



Study of Sense of Humour of Secondary School Teachers in Relation to Gender And Locality

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ABSTRACT

The present study is an attempt to study the sense of humour among secondary school teachers in relation to their gender and locality. In this study, Descriptive Survey Method was used. A sample of 600 senior secondary school teachers was taken on the basis of random sampling method. Teacher Sense of Humour Scale by Malik & Kapoor (2014) was taken to assess the sense of humour. Mean, SD and 't' test tests were used to analyze the data. Findings of the study were: (i) Male teachers were found to have more sense of humour than female teachers' and (ii) no significant difference was observed in sense of humour regarding locality.

Key words: Sense of humour, male, female, rural, urban secondary school teachers.

INTRODUCTION

Individuals that are devoted, passionate, and academically and emotionally vigorous in their work with children are considered "reliable" teachers. These educators are aware of the limitations of the more wide social environments in which they educate, possess a distinct sense of personality, and believe that they can have any type of impact on the learning and accomplishment of each of their students. They really care for them. They are equally concerned with how and what they teach, and they are eager to learn more about both in order to become and remain more than competent. They are aware of the importance of emotions in classroom instruction. They are dedicated to collaborating and cooperating with colleagues. Teaching is a creative and exciting vocation for many educators.

SENSE OF HUMOUR

Having a sense of humour is a quality that everyone possesses, but the degree to which a person's personality finds something amusing depends on a variety of absolute and relative variables, including geographic location, culture, maturity, educational attainment, intelligence, and marital status, to name just a few of the more important considerations. When faced with despair, grief, worry, tension, and even in all circumstances, it is the capacity to produce a moment of pleasure or laughing that may lift one's spirits. It's easier to get along with others if you have a good sense of humour, and you may also be more productive at work. An successful teaching and learning atmosphere may be created with the help of teachers who have a good sense of humour, allowing students to relax and focus on the task at hand. A good sense of humour is the capacity to recognise and appreciate amusement, as well as the

ability to make people laugh and smile. Sense of humour is simply the thought of not paying attention to as well and the capacity to chuckle at one's own shortcomings and shortcomings. Having a decent Sense of Humor implies that the individual has a brilliant assortment of good jokes, he has retained countless entertaining stories, and he is talented at rehashing them for the delight of himself as well as other people." In this sense, he can make others giggle at his accounts as well as activities. Sense of Humor incorporates humor gratefulness, creation, perception, etc. What's more, "humor" includes a wide scope of ideas, for example, diversion, mind, scorn, parody, eccentricity, and parody, and no from the earlier evaluative suppositions are made concerning the attractive quality, adaptiveness, or wellbeing of a Sense of Humor. The distinctions in the manners by which individuals utilize the expression "Sense of Humor" in regular day to day existence can be best comprehended through the wide scope of hypothetical ways to deal with Sense of Humor.

Different hypotheses of silliness, chuckling, and satire have been progressed by different scholars and scholars throughout the hundreds of years. It is important that greater part of these speculations have not explicitly tended to singular inconstancy in Sense of Humor. These hypotheses have endeavored to clarify why we giggle at specific circumstances and why not at others; and what sorts of mental, enthusiastic, and inspirational procedures are associated with the discernment and experience of amusingness and so forth. There has been shockingly minimal methodical hypothetical or observational work done on building up a far reaching definition and portrayal of ongoing silliness conduct. These speculations didn't put forth attempts to clarify why a few people snicker and take part in humor more than others.

The principle purpose behind necessity of sense of humour in the instructing learning process is that it improves understudies' learning. Having a sense of humour means that the sense of humour teacher is sense of humour human and can impart to the gathering. In the event that a teacher has a sense of humour and isn't hesitant to utilize it, understudies get loose. Amusingness in the instructing learning circumstance encourages the bashful understudies to take part with the gathering, to feel a piece of the class and potentially contribute without feeling uncovered. Diversion in the study hall can likewise assist with encouraging the understudy teacher relationship, which thus makes a positive and inviting study hall condition. Silliness is often distinguished as a showing procedure for building up a positive learning condition (Hill, 1988). Silliness in the homeroom isn't the response to all study hall the board issues, yet it is a great preventive gauge and can often diffuse tense circumstances (Loomans and Kolberg, 1993). The best thing about utilization of cleverness in the study hall by the teacher is that regardless of whether your joke bombs, it despite everything achieves the objective of showing up happy – as long as you can snicker at yourself. Teachers can cultivate homeroom enchantment through

improved correspondence with understudies by having a perky disposition and an eagerness to utilize proper funniness.

