statement with the lowest mean—"thinks denigrating, disparaging, excessively teasing, or ridiculing others enhances their skills"—suggests that respondents are less forgiving of humor employed for self-serving or destructive goals. Plester and Sayers (2007) noted that although confrontational humor may be accepted in certain professional environments, especially in societies that value mutual respect and cooperation, clear or extreme kinds of disparagement are usually prohibited.

Overall, the data imply that respondents acknowledge the occurrence of aggressive humor, such as sarcasm, inappropriate jokes, and put-downs, in social interactions, although not at an extremely high level. These findings suggest a need to raise awareness about the potential negative impact of such humor on interpersonal relationships and the culture of the workplace or academia.

Table 4. *Respondents' Perceptions of Principals' Self-deprecating Humor Style*

Statements	Mean	SD	VI
1. attempts to amuse others by doing or saying funny things at their own expense as a means of ingratiating oneself or gaining approval.	2.74	1.042	Moderately Observed
2. laughs along with others when being ridiculed or disparaged.	3.49	0.865	Moderately Observed
3. let other people laugh at him/her because it's the way to keep colleagues happy.	2.84	1.122	Moderately Observed
4. often belittles themselves to entertain those within the organization	2.65	0.937	Moderately Observed
5. seems to be the one that other people make fun of.	3.18	0.851	Moderately Observed
6. self-deprecates humor excessively.	3.06	0.746	Moderately Observed
7. sometimes feels sad and lose sense of humor	3.15	0.959	Moderately Observed
8. usually does not like to tell jokes or amuse people.	3.15	1.011	Moderately Observed
Overall	3.03	0.430	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data presented in Table 4 illustrate the respondents' perceptions of self-enhancing humor used by school heads, based on various indicators. The overall mean score was 3.03 with a standard deviation (SD) of 0.430. This suggests that while self-deprecating humor is present, it is not overwhelmingly dominant but rather used situationally or strategically by individuals. One of the highest mean items was "Laughs along with others when being ridiculed or disparaged," with a mean of 3.49. This reflects a tendency toward social conformity despite one's dignity. In their study, Plester and Sayers (2020) also found that humor could not only facilitate bonding as a workplace behavior but could also serve to hide power imbalances. Surprisingly, the lowest mean scores were on items like "often belittles themselves to entertain others" with a mean percentage score of 2.65 and "tries to entertain others by saying or doing humorous things at the expense of themselves" with a mean percentage score of 2.74. This could suggest a hesitation to undermine personal competence or credibility in public, which aligns with the opinions of Heintz et al. (2021), who found that the overuse of self-deprecating humor could hurt leadership effectiveness and perceptions of personal capability.n summary, the evidence suggests that self-deprecation is used moderately in the workplace, typically to maintain harmony or achieve social acceptance. Although it can create short-term social connections, its long-term impact on individual self-esteem and organizational culture warrants consideration, particularly in light of recent literature highlighting the importance of psychological safety and well-being at work (Ruch et al., 2020; Martin & Ford, 2022; Proyer & Ruch, 2023).

Table 5. *Respondents' Perception of Organizational Outcomes in Relation to Group Cohesiveness*

Statements	Mean	SD	VI
1. High frequency and quality of open, clear, and respectful communication among team members.	2.80	0.908	Moderately Observed
2. The extent to which members understand and commit to the group's goals and objectives.	3.18	0.700	Moderately Observed

