

How to Cite:

Sabi, H. T. B., & Al-Dabbagh, T. F. (2022). The funny intelligence of the university professor. *International Journal of Health Sciences*, 6(S6), 10358–10367.
<https://doi.org/10.53730/ijhs.v6nS6.12741>

The funny intelligence of the university professor

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Abstract---The current research aims to identify: The cheerful intelligence of the university professor at the University of Kufa and for each of the five areas. The statistical significance of the differences in the funny intelligence of the university professor at the University of Kufa according to the variables (gender, specialization, scientific title, certificate). Attachment to the social group of the university professor at the University of Kufa and all his fields. The statistical significance of the differences in devotion to the social group of the university professor at the University of Kufa according to the variables (gender, specialization, scientific title, certificate). First, in terms of fun intelligence .University professors at the University of Kufa have funny intelligence. The teachers, according to their gender (males - females), are the ones who have fun intelligence .The teachers are classified according to their social status (colleagues, friends and neighbours) using funny intelligence. The professors deal according to their scientific titles in using comic intelligence. The professors are classified according to their social status (colleague, friend and neighbour) in using their scientific titles for the concept of fun intelligence.

Keywords---fun intelligence, university professor, social group.

Introduction

Fun intelligence has a (functional) goal as it provides cognitive brain pleasure that helps to get rid of the mental burden resulting from many factors so that it can be considered a brain readiness that helps to get rid of monotony and traditional or (routine) thinking, as people with high fun intelligence tend towards cognitive

environments Non (routine) and affected by environmental factors such as methods of family upbringing and the surrounding environment that push individuals and motivate them to use playful intelligence in solving problems.

Research problem

It is not enough for the individual to have a high intelligence and fun, but he must be able to appreciate the relationship between the elements of the situation in which he is and understand its details and keep them in his mind in order to be able to control the relationships and elements, the most important of which are the components of the resulting social relations that affect the success of the individual's behavior and dealing with events and stressful situations, individuals with low playful intelligence when they deal with stress and stressful situations have a higher level of anxiety and negative emotions compared to others who are characterized by a high level of this type of intelligence (Cann et.al, 2011: 78). Appropriate for context, meaning that they do not expect the reactions of others when they make a funny situation, and this indicates a lack of interest in the general context with a clear neglect of the context of the social situation and the reactions of others in general who have a tendency towards (humour) and use (joke) or do funny situations that are inappropriate for general inclinations or It provokes negative reactions towards them from the social point of view, and here the playful intelligence can identify and draw (social pictures) (profile) of the individual's personality (Gardner et.al, 1985: 77).

In the context of drawing this social picture, people with (low playful intelligence) have a negative outlook compared to high playful intelligence, who are more anxious and more affected by pressure (Abel, 1998:32). People with low playful intelligence do not have the appropriate ability to anticipate the reactions of others and are less able to realize their feelings of psychological pain compared to those with high playful intelligence as they deal positively with stress (Lefcourt, 2000:93). Low playful intelligence is associated with cognitive burden and boredom. The result of the monotony of the learning process. Individuals with low intelligence of this type lack the cognitive pleasure that results from discovering the contradictions that are generated through research and this affects the thinking style of individuals as they tend to think logically. (Gardner, 1999: 22).

In another study, Cardner concluded that high playful intelligence is compatible with linguistic intelligence and that its low means that there are difficulties for the individual to appreciate and understand humorous topics, as it was noted that those with low playful intelligence see incomprehensible jokes. (Browne & Cudeck 1986: 32). Those with high playful intelligence are abler to deal positively with pressure, are more positive in their self-view, are more optimistic, are more detailed than others in social interaction circles, and prefer to interact with each other (Hargrove, 2007:60).