Review of Literature

According to **Gorham et al. (2009)**, humour had a greater impact on male students and male teachers; however, previous research found no evidence that humour had a negative impact on student and teacher evaluations of female teachers or that the humour of female teachers differed significantly from that of male teachers. **Dange and Jagannath (2012)** found a substantial difference was identified between Rural and Urban primary school teachers sense of humour. **Vaezi and Fallah (2012)** discovered that, subsequent to representing the commitment of segment factors, sense of humour and Emotional Intelligence could altogether add to the expectation of teacher stress, in any case, just emotional intelligence could independently anticipate teacher stress. **Bahar and Ali (2015)** revealed that that there was a significant positive correlation between the teachers' perceptions of creativity behaviours and their perceptions of sense of humor of the primary school principals. **Malik and Sarita (2015)** explored that significant difference was found in teaching effectiveness and sense of humour among male and female school teachers. Moreover significant difference also found in teaching effectiveness among secondary school teachers with sense of humour. **Malik and Anju (2015)** found a significant difference in word related pressure of male secondary school teachers yet no huge contrast was found in word related pressure of female secondary school teachers in relation to their sense of humor. **Sammy (2016)** as anticipated, those with high humor detailed fundamentally lower levels of enthusiastic depletion and depersonalisation yet more elevated levels of individual achievement. According to a research by **Chandel (2018)**, male high school teachers are more likely than female high school teachers to engage in self-enhancing humour. Male and female high school teachers' affiliative, confrontational, and self-defeating humour differed in no meaningful way.

The teacher| may realize |themselves and how to coordinate their personality| solidarity to make| their training methods become successful which is required in accomplishing |the education advancement plan. Each teacher has their own instructing |styles. As per Rubin (1985), instructing styles includes decisions and choices and decisions teachers make really de discharge their apparent pictures and job. Truth be told, there are numerous teachers' personality characteristics appeared in numerous investigates which influence their vocation. The most significant is the impact on understudies with whom they interface every day. Concerning the teachers' personality, it very well may be significant in controlling the exercises and the learning procedure. Hence, an attempt has been made to study the sense of humour of secondary school teachers in relation to their gender and locality.

Objectives

1. To study and compare sense of humour among male and female secondary school teachers.
2. To study and compare sense of humour among government and private secondary school teachers.

Hypotheses

1. There is no significant difference in sense of humour among male and female secondary school teachers.
2. There is no significant difference in among government and private secondary school teachers.

Methodology

Keeping in view the nature of study, Descriptive Survey method has been used.

Population and Sample

All teachers teaching in secondary schools of Rohtak and Sonipat district constituted the population of the study for the present investigation. A sample of 600 secondary school teachers was taken as a sample

Tool Used

1. Teacher Sense of Humour Scale by Malik and Kapoor (2014)

Statistical Techniques Used

In order to analyse the data, differential statistical techniques viz. mean, standard deviation and 't'-ratio were employed to analyze the data.

Analysis of Data

To study the difference in sense of humour among secondary school teachers in relation to gender and locality, 't' was used to analyze the data given in table 1 to table 2.