		Mean	SD	VI
3.	Level of trust and emotional support demonstrated among group members.	2.92	0.818	Moderately Observed
4.	Degree to which all members actively contribute to and feel included in group decisions.	2.78	0.819	Moderately Observed
5.	Ability of the group to handle disagreements constructively without affecting relationships or productivity.	2.75	0.872	Moderately Observed
6.	Members' feelings of being valued and included within the group.	2.76	0.777	Moderately Observed
7.	Willingness of members to work together and assist each other in achieving tasks.	2.72	0.805	Moderately Observed
8.	Low turnover rates and sustained group membership over time.	2.73	0.693	Moderately Observed
9.	Achievement of higher collective results compared to individual efforts due to cooperative teamwork.	3.02	0.643	Moderately Observed
10.	Frequency and quality of informal interactions, friendships, and social bonding among group members.	2.81	0.715	Moderately Observed
Overall		2.85	0.370	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data in Table 5 on group cohesiveness indicate that, in general, group members feel a moderate degree of cohesion within their group. The average of 2.85 indicates that group members were "Moderately Observed" in their statements regarding group interactions. This result indicates that the group operates at a decent level of communication, trust, contribution, and support for one another; however, some areas need improvement to increase overall cohesiveness. Similarly, the understanding and commitment to the group's goals are moderately observed with a mean of 3.18. Team members' commitment to shared objectives is often linked to group cohesion and higher performance (Ellemers, 2022). Research has shown that when team members are aligned with group goals, their motivation and engagement levels rise, contributing to better organizational outcomes (Ng & Tan, 2021).

Moreover, the willingness to work together and assist each other in achieving tasks was rated 2.72, showing that collaboration is present, but there is potential for increased cooperation. Cooperation is a critical component of group cohesion, leading to the attainment of collective objectives over individual endeavors (Salas et al., 2021). Fostering a greater cooperative spirit can further enhance team performance.

In conclusion, the group shows moderate levels of cohesiveness, with room for improvement across various dimensions. While communication, trust, and collaboration are present, enhancing emotional support, conflict management, and deeper inclusion in decision-making processes could further strengthen the group's cohesiveness. Research suggests that fostering an environment that nurtures positive interpersonal relationships, clear communication, and shared goals is crucial for enhancing team performance (Kauffeld & Lehmann-Willenbrock, 2020; Liu et al., 2020). Further interventions, such as team-building exercises and conflict-resolution training, may help increase overall cohesion and team success.

Table 6

Respondents' Perception of Organizational Outcomes in Relation to Team Performance

Statements		Mean	SD	VI
1.	The team consistently achieves its objectives and goals.	3.07	0.741	Moderately Observed
2.	Tasks and projects are completed on time.	2.65	0.781	Moderately Observed
3.	Work output is of high quality and meets standards.	3.34	0.605	Moderately Observed
4.	Resources and time are used efficiently to maximize productivity.	3.41	0.577	Moderately Observed
5.	The team adapts effectively to changes and challenges.	3.16	0.644	Moderately Observed
6.	Members demonstrate high levels of accountability for individual and collective responsibilities.	3.31	0.552	Moderately Observed
7.	Creative and innovative solutions are applied to problem-solving.	3.20	0.694	Moderately Observed
8.	Collaboration is effective, with roles and responsibilities well-aligned.	3.45	0.548	Moderately Observed
9.	Stakeholders or clients provide positive feedback on the team's performance.	3.37	0.570	Moderately Observed

10. The team makes measurable contributions to the success of the organization.	3.44	0.602	Moderately Observed
Overall	3.24	0.311	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data on team performance reveal that the team's performance is generally perceived as moderate to high, with an overall mean of 3.24, indicating that team members are moderately observed in terms of the indicators of effective performance. The scores across the indicators show that the team is performing well in several areas, though there are opportunities for improvement in a few others.

The effectiveness of collaboration within the team is high, with a mean of 3.45, indicating that roles and responsibilities are generally well-aligned. Productive collaboration is one of the most significant predictors of team success, as it fosters seamless workflow and enhances teamwork (Salas et al., 2021). The overall positive stakeholder or client feedback (mean = 3.37) suggests that observers from outside the team recognize the team's efforts, which is a good overall measure of the team's effectiveness and alignment with their expectations. In summary, the team performs well in multiple areas, including work quality, resource efficiency, collaboration, and contributions to organizational success. However, there are areas for improvement, especially in task completion and meeting deadlines.. Recent research suggests that effective team performance is driven by high-quality work output, resource optimization, adaptability, and strong collaboration (Dube et al., 2023; Kaufmann & Becker, 2023).