Research importance

Fun intelligence has a (functional) goal as it provides cognitive brain pleasure that helps to get rid of the mental burden resulting from many factors so that it can be considered a brain readiness that helps to get rid of monotony and traditional or

(routine) thinking, as people with high fun intelligence tend towards cognitive environments Non-routine, and this is affected by environmental factors such as family upbringing methods and the surrounding environment that push individuals and motivate them to use playful intelligence in solving problems. (Anthony, 2021:18).

Gardener pointed out that the presence of playful intelligence can help the individual in dealing with crises at the level of his personal life and society, and it also helps to avoid unwanted experiences and treat them cognitively to overcome them and overcome border issues. Stevenson referred to the social interactions carried out by people with intelligence Fun gives them a greater opportunity for positive social interaction and high-level emotional communication, which allows them to learn fun, which in turn leads to a sense of community away from the prejudices that it puts in its way. The funny intelligent people rely on strategies to be social people characterized by humility and a sense of community problems (community sense) which is important for many reasons, including the defeat of the sense of social isolation and psychological distress, which is one of the causes of early death and its negative effects on the health of adults due to many factors, including resorting to smoking, lack of exercise and obesity that leads to chronic diseases such as high blood pressure and others, and that people with low intelligence have fun They suffer from social or individual anchoring, due to their resorting to quick thinking. (Anthony, 79-802021).

Research aims

The current research aims to identify:

- The cheerful intelligence of the university professor at the University of Kufa and for each of the five areas.
- The statistical significance of the differences in the funny intelligence of the university professor at the University of Kufa according to the variables (gender, specialization, scientific title, certificate).

Practical part

First: Research Methodology

The current research uses the descriptive associative approach, by collecting data and codified information about the phenomenon or problem, tabulating and analyzing it, and then subjecting it to a careful study (Melhem 2010: 370).

Second: The research community

The research community is defined as the total group with the elements that the researcher seeks to generalize the results related to the problem (Awda and Malkawi 1992: 159). The current research community consists of male and female teachers of the University of Kufa, whose total number is (2165). Third: The research sample: The basic research sample was chosen with a percentage of (23%) of the original community, so it becomes (498) and is close to (500) teaching

and teaching staff. The sample was chosen by random method, with a similar distribution according to its distribution in Table (1):

Table 1
Shows a summary of the sample number by type and speciality

variable	levels variable	number
Gender	Male	319
	female	181
specialization	Scientific	318
	Humanity	182
degree	Master	110
	PhD	390
Academic title	Assistant teacher	68
	teacher	143
	Assistant Professor	172
	Professor	117

Fourth: The search tools

To measure (fun intelligence), it required the presence of a measuring instrument for this variable that has the psychometric characteristics of the measurement, as follows:

Defining the concept of Playful Intelligence

The researcher reviewed the literature and previous studies related to the concept of playful intelligence. From it, the researcher adopted the definition of Anthony T. DeBenedet 2021 as: (the ability to restore life in a serious world through a set of behaviours, and the tendency towards smiling and laughing seriously to get rid of tension, and how it affects the inner and outer life of adults by Imagination and the practice of social communication with skill, humour, spontaneity, and exclamation (Anthony, 2021:3). In addition, the researcher formulated a new definition by taking advantage of the theory: (the ability to be familiar with spontaneous, fruitful and productive behaviours, through playful situations dominated by fascinating imagination, social interaction, humour and high flexibility).

Defining the areas of playful intelligence and its paragraphs in their initial form

After the theoretical definition of playful intelligence was determined, and based on the literature and previous studies that dealt with the concept of playful intelligence, and according to the theory (T. DeBenedet 2021) and based on that, the five fields of playful intelligence are represented separately In the following:

- **The first field:** Imagination: It is one of the fun traits that affect the lives of adults, and it is more effective in the context of expression (musical, or

artistic, and more intense in the psychological aspect) by reformulating the features of imaginary situations. (Anthony, 2021:18).

- **The second area** is the practice of social communication skills (lifting the anchor) Powerless Communication Anchors Aweigh Sociability Well Played It is like improving communication skills with high efficiency, addressing problems by social stereotyping, changing mood, cognitive dignity, good listening, and humility away from situational embarrassment. (2021:88Anthony).