Table: 1

Comparison of mean scores of Sense of Humour among secondary school teachers in relation to gender

Gender	N	Mean	SD	t-value
Male teachers	300	46.84	10.970	2.570**
Female teachers	300	44.37	12.520	

**Significant at 0.05 level

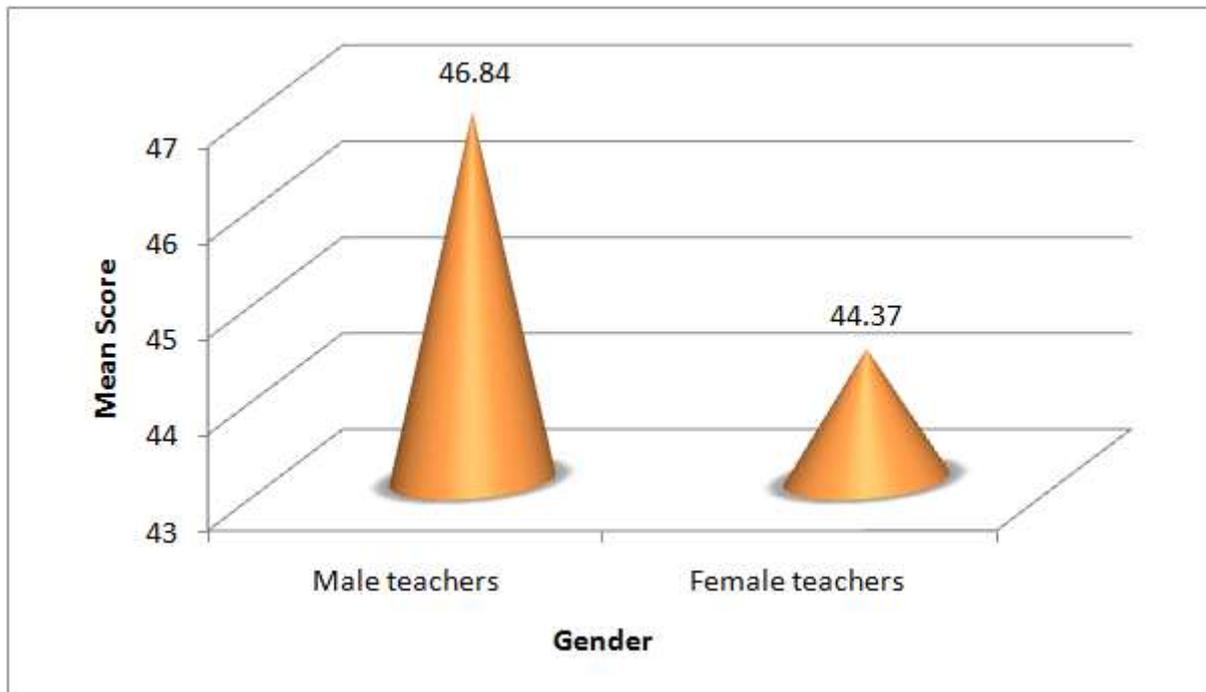


Fig. 1: Mean and SDs scores of of Sense of Humour among secondary school teachers in relation to gender

Table 1 indicates that the mean scores of sense of humour among male and female secondary school teachers. It indicates that the mean scores for sense of humour for male and female teachers are 46.84 and 44.37 respectively. The 't' value comes out to be (2.570) which is significant at 0.01 level. It may be established that female teachers have significantly lower mean score than male teachers. As a result, the null hypothesis, "There is no significant difference in sense of humour among male and female secondary school teachers" is not retained. It means that male teachers had good sense of humour than female teachers with low sense of humour. The present finding is in consonance with the findings of **Gorham et al (2009), Dange and Jagannath (2012) and Malik and Sarita (2015)** who also found that male teachers had more sense of humour than female teachers.

Table: 2

Comparison of mean scores of Sense of Humour among secondary school teachers in relation to locality

Locality	N	Mean	SD	t-value
Rural teachers	300	47.10	12.170	1.206 ^{NS}
Urban teachers	300	46.03	11.261	