Table 7

Respondents' Perception of Organizational Outcomes about Employee Resilience

Statements	**Mean**	**SD**	**VI**
1. Employees demonstrate the ability to recover quickly from setbacks or challenges.	3.12	0.652	Moderately Observed
2. They maintain a positive attitude during periods of change and uncertainty.	3.39	0.551	Moderately Observed
3. Problem-solving skills are effectively utilized in high-pressure situations.	2.92	0.638	Moderately Observed
4. Employees exhibit emotional stability and manage stress well.	3.33	0.510	Moderately Observed
5. They show adaptability to new roles, tasks, or environments.	3.41	0.530	Moderately Observed
6. A strong sense of self-efficacy and confidence is evident in overcoming obstacles.	3.24	0.612	Moderately Observed
7. Employees maintain focus and productivity despite difficulties.	3.00	0.696	Moderately Observed
8. They seek solutions and take initiative rather than dwelling on problems.	3.15	0.630	Moderately Observed
9. Constructive feedback is received and used as an opportunity for growth.	3.18	0.676	Moderately Observed
10. Employees exhibit a commitment to personal and professional development.	3.47	0.538	Moderately Observed
Overall	3.22	0.295	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data in Table 7 on employee resilience indicates that employees generally exhibit a moderate level of resilience, with an overall mean score of 3.22, suggesting that resilience is Moderately Observed within the organization. The scores across the different indicators highlight several strengths in how employees respond to challenges, as well as areas that could benefit from further development. Employees exhibit a commitment to personal and professional development, with a mean score of 3.47, receiving the highest rating. This suggests that employees are perceived to be strongly dedicated to growing in both their personal and professional capacities, which is a key aspect of resilience.

This finding aligns with recent research emphasizing that continuous learning and development foster not only individual adaptability but also organizational agility (Kooij et al., 2020). Personal and professional development has been linked to increased job satisfaction, motivation, and career sustainability, particularly in dynamic sectors (Zacher & Rudolph, 2020). Furthermore, organizations that promote employee development are more likely to retain talent and maintain a culture of resilience and innovation (Eliyana et al., 2019).

Problem-solving skills are effectively utilized in high-pressure situations, with the mean score of 2.92 receiving the lowest score among the indicators. Although still moderately observed, this indicates an area where employees might benefit from targeted training or support. This suggests a need for further enhancement in employees' applied problem-solving capabilities during stress-inducing situations. Problem-solving under pressure is essential to effective decision-making, especially in high-stakes environments. However, studies indicate that without specific training, employees may struggle to maintain performance in complex, time-sensitive scenarios (Harms et al., 2018).

Table 8

Respondents' Perceptions of Organizational Outcomes in Relation to Citizenship Behavior

Statements	Mean	SD	VI
1. Employees voluntarily assist colleagues with tasks and responsibilities.	3.27	0.662	Moderately Observed
2. They demonstrate a willingness to go beyond their job descriptions to support organizational goals.	3.37	0.612	Moderately Observed
3. Employees actively contribute to maintaining a positive work environment.	3.25	0.628	Moderately Observed
4. They promote teamwork and collaboration among coworkers.	3.25	0.635	Moderately Observed
5. Constructive feedback is provided to peers to help improve performance.	3.09	0.699	Moderately Observed
6. Employees show respect for organizational policies and values.	3.26	0.630	Moderately Observed
7. They participate in initiatives that benefit the organization and community.	3.35	0.628	Moderately Observed
8. Employees demonstrate loyalty by speaking positively about the organization.	3.21	0.723	Moderately Observed
9. They take steps to prevent or resolve conflicts in the workplace.	3.25	0.713	Moderately Observed
10. Employees respect diversity and foster inclusivity among team members.	3.25	0.635	Moderately Observed
Overall	3.25	0.393	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data on employee citizenship behavior indicates that employees generally engage in behaviors that contribute positively to their teams and the organization as a whole, with an overall mean score of 3.25, suggesting that these behaviors are Moderately Observed. The moderate scores across various indicators reflect employees' willingness to go beyond their job descriptions to support organizational goals and their efforts in fostering a positive work environment.

