



# SENSE OF HUMOUR AMONG SCIENCE AND NON-SCIENCE BACKGROUND SENIOR SECONDARY TEACHERS

<sup>1</sup>Dr. Raj Kumar Dhiman, <sup>2</sup>Arti Mehta

<sup>1</sup>Principal, <sup>2</sup>Research Scholar (Ph.D.-Education)

<sup>1</sup>Raj Rajeshwari College of Education Bhota, Hamirpur (H.P.) - INDIA. <sup>2</sup>Carrier Point University, Kota (Rajasthan)-INDIA.

**Abstract** :The purpose of presents study was to determine the sense of humour among senior secondary teachers from both Science and Non-Science backgrounds in the Hamirpur District of Himachal Pradesh. A sample of 100 senior secondary teachers was selected through simple random sampling technique.Thorson and Powell (1993) Multidimensional Sense of Humour Scale (MSHS) was used to collect data from the subjects. For data analysis, descriptive statistical procedures such as Mean, Standard Deviation, and the 't'-test were used. According to the findings of the study, there is no significant difference in sense of humour among science and non-science background senior secondary teachers in the Hamirpur district of Himachal Pradesh.

**Key Words**: Sense of Humour, Science, Non-Science, Background, Senior Secondary Teachers.

## INTRODUCTION

Sense of Humour is the ability to use a strong technique to construct an interesting scenario when something is going wrong in your life and you articulate it in a useful manner. On the other hand, it is called Sense of Humour when we extract a common joke from someone's expression that is not in the grasp of others. If anyone is observant in seeking amusement in a variety of situations, they are said to have a strong sense of humour. A teacher with a good sense of humour will engage with students in ways that help him or her deliver memorable lessons.

A person's best strength may be their sense of humour. This ability can assist you in interacting with others in a simple and intelligent manner. Improve your wellbeing and also assist with the resolution of tense situations. You must try to look at the bright side of problems. Sense of humour can be seen in both positive and negative aspects and situations and also can reduce stress and anxiety as well as increase coping abilities and self-esteem.

## CONCEPT OF SENSE OF HUMOUR

Sense of humour is an universal characteristic of all forms of communication. It has been discovered in every known human being and civilization, and it has been discussed for two thousand years by philosophers. The ability of events to make you laugh and entertain you is known as a sense of humour. Sense of humor is one of the most effective literary weapons to please the students, as it develops characters and makes plots useful and memorable. Sense of humor plays many functions in a literary works. The teacher can uses different techniques, tools, words and even full sentences in order to bring to light new and funny sides of life. Humor is often found in literature, theater, movies and, advertising where the major purpose is to make the audience happy.

Teachers sense of humor is a miracle in creating effective teaching and learning environment where there no place for stress and anxiety but instead intrinsic motivation is enhanced humor gives us things to look forward to enjoyable ways to unwind and helps us to connect with other people. It helps us to see events from different perspectives. It is not a static, and it changes as you grow older and experience new things. It needs to work with other senses (like sense of control and sense of belonging). Sense of humor is the one instructional tool that teachers can use in the classroom to increase their effectiveness and can achieve their objectives. If teacher sense of humor use in class students feels more comfortable also they think that they have no stress easily. Students always remembered and love these teachers who have more sense of humor. It is not separated from chapter rather than during the class teacher can use sense of humor mention or explain same memories until students learn and understand better.

The sense of humor is our ability to understand and enjoy amusement, and to make others smile and laugh. It is also our ability to see the lighter side of situation and of ourself. In short it is our ability to experience and share joy and laughter in a positive way. It is ability to enjoy funniness and to see the funny side of a situation instead of always being serious. It is the ability to make light of something and it is good for our mind and body and also help us to cope with difficult situations.

## REVIEW OF RELATED LITERATURE

The following is a review of related literature relevant to the current study:

**Ketabi & Simin (2009)** conducted a research on investigating Persian EFL teachers and learners' attitudes towards humor in class. The results of the study strongly confirm a perceived effectiveness for humor as a very useful strategy to learning and teaching of foreign languages.

