

HUMOUR STYLES OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR FAMILY TYPE AND STREAMS

Dr. Manoj Kumar

Asst. Prof., Raj Rajeshwari College of Education Chorab (Mansui) Bhota, Hamirpur (H.P.)

Email: manojkumar371976@gmail.com

ABSTRACT

Schools are making effort to ensure that their teachers are effective in every way in subject delivery. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. The main focus of this study was to investigate the extent to which secondary school teachers' use humour while teaching and the effect of humour in their teaching. In this study humour Styles were treated as dependent variable, while family type and stream were treated as independent variable. The sample of the study consisted of 137 secondary school teachers, which were collected by random sampling with the help of humour styles questionnaire of Martin et al. (2003). The obtained data were analysed by using Mean, SD and the 't'-test. The finding of the study reported no difference in the humour styles among secondary school teachers in relation to their family type and stream.

KEYWORDS : Effectiveness, Humour Styles, Senior Secondary Teachers....

INTRODUCTION

Humour framed a way to be nurse and to practice health-care which optimize interventions and is indeed a competence in health care. Being one of the burning topics in psychology, various researches correlated to humour have been done. Most people like humorous person. Humorous people are amusing, active, funny and striking. However, not everybody knows the mechanism behind the charisma. We cannot escape from getting touch with humour, because it is commonly used every day and appears in daily events, parties and media. Humour not only serves for societal purpose, but also gives the way to strengthen our abilities in coping with stress. The sense of humour is the capacity of perception what allows us to experience serenity and felicity even when faced adversities. Studies on humour demonstrate that humour is ideal for health, increases defences and balances people biologically and psychologically in their interpersonal relationships and enlarge creativity.

REVIEW OF LITERATURE

The review of related literature pertaining to the present study has been given as under:

Dhiman & Chandel (2014) investigated the humour styles among teachers' educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher educator with regard to their overall humour, self-enhancing, aggressive and self - defeating humour styles

Chandel (2018) predicted that Senior secondary school teachers with High level of Total wellbeing were found more inclined towards using Affiliative and Self-Enhancing humour styles as compared to their Low-level Total wellbeing counterparts. On the other hand, senior secondary school teachers having Low level of Total wellbeing were found more prone to the use of Aggressive humour style as compared to their High level Total wellbeing counterparts

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their in-effective counterparts.

Kumar & Dhiman (2020) found that private secondary teachers were found to be more oriented towards self-enhancing humour as compare to their government counterparts. No significance differences were found in affiliative and self-defeating humour.

Dhiman & Mehta (2021) conducted a study on sense of humour among science and non-science background senior secondary teacher and explore that science background senior secondary school teacher were found to be more oriented towards generation & use of humour or humour production (HP) and overall sense of humour as than their non-science background counterparts. However no significant difference was found in coping/ adaptive humour (CH), attitude towards humorous people (ATPH) and appreciation of humour (HA) among science and non-science background senior secondary teachers.

Kumar & Dhiman (2021) found that the government secondary school male teachers were found to be more oriented towards affiliative, self-enhancing and aggressive humour as compared to their female counterparts. However no significant difference was found in self-defeating humour of government secondary school male and female teachers.

Sahin (2021) found that using positive humour types in the styles of affiliative humour and self-enhancing humour can be useful for managerial and pedagogical efficiency in schools. As for the results of the metaphorical analysis, participants mainly use positive humour and, to some extent, situational humour. Affiliative humour style was the most preferred one. The results also implied that some participants use self-enhancing humour style and aggressive humour style as well.

OBJECTIVE OF THE STUDY

1. To find out the difference in the Styles of Humour of Secondary School Teachers based on Family Type.
2. To find out the difference in the Styles of Humour of Secondary School Teachers based on Stream.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Family Type.
2. There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Stream.

METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study Humour Styles Questionnaire by Martin et al. (2003) was used to collect the data from Secondary School Teachers.

SAMPLING

In the present study lottery method of probability sampling was used.

VARIABLES

In the present study, Styles of Humour were treated as dependent variable, whereas Family Type and Stream were taken as independent variables.

STATISTICAL TECHNIQUES USED

In the present study the statistical techniques of Mean, SD and the 't'–test were employed for data analysis.

ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of Humour Styles of Secondary School Teachers based on Family Type.