Similarly, employees demonstrate a willingness to go beyond their job descriptions to support organizational goals with a mean score of 3.37. These behaviors are essential for organizational success, as employees who surpass job expectations are perceived as more committed and can propel the organization toward its overarching objectives (Podsakoff et al., 2021).

The indicator for providing constructive feedback to peers to help improve performance received the lowest mean score of 3.09, indicating that employees contribute to one another's growth. However, the behavior could be observed more consistently. Constructive feedback is crucial for enhancing individual and team development, as well as fostering an environment of open communication (Bakker & Albrecht, 2023).

Overall, the data suggest that employees exhibit a solid level of organizational citizenship behavior across a range of indicators. They actively contribute to a positive work environment, engage in teamwork, offer constructive feedback, and support the organization's goals. While these behaviors are generally observed, there is potential for further strengthening these practices, particularly in areas such as providing more consistent feedback and engaging more actively in conflict resolution. Citizenship behaviors are integral to building a collaborative and high-performing work culture, and fostering these behaviors can significantly enhance both individual and organizational success.

Table 9 *Respondents' Perception of Organizational Outcomes in Relation to Leadership Effectiveness*

Statements	Mean	SD	VI
1. communicates a clear vision and direction to their team.	2.87	0.772	Moderately Observed
2. inspires and motivate team members to achieve their best performance.	2.74	0.876	Moderately Observed
3. builds trust and foster positive relationships with their team.	2.68	0.822	Moderately Observed
4. demonstrates adaptability and resilience in the face of challenges.	2.54	0.842	Moderately Observed

5.	uses humor to connect with the team members in a way that makes them feel valued	2.35	0.875	Moderately Observed
6.	provides constructive feedback and recognize accomplishments.	2.75	0.813	Moderately Observed
7.	resolves conflicts fairly and maintain harmony within the team	2.71	0.854	Moderately Observed
8.	uses positive humor to have comfortable communication with their subordinates	2.99	0.718	Moderately Observed
9.	consistently achieve organizational goals and objectives.	2.75	0.819	Moderately Observed
10.	uses humor effectively are more approachable and create a more productive atmosphere	2.85	0.851	Moderately Observed
Overall		2.73	0.444	Moderately Observed

Legend: 1.0-1.49 (Not Observed); 1.50-2.49 (Less Observed); 2.50-3.49 (Moderately Observed); 3.50-4.00 (Highly Observed).

The data on leadership effectiveness suggests that while leaders demonstrate some key qualities and behaviors, their effectiveness is generally Moderately Observed, with an overall mean score of 2.73. This indicates that there is room for improvement in the way leadership behaviors are practiced within the organization.

Leaders' use of positive humor to create comfortable communication, with a mean percentage score of 2.99, is moderately observed, suggesting that humor is occasionally used but not consistently leveraged to its full potential. Studies indicate that appropriate use of humor can strengthen leader-member relationships, enhance team dynamics, and boost overall productivity (Avolio & Bass, 2022). The data indicates that humor may be utilized more effectively in leadership interactions.

Leaders who communicate a clear vision and direction to their team achieve a mean percentage score of 2.87. Still, the score suggests that there may be inconsistencies in how team members perceive this communication. A clear vision is essential for guiding direction and motivating employees. Research indicates that effective communication of vision is correlated with increased employee engagement and productivity (Bakker et al., 2021). The moderate score indicates potential for improvement to achieve better alignment between leadership and the team.

The use of humor to connect with team members is also moderately observed, with a mean score of 2.35. A low score indicates that leaders do not frequently use humor to foster a more positive and engaging atmosphere. Humor serves as a significant mechanism for enhancing communication and leadership effectiveness; however, its limited application in this domain indicates a potential area for growth (Cooper et al., 2021).

Overall, the data indicate that leadership effectiveness is moderately observed, with several areas that could be strengthened. While leaders demonstrate some positive behaviors, such as providing feedback and achieving organizational goals, there are areas for improvement, particularly in communication, trust-building, adaptability, and the effective use of humor. Leadership effectiveness plays a crucial role in motivating employees, driving performance, and fostering a positive work culture. These findings underscore the potential for further development in these areas to enhance overall organizational success.