**Ruch (2010)** found that a good sense of humor can provide the foundation for a more positive worldview and greater personal strength.

**Kuiper (2012)** found that a good sense of humor play a role in enhancing or protecting well being. It is also a framework for appreciating the positive relationship with coping life satisfaction, happiness and reliance.

**Swanson (2013)** studied teachers' sense of humor and student performance on the national Spanish exams. Research suggested that second/foreign language teacher's Sense of Humor is directly related to many outcomes for teachers and their students. It was found that Spanish teacher's Sense of Humor is related with the achievement of the students in the examination.

**Malik & Sarita (2015)** conducted a study on teaching effectiveness of secondary school teachers in relation to their Sense of Humor and explored that significant difference was found in Sense of Humor among male and female school teachers. Moreover significant difference was also found in teaching effectiveness among secondary school teachers in relation to their Sense of Humor.

**Sammy (2016)** examined the total, direct, and indirect effects of humor on burnout among school teachers and found that those with high humor reported significantly lower levels of emotional exhaustion and depersonalization but higher levels of personal accomplishment.

**Kumar & Dhiman (2019)** found that educator gets the support of humour for providing quality education in every sphere through its catalytic role in decreasing the intent of stress & strains, anxiety, conflicts, tension and raising the level of wellbeing leading to wellness and healthy life at educational institutions and other workplaces.

**Mehta & Dhiman (2020)** found that teacher get the support of sense of humour for providing quality education in every sphere through its catalytic role in decreasing the intent of stress, anxiety, tension and raising the level of organizational citizenship behaviour and healthy life in school.

**Dhiman & Mehta (2021)** found that secondary school teachers have no significant relationship between Sense of Humour and Task Performance; Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) have significant positive relationship with each other among Senior Secondary Teachers; Significant positive relationship was found between Overall Sense of Humour and Overall Performance among Senior Secondary Teachers and Sense of Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) have no significant relationship with each other among Senior Secondary Teachers.

## OBJECTIVE OF THE STUDY

To find out the significant difference in sense of humour among Science and Non–Science background senior secondary teachers.

## HYPOTHESIS OF THE STUDY

There will be no significant difference in sense of humour among Science and Non–Science background senior secondary teachers.

## RESEARCH METHODOLOGY

Descriptive survey method of research was used in the present study by the researcher.

## RESEARCH TOOL USED

In the present study Multidimensional Sense of Humour Scale (MSHS) by Thorson & Powell (1993) was used to collect the data from school teachers on their sense of humour.

## POPULATION

The population of the present study was all senior secondary school teachers teaching +1 and +2 Classes in Govt. Senior Secondary Schools of Hamirpur District in Himachal Pradesh.

## SAMPLING

The sample was comprised of 100 secondary school teachers drawn through simple random sampling technique of probability sampling.

## STATISTICAL TECHNIQUES USED

In the present study the data was analyzed by employing statistical techniques of Mean, SD and ‘t’ Test.

## ANALYSIS AND INTERPRETATION OF DATA

The Table-1 presents the calculated statistics of Sense of Humour of Science and Non –Science background Senior Secondary Teachers.

**Table-4.1.4.1**

**Significance of Difference in Mean Scores of Sense of Humour among Senior Secondary Teachers belonging to Science and Non-science backgrounds**

Sense of Humour	Science		Non-Science		df	‘t’-Value	Significance
	Mean	S D	Mean	S D			
Generation & Use of Humour (HP)	37.40	5.40	34.50	5.29	98	<b>2.53</b>	*
Coping/ Adaptive Humour (CH)	24.94	3.07	24.55	2.96	98	<b>0.60</b>	NS
Attitude towards Humorous People (ATPH)	14.45	2.22	14.35	2.38	98	<b>0.20</b>	NS
Appreciation of Humour (HA)	11.30	1.86	10.96	2.09	98	<b>0.84</b>	NS
Over All	88.09	7.30	84.37	7.62	98	<b>2.36</b>	*

\*= Significant at 0.05 Level of Significance and NS= Not Significant

The Table-1 indicates that the obtained 't' values of Science and Non –Science background of senior secondary teachers for Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour were found to be **2.53 and 2.36** respectively, which are significant at 0.05 level of significance. It means that Science and Non-Science senior secondary teachers differ significantly with regard to their Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour. The mean value (M=37.40) and (M=88.09) of Science teachers are greater than the mean value (M=34.50) and (M=84.37) of Non-Science teachers, which means that senior secondary teachers belonging to science background were found more oriented towards Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour as compared to their Non-Science counterparts.