The third area of humour (Practice with communication skills) Powerless Humor Well Played Connection Resiliency

It is the modification of the sense of humour with a strong connection to social relations by being careful not to utter what insults others, and humility through self-criticism from activities interspersed with healthy humour and helps a lot to free up an amount of time easily and make an effort to laugh. (2021:130Anthony).

Spontaneity Well Played Finding Flexibility the Generosity Hurdle

High flexibility in social situations and generosity investigation for happiness, the flow of emotions and feelings to help others, and systematic breaking of routine. (2021:137Anthony).

The fifth field (the practice of wondering skillfully and broadly) Wonder Well Played

It is a real meaningful effect for the individual, as a positive feeling that forgets difficult and stressful times and keeps it within the present and the present moment, and pushes for slackening of negative action, and becomes more inspirational, confident, supportive and strong through emotional maturity. (2021:193Anthony).

Statistical analysis of the fun intelligence scale items

The process of statistical analysis of the items of the scale is one of the basic operations in the scale (Anastasi, 1988:192)). By applying a t-test for two independent samples to verify the significance of the differences between the averages in the upper and lower groups, for the items of the scale on the statistical analysis sample of (400) teaching and teaching staff, and then determining the total score for each of the respondents' forms, then arranging the forms in descending order according to The total degree, from the highest degree to the lowest degree, then assigning (27%) of the forms with the highest degrees, and (27%) of the forms with the lowest degrees. The number of members of each of the upper and lower extremity groups was (108) male and female teachers, and after applying the t-test for two independent samples, to find out the significance of the differences between the upper and lower groups for the scores of each item of the scale, all items of the scale were (Appendix / 5). By comparing it with the tabular t-value of (1.96) distinct at the significance level (0.05) and the degree of freedom (214),

Correlation of the paragraph score with the total score of the scale

The researcher used the Pearson Correlation coefficient to find the correlation between the degree of each paragraph of the scale with the total score of the scale and for the same sample that was used in the statistical analysis of (400) teaching and teaching staff.

Psychometric properties of a scale

Validity Scale Indicators

The validity of the test is the interest in what the test measures and how it performs, and what can be deduced from the test scores (Anastasi & Urbina, 1997: 113). The researcher used several indicators of validity, which are:

Construct Validity

It is described as the most representative type of honesty for the concept of honesty, which is sometimes called concept fidelity or hypothetical formation fidelity. (Lahman, 2003: 218).

The scale reliability indicators

Test method - stability factor

The psychometric literature has indicated the possibility of measuring stability in several ways, as (Cronbach) sees that the consistency of responses' degrees is carried out through a series of measurements, including Internal consistency, which is achieved if the paragraphs of the scale measure the same concept, and external consistency (External Consistency). This is achieved when the scale continues to give the same results if it is re-applied over some time (Holt & Irving, 1971: 60). In this way (0.81).

Results

The first goal

The funny intelligence of a university professor at the University of Kufa. The results of the research showed that the average degrees of funny intelligence for the research sample of (500) university professors at the University of Kufa, reached (136.84) degrees, with a standard deviation of 34.49 degrees, and the hypothetical average was (120), and to know the significance of the difference between them The t-test was used for one sample, where the calculated t-value was (10.91), which is greater than the tabular t-value of (1.96), at a level of significance (0.05) and a degree of freedom (499), and this result indicates that a university professor at the University of Kufa has a cheerful intelligence, according to the data available in Table (2), which shows:

Table 2
The one-sample t-test on the funny intelligence of a university professor at the University of Kufa

variable	Sam ple	Arithm etic mean	Stand ard deviati on	Hypoth esis means	Degre e of freed om	T value		Significa nce level
						Calcula tion	Tabu lar	
Fun Intellige nce	500	136.84	34.49	120	499	10.91	1.96	0.05 function