Table 10

Respondents' Perception of Their Level of Job Satisfaction

Indicators		Mean	SD	VI
1.	expresses contentment with their salary and benefits.	2.38	0.787	Less Satisfied
2.	feels comfortable giving opinions and feedbacks to their colleagues	2.67	0.885	Moderately Satisfied
3.	feels valued and appreciated by school leaders and colleagues	2.43	0.855	Less Satisfied
4.	experiences opportunities for professional growth and development	2.82	0.756	Moderately Satisfied
5.	encourages by the supervisor to offer suggestions and improvement	2.50	0.703	Moderately Satisfied
6.	has a positive relationship with students and parents.	3.01	0.761	Moderately Satisfied
7.	feels involved in decision-making processes within the school.	2.70	0.738	Moderately Satisfied
8.	perceives a positive and supportive school climate.	2.90	0.784	Moderately Satisfied
9.	expresses a desire to remain in the teaching profession long-term.	2.80	0.934	Moderately Satisfied
10.	feels that their leader/supervisor treats them equally and fairly.	2.61	0.865	Moderately Satisfied
Overall		2.68	0.405	Moderately Satisfied

Legend: 1.0-1.49 (Not Satisfied); 1.50-2.49 (Less Satisfied); 2.50-3.49 (Moderately Satisfied); 3.50-4.00 (Highly Satisfied).

Table 10 presents the average scores alongside verbal interpretations of respondents' perceptions regarding their job satisfaction levels across ten key indicators. The overall mean score is 2.68, which falls under the interpretation "Moderately Satisfied" based on the given scale. This suggests that, although most respondents have a positive perspective on their jobs, there are still certain things that can be done to increase their level of satisfaction.

Among the categories, "has a positive relationship with students and parents" received the highest rating mean of 3.01, indicating that respondents strongly value their interpersonal interactions within the school community. Positive interpersonal relationship within schools is strongly linked to teacher contentment and professional effectiveness. Research conducted by Ozdemir and Can (2019) revealed that educators who foster solid connections with students and parents experience greater job satisfaction and a heightened sense of professional achievement. The relationships between teachers and parents play a crucial role in supporting student achievement. A study conducted by Kim and Sheridan (2018) suggests that effective communication and cooperation between educators and parents lead to improved student behavior, increased alignment of expectations between home and school, and increased parental engagement.

The indicator "expresses contentment with their salary and benefits" recorded a low mean score of 2.38, placing it in the Less Satisfied category and highlighting prevalent compensation-related job satisfaction issues within the education sector. Research consistently shows that inadequate salaries and benefits contribute to lower levels of job satisfaction and can have a significant effect on teacher retention and motivation. Skaalvik and Skaalvik (2017) found that teachers commonly reported low salaries as a primary source of dissatisfaction, which contributed to increased burnout rates and a desire to exit the teaching profession. Educators who view their salaries as insufficient often feel frustrated and undervalued professionally, which negatively affects their classroom engagement and performance (Ingersoll, 2018). Akiba et al. (2023) investigated the relationship between teachers' satisfaction with their salaries and their perception of being valued in society. The study found that teachers who are satisfied with their salaries are more likely to feel valued and influential, highlighting the role of adequate compensation in fostering a sense of appreciation. This study identified salary as the most significant factor influencing teachers' job satisfaction.

The statement "feels valued and appreciated by school leaders and colleagues" has a mean score of 2.43 with a standard deviation of 0.855. The respondents feel "less satisfied" with the level of value and appreciation they receive from school leaders and colleagues. The comparatively low mean score raises the possibility that many employees believe their contributions in the school setting are not appreciated or acknowledged. There may be room for growth in fostering a culture of gratitude and support among coworkers and school administrators. Studies have shown that teachers' perceptions of appreciation from their school leaders and colleagues are strongly correlated with their job satisfaction and emotional well-being.