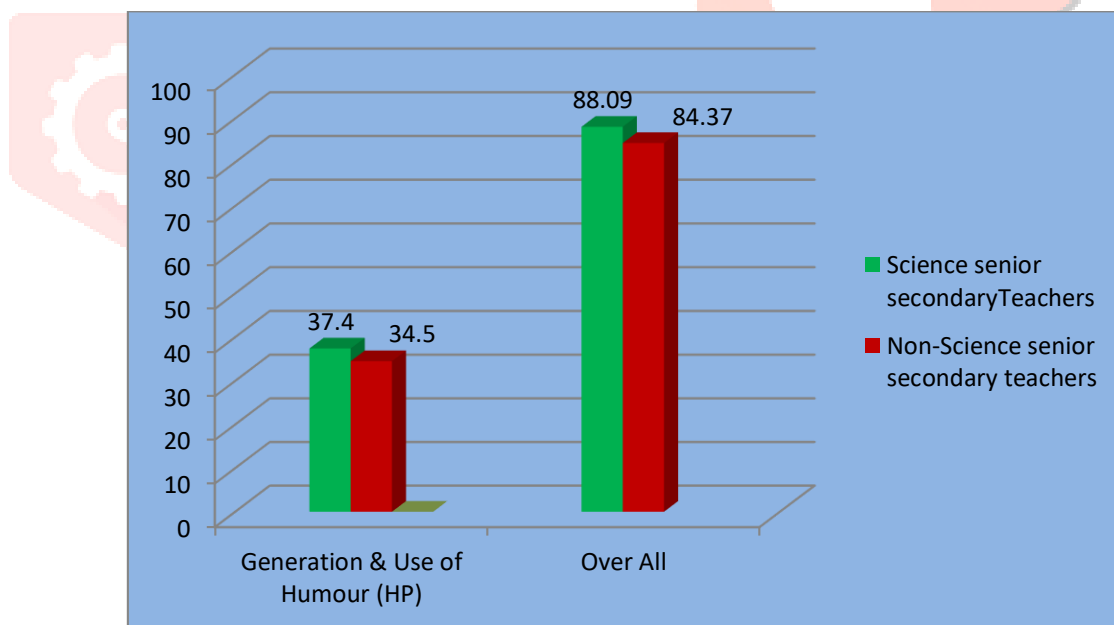
The Table-1 also reflects that the obtained 't'-values of Science and Non–Science background senior secondary teachers for Coping/ Adaptive Humour (CH), Attitude towards Humorous People (ATPH), and Appreciation of Humour (HA) were found to be **0.60, 0.20 and 0.84** respectively, which are not significant. It means that Science and Non–Science background teachers do not differ significantly with regard to Coping/ Adaptive Humour (CH), Attitude towards Humorous People (ATPH), and Appreciation of Humour (HA).

Hence, the null hypothesis that, 'There will be no significant difference in sense of humour among Science and Non–Science background senior secondary teachers' was accepted in the case of Coping/ Adaptive Humour (CH), Attitude towards Humorous People (ATPH), and Appreciation of Humour (HA) but rejected in case of Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour.

The following Figure-1.1 shows the significant differences in mean scores of Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour among Science and Non–Science background senior secondary teachers.

**Figure 1.1**

**Showing Significant Differences in mean Scores of Generation & Use of Humour or Humour Production (HP) and Overall Sense of Humour among Science and Non –Science background Senior Secondary Teachers**



## FINDING OF THE STUDY

On the basis of the analysis and interpretation of the data the following conclusions were drawn:

- Science background senior secondary teachers 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.

- No significant differences were 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.

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