To examine the domain scale, the researcher used the t-test for each domain separately, and Table (3) illustrates this:

Table 3
T-test for the difference between the arithmetic mean of the sample scores and the hypothetical mean of the fun intelligence

domains	Arithmetic mean	standard deviation	mean, hypothesis	Calculated t-value	significance level
Imagination	29.17	7.93	24	14.58	Function in favour of the sample
Communication	28.66	7.80	24	13.36	Function in favour of the sample
Humour	27.65	7.45	24	10.96	Function in favour of the sample
Spontaneity	25.36	7.49	24	4.05	Function in favour of the sample
The exclamation	25.96	7.97	24	5.51	Function in favour of the sample

The second goal

Statistical significance of the differences in the funny intelligence of a university professor at the University of Kufa according to the variables (gender, specialization, scientific title, certificate, group). To extract the differences in the variable (fun intelligence) of the university professor at the University of Kufa. And the researcher used the analysis of covariance by interaction (ANCOVA), to reveal the results of statistically significant differences for the variables (gender, specialization, group, scientific title), and for the interactions of each of the binary between (type * specialization) (type * group) (type * title) (specialization * group) (specialization * title) (group * nickname) and for the tripartite interactions in (genre * specialization * group) (type * specialization * nickname) (type * group * nickname) (specialization * group * nickname). The following has been shown:

First: Functional values in playful intelligence: As shown in Table (4).

Table 4
Results of the ANCOVA interaction analysis on the significance of differences in
playful intelligence

According to the variables (gender, specialization, group, scientific title, certificate).

Sources of variance	Sum of squares	Degrees of freedom	mean - squares	Calculated F	Difference sign
Type	15411.18	1	15411.18	18.40	Significant
Specialization	10.99	1	10.99	0.01	Not Significant
Community	1879.18	1	1879.18	2.24	Not Significant
Surname	12365.11	3	4121.70	4.92	Significant
Type*Specialization	2553.00	1	2553.00	3.05	Not Significant
Genre*Group	3243.84	1	3243.84	3.87	Significant
Gender*Name	12275.28	3	4091.76	4.89	Significant
Specialization*Community	1184.72	1	1184.72	1.41	Not Significant
Specialty* Title	9532.47	3	3177.49	3.79	Significant
Community* Surname	1175.42	2	587.71	0.70	Not Significant
Type*Specialization*Community	1240.31	1	1240.31	1.48	Not Significant
Gender*Specialization*Surname	2576.81	3	858.94	1.03	Not Significant
Gender * Group * Surname	2835.73	1	2835.73	3.39	Not Significant
Major * Community * Surname	1866.86	1	1866.86	2.23	Not Significant
Error	397754.26	475	837.38		Not Significant
Total	593696.55	499			Not Significant

The table value equals (3.841) at the level of significance (0.05)

Table 5
Fisher's value for the average scientific title of a university professor in playful
intelligence

Scientific Title	Number	Averages Totals		
		1	2	3
Professor	117	119.40		
Assistant	172		137.70	

Professor				
Assistant teacher	68		139.88	139.88
teacher	143			148.61
Calculated Scheffe		8.65		

Conclusions

Based on the results of the current research, the researcher concludes the following:

- The university professors at the University of Kufa have funny intelligence.
- The teachers according to their type (teaching - teaching) are the ones who have fun intelligence.
- Classification of playful intelligence according to rank is as follows:
 - First place is the title of professor in funny intelligence
 - In second place is the title of assistant professor in the fun intelligence
 - In third place, the title of assistant teacher in the fun intelligence
 - In the last place, the title of a teacher in funny intelligence
- The teachers are categorized according to their social status (colleague, friend and neighbour) in the use of funny intelligence.
- The professors deal according to their scientific titles in the use of funny intelligence.
- Teachers are classified according to their social status (colleague, friend and neighbour) in using their scientific titles for the concept of fun intelligence.

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