Rana et al. (2020) found that educators who perceived a lack of appreciation from their supervisors exhibited diminished job satisfaction and higher burnout rates. This suggests that insufficient recognition or appreciation may lead to adverse emotional consequences, ultimately affecting the quality of instruction and the overall educational environment.

In summary, the participants are typically satisfied with their work, especially in aspects related to interpersonal connections and career growth. However, dissatisfaction with salary and recognition points to critical gaps that school leaders and policymakers must address to foster a more motivated and retained teaching workforce.

Table 11

Test of the Relationship Between Principals' Humor Style and Teachers' Job Satisfaction

Principal's Humor Style	Job Satisfaction
Affiliative Humor Style	0.383***
Self-Promoting Humor	0.351***
Aggressive Humor	0.258**
Self-Deprecating Humor	0.324***

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 11 presents the correlation coefficients between various principal humor styles and teachers' job satisfaction, highlighting the significance and strength of these relationships. The results reveal that all humor styles examined show a statistically significant positive correlation with teacher job satisfaction, though they vary in strength and implication.

Affiliative Humor Style (r = 0.383)** showed the strongest positive correlation with job satisfaction among teachers, as compared with the other three styles. This suggests that principals who utilize inclusive and enhancing humor have a positive yet moderate impact on the overall satisfaction levels of teachers. This result confirms that a socially supportive environment, as enhanced through humor, typically helps improve employees' attitudes toward work and teacher well-being.

Self-Promoting Humor (r = 0.351*)** also shows a moderate positive correlation with job satisfaction. Principals may benefit from this approach, which involves using amusing tales or witty comments to convey competence or confidence, making them appear approachable and competent without coming across as haughty or contemptuous. When used optimally, it helps facilitate a positive school climate.

Self-Deprecating Humor (r = 0.324*)**, characterized by the principal making light of their flaws or mistakes, also correlates moderately positively with job satisfaction. This indicates that humility and being approachable in leadership, when principals maintain a light-hearted attitude, can make them more likable to teachers, fostering trust and psychological safety within the workplace.

Aggressive Humor (r = 0.258) shows the weakest correlation among the humor styles, though it remains statistically significant. ** This weak to moderate positive relationship may seem counterintuitive, as aggressive humor typically includes sarcasm, ridicule, or teasing. However, a comparatively lower correlation value relative to other styles may indicate that, although some teachers might accept or occasionally enjoy this humor, it is not as beneficial for job satisfaction and should be applied with care. It can also be influenced by context, potentially carrying adverse effects if used improperly or excessively.

The data provided shows a significant relationship between the Principal's Humor Style and teachers' job satisfaction, as indicated by the correlation coefficients for each humor style. All the humor styles except for aggressive humor show a moderate to strong positive correlation with teachers' job satisfaction, with affiliative and self-deprecating humor styles having the strongest associations. This implies that the way a principal uses humor, particularly in a supportive and inclusive manner, plays a significant role in enhancing teacher job satisfaction. There is a significant correlation among variables; therefore, the hypothesis was rejected.

Table 12.

Test of the Relationship Between Job Satisfaction and Organizational Outcomes

	Organizational Outcomes				
	GC	TP	ER	CB	LE
Job Satisfaction	0.547***	0.225**	0.382***	0.238**	0.418***

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

There are significant correlations between job satisfaction and various organizational outcomes. The strongest correlation is with group cohesiveness, followed by leadership effectiveness. Other outcomes, such as team performance, employee resilience, and citizenship behavior, show weaker but still significant associations with job satisfaction. These findings suggest that enhancing job satisfaction among teachers can have a positive impact on several key organizational outcomes. There is a significant correlation among variables, so the hypothesis was rejected.

Job satisfaction significantly contributes to an organization's overall performance. A school with high teacher satisfaction often exhibits a positive organizational culture, where collaboration and teamwork thrive. Teachers in such environments tend to be more engaged in professional development, share best practices, and contribute to a more effective learning environment. This sense of shared responsibility can lead to better student achievement and a more harmonious school climate (Cerit, 2019; Dinham & Scott, 2020).