NS=Not Significant

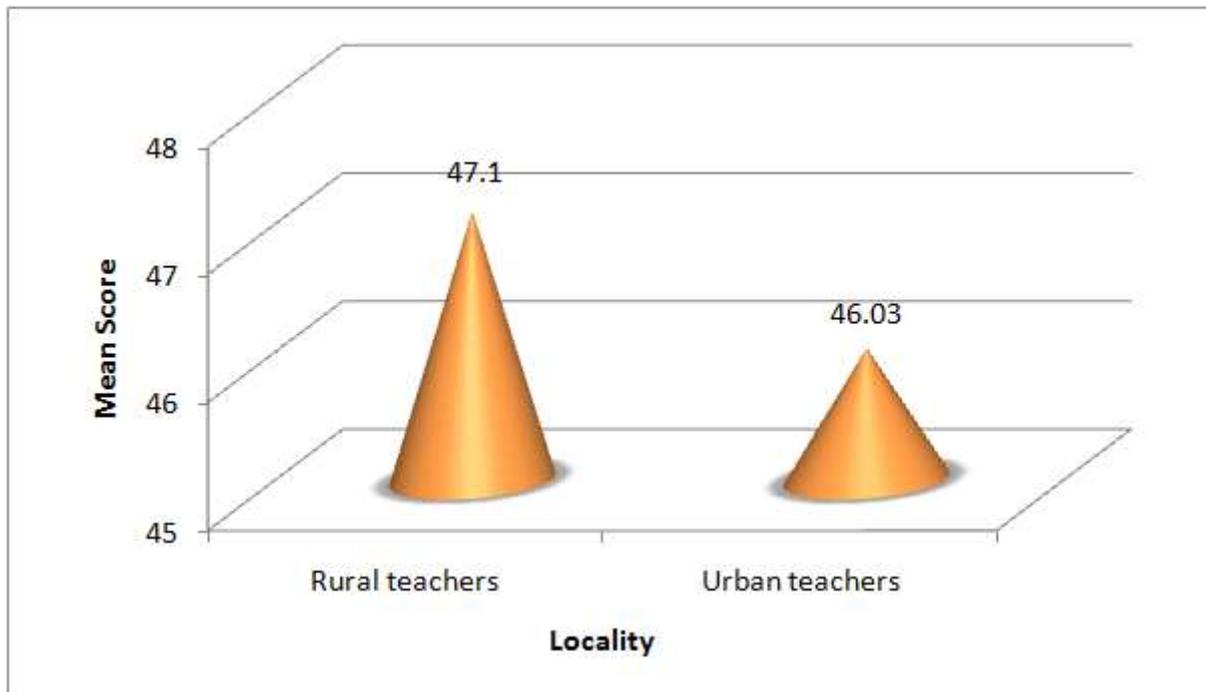


Fig. 2: Mean and SDs scores of of Sense of Humour among secondary school teachers in relation to locality

Table 2 indicates that the mean scores of sense of humour among rural and urban secondary school teachers. It indicates that the mean scores for sense of humour for rural and urban teachers are 47.10 and 46.03 respectively. The ‘t’ value comes out to be (1.206) which is not significant. It may be established that teachers working in rural and urban areas do not differ significantly on sense of humour. As a result, the null hypothesis, “There is no significant difference in sense of humour among rural and urban secondary school teachers” is retained. The present finding is in consonance with the findings of **Dange and Jagannath (2012)** who observed no significant difference among teachers in relation to their locality.

Findings and Implications

1. It was observed that there exists a significant difference in sense of humour among secondary school teachers in relation to gender. Male teachers were found to have more sense of humour than female teachers.
2. The findings of the study revealed that there is a significant difference in sense of humour regarding locality.

Conclusion and Recommendations

A good sense of humour is one of the qualities of an excellent instructor in higher education. Stress and anxiety may be reduced by laughter, which in turn helps students learn. As a result, it should be included

in every classroom instruction. Use of humour in the classroom may help students and teachers alike cope with difficult situations. Teachers that have a good sense of humour will be able to build better connections with their peers, the administration, and higher-ups. Regardless of gender or location, instructors' classroom performance is significantly affected by their sense of humour, according to a new study. When it comes to teaching, schools should encourage their teachers to include a healthy dose of humour into their lessons, as well as providing them with the tools they need to do so. They should be encouraged to utilise comedy successfully, which will aid in their ability to educate.

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