

DE LA SALLE UNIVERSITY

ABSTRACT

This is an experimental study which aims to seek the relationship between humor and the comprehension of college students. Three different hypotheses have been formulated prior to data collection. First, the study hypothesized that humor facilitates comprehension of college students; second, that age affects the differences in comprehension of these said college students; and third, that a certain aspect of personality, the level of seriousness, also affects the differences in comprehension.

The study limits itself to De La Salle University college students in the freshmen and graduating years. The said subjects would undergo certain tests which would try to find out if a humor stimulus would affect their comprehension, either positively or negatively. The first main step of the study is to let the subjects take a particular personality test called the Guilford-Timmerman Temperament Survey. This test would determine their level of seriousness through the so-called R-score. This R-score would be the criterion for dividing the subjects into two groups: the experimental and the control. After taking the Guilford-Timmerman test, the subjects would now be asked to answer a comprehension test which the authors



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have devised. A comparison would be made between the scores attained by those in the control and those in the experimental group. The scores of the comprehension test would simply be the number of correct answers for the test. The t-test would be used for statistical computations which would determine whether or not humor facilitates comprehension of the subjects. The Pearson correlation would in turn be used in finding out if age, as well as level of seriousness, affects the differences in comprehension.