Teacher job satisfaction has a direct and significant impact on organizational outcomes in educational institutions. Satisfied teachers are more likely to stay in their roles, collaborate effectively, and positively influence student success. Schools that prioritize teacher satisfaction through supportive leadership and a conducive work environment often see improved overall performance and a stronger organizational culture.

Table 13

Test of the Relationship Between Principals' Humor Style and Organizational Outcomes

Principal's Humor Style	Organizational Outcomes				
	GC	TP	ER	CB	LE
Affiliative Humor Style	0.297***	0.094	0.251**	0.104	0.215**
Self-Promoting Humor	0.170*	-0.161*	0.192*	0.136	0.116
Aggressive Humor	0.166*	0.060	0.201*	0.096	0.030
Self-Deprecating Humor	0.261***	0.094	0.197*	0.175*	0.313***

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

Verbal Interpretation of R-values: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

The table presents the correlation coefficients between different types of **Principal's Humor Styles** and five dimensions of **Organizational Outcomes:** Group Cohesiveness (GC), Team Performance (TP), Employee Resilience (ER), Citizenship Behavior (CB), and Leadership Effectiveness (LE).

Affiliative Humor Style shows a moderate positive and significant relationship with Group Cohesiveness (r = 0.297, p < 0.01), Employee Resilience (r = 0.251, p < 0.01), and Leadership Effectiveness (r = 0.215, p < 0.01). This suggests that principals who use affiliative humor tend to foster a more cohesive, resilient, and positively perceived leadership environment.

Self-promoting humor has a weak, positive, and significant correlation with Employee Resilience (r = 0.192, p < 0.05) and Group Cohesiveness (r = 0.170, p < 0.05). Still, it shows a weak negative relationship with Team Performance (r = -0.161, p < 0.05). This indicates mixed effects, where this humor style may support some aspects of resilience and cohesion but hinder team performance.

Aggressive Humor exhibits a weak, yet significant, positive relationship with Group Cohesiveness (r = 0.166, p < 0.05) and Employee Resilience (r = 0.201, p < 0.05), suggesting that while it may contribute slightly to resilience and group dynamics, its influence is minimal and possibly context-dependent.

Self-Deprecating Humor is positively and significantly correlated with all four outcomes: Group Cohesiveness (r = 0.261, p < 0.01), Employee Resilience (r = 0.197, p < 0.05), Citizenship Behavior (r = 0.175, p < 0.05), and Leadership Effectiveness (r = 0.313, p < 0.01). These results indicate that this humor style is broadly beneficial to organizational functioning, particularly in enhancing leadership effectiveness.

The findings highlight that Affiliative and Self-Deprecating Humor Styles are most positively associated with desirable organizational outcomes, especially in terms of group cohesion, resilience, and leadership perception. Meanwhile, Self-Promoting and Aggressive Humor yield mixed or weaker associations, suggesting they should be applied with caution in leadership contexts. There is a significant correlation among the variables; therefore, the hypothesis was rejected.

School leaders who use humor appropriately can create a more relaxed and approachable environment, which reduces stress, improves communication, and fosters a sense of camaraderie among staff members. Research suggests that humor in leadership is closely tied to organizational outcomes, including increased teacher job satisfaction, improved teacher retention, and a stronger sense of teamwork among staff (Cerit, 2019; Evans & Johnson, 2020).

Table 14. Mediation Estimates

Effect	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Indirect	0.1843	0.0414	0.1033	0.265	4.46	<.001
Direct	0.0670	0.0654	-0.0612	0.195	1.02	0.306

Effect	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Total	0.2513	0.0650	0.1239	0.379	3.87	<.001

Path Estimates

	Estimate	SE	95% Confidence Interval		Z	p
			Lower	Upper		
Principal's Humor Style → Job Satisfaction	0.6034	0.0941	0.4189	0.788	6.41	<.001
Job Satisfaction → Organizational Outcomes	0.3054	0.0493	0.2089	0.402	6.20	<.001
Principal's Humor Style → Organizational Outcomes	0.0670	0.0654	-0.0612	0.195	1.02	0.306

Based on the findings presented in Table 14, the mediation analysis provides insightful evidence on how a principal's humor style affects organizational outcomes, particularly within the context of secondary schools, such as those in Mulanay District I and II, Quezon, during the 2024–2025 school year.