Table-1
Showing the Significance of Mean Difference in the Humour Styles of Secondary School Teachers Based on Family Type

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Joint Family	Nuclear Family	Joint Family	Nuclear Family	Joint Family	Nuclear Family			
Self-Enhancing Humour Style	79	58	25.67	26.01	3.63	3.31	135	0.56	NS
Affiliative Humour Style	79	58	26.94	25.72	3.82	3.66	135	0.06	NS
Self-Defeating Humour Style	79	58	20.96	19.93	4.23	3.48	135	0.12	NS
Aggressive Humour Style	79	58	19.71	19.67	3.94	3.93	135	0.96	NS
Overall Humour styles	79	58	93.28	91.35	9.91	7.74	135	0.20	NS

NS : Not Significant

The Table-1 indicates that the obtained 't'- values were found to be 0.56, 0.06, 0.12, 0.96 and 0.20 with respect to Self-enhancing, Affiliative and Self-Defeating, Aggressive and Overall Humour Styles, which are not significant at 0.05 level of significance. It means that Secondary School Teachers do not differ significantly on the bases of type of family with regard to self-enhancing Affiliative, Self-Defeating aggressive and overall Humour styles. Hence, the hypothesis that, "There will be no significant difference in the Styles of Humour among Secondary School Teachers based on Family Type" was accepted. Even though the Table-1 shows the mean scores values for Over All Humour of teachers belong to Joint and Nuclear Type Family were found to be 93.28 and 91.25 respectively revealed that teachers belong to Joint Family are more acknowledge towards humour as compare Nuclear Family counterparts.

The Table-2 presents the calculated statistics of Humour Styles of Secondary School Teachers based on Stream.

Table-2
Showing the Significance of Mean Difference in the Humour Styles of
Secondary School Teachers Based on Stream

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Arts & Com.	Sci	Arts & Com.	Sci	Arts & Com.	Sci			
Self-Enhancing Humour Style	50	58	25.72	26	3.51	3.51	135	0.64	NS
Affiliative Humour Style	50	58	26.67	25.98	3.68	3.96	135	0.31	NS
Self-Defeating Humour Style	50	58	20.79	20.06	4.15	3.58	135	0.28	NS
Aggressive Humour Style	50	58	20.08	19.02	3.99	3.73	135	0.12	NS
Overall Humour styles	50	30	93.26	91.06	9.33	8.51	135	0.16	NS

NS : Not Significant

The Table-2 indicates that the obtained 't' values were found to be 0.64, 0.31, 0.28, 0.12 and 0.16 with respect to Self-enhancing, Affiliative and Self-Defeating, Aggressive and Overall Humour Styles, which are not significant at 0.05 level of significance. It means that Secondary School Teachers do not differ significantly on the bases of type of Streams with regard to Self-enhancing, Affiliative, Self-Defeating, Aggressive and Overall Humour Styles. Hence, the hypothesis that, "There will be no significant difference in the Styles of Humour among Secondary School based on Stream" was retained. Further, from the Table-2 the means core values of Over All Humour of Secondary School Teachers belong to Arts & Commerce and Science were found to be 93.26 and 91.06 respectively, revealed that teachers belong to Arts & Commerce are more acknowledge towards humour as compare Science counterparts.

FINDINGS OF THE STUDY

1. No significant difference was found in Styles of Humour among Secondary School Teachers based on Family Type.
2. No significant difference was found in Styles of Humour among Secondary School Teachers based on Stream.

REFERENCES

- **Chandel, M.K. (2018).** A Study of the Relationship of Humour Styles of Senior Secondary Teachers with their Personality Traits, Wellbeing, Gender and Age. *Ph.D. Thesis, Career Point University, Kota.*
- **Dhiman, R.K. & Chandel, K. S. (2014).** Humour Styles among Prospective Teacher Educators. *An International Journal of Education, Pedagogy of learning*, 2(1), 115-121.
- **Dhiman, R.K. & Mehta, A. (2021).** Sense of humour among science and non-science background senior secondary teachers. *International Journal of Creative Research Thoughts (IJCRT)*, 9 (9), b-852-b856.
- **Kumar, M. & Dhiman R.K. (2019).** Humour Styles of Effective and In-Effective Secondary Teachers. *International Journal, Raj Rajeshwari Journal of Psychological & Educational Research*, 3(2).
- **Kumar, M., & Dhiman, R.K. (2020).** Humour Styles among Government & Private Secondary Teachers. *Raj Rajeshwari Journal of Psychological & Educational Research (RRJPER)*, 4(2) & 5(1), 24-32. ISSN 2455-7900.
- **Kumar, M., & Dhiman, R.K. (2021).** Humour styles among government secondary school teachers based on their gender. *International Journal of Creative Research Thoughts (IJCRT)*, 9 (1), 352-354.
- **Sahin, A. (2021).** Humour Use in School Settings: The Perceptions of Teachers. *Journals SAGE Open*, April-June 2021, 1–16.

Submitted on July 18, 2024

Accepted on July 31, 2024