The findings indicate a strong and statistically significant indirect effect of the principal's humor style on organizational outcomes, operating through job satisfaction. The indirect effect estimate of 0.1843 (SE = 0.0414, p <.001). This elevated satisfaction subsequently contributes to improved organizational performance within the school context. Such an effect is especially meaningful in educational settings, where teacher engagement, motivation, and morale have a strong impact on both student achievement and overall school effectiveness.

In contrast, the direct effect of the principal's humor style on organizational outcomes (Estimate = 0.0670, SE = 0.0654, p = 0.306) is not statistically significant. Since the confidence interval includes zero, this indicates that humor alone, without the influence of job satisfaction, has no meaningful effect on organizational outcomes.

However, the total effect (Estimate = 0.2513, SE = 0.0650, p < .001) remains significant, meaning that while humor style does not directly influence outcomes, its overall effect is meaningful when job satisfaction is taken into account. This suggests that school principals who adopt a positive humor style can still achieve better school-level results, but only to the extent that this humor contributes to a more satisfying work environment for teachers and staff.

The path from Principal's Humor Style to Job Satisfaction is highly significant (Estimate = 0.6034, SE = 0.0941, p < .001), suggesting that humor is a strong predictor of how satisfied teachers feel in their roles. In rural or semi-urban settings, such as Mulanay, where resources may be limited and workloads high, positive principal-teacher relationships and morale-boosting leadership styles, like humor, can make a crucial difference.

The second path, from Job Satisfaction to Organizational Outcomes, is also significant (Estimate = 0.3054, SE = 0.0493, p < .001). This aligns with existing educational research, which shows that when educators are more satisfied, they are more committed, productive, and better able to support student success and contribute to school improvement.

The insignificant direct relationship between the principal's humor style and organizational outcomes (Estimate = 0.0670, p = 0.306) suggests that humor, by itself, does not yield better results in the absence of increased job satisfaction.

In conclusion, a significant relationship exists between the Principal's Humor Style and Organizational Outcomes; however, Job Satisfaction fully mediates this relationship. This suggests that a principal's humor style influences organizational outcomes primarily by enhancing staff job satisfaction, which leads to better organizational outcomes. This offers important understanding of how the behavior of school leaders can influence educational effectiveness, not by directly dictating results, but by fostering the internal health of the teaching staff who facilitate daily success in schools. For educational institutions in Mulanay, cultivating these leadership qualities could be crucial for ongoing improvements in the quality of education and staff morale.

4. Recommendations

Based on the findings and conclusions drawn, the following recommendations are offered.

1. School leaders should be encouraged to engage in training programs that emphasize the effective and appropriate use of humor. Since a principal's humor style significantly influences teachers' job satisfaction, ultimately affecting organizational outcomes, enhancing this skill can contribute to a more positive and efficient work environment. It is advantageous for principals to intentionally adopt affiliative and self-enhancing humor styles, as the study revealed these styles positively affect teacher satisfaction and, consequently, improve organizational performance. Leadership development and professional training should, therefore, include practical strategies for using humor to foster a supportive and engaging school climate.

2. The schools should focus on activities that enhance job satisfaction among teachers. Feedback mechanisms, reward systems, and leadership practices can facilitate job satisfaction, which acts as a mediator for the impact of leadership behavior on organizational performance.

3. Schools are encouraged to foster a culture of open communication, respect, and positive relationships among their students and staff. A principal's application of positive humor can contribute to a more harmonious and motivated teaching faculty, thus enhancing school performance.

4. Future researchers may investigate how varying forms of humor style directly affect different facets of job satisfaction and organizational performance. Furthermore, broadening the scope to other educational environments or cultural contexts might provide more generalizability.

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