



## HUMOUR STYLES AMONG GOVERNMENT SECONDARY SCHOOL TEACHERS BASED ON THEIR GENDER

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**Abstract:** The present paper was undertaken to study the effect of gender on humour styles of government secondary school teachers. The variable, humour styles was treated as dependent variable, while gender was treated as independent variable. A sample of 100 secondary school teachers was selected through random sampling technique. Data was collected with the help of Humour Styles Questionnaire of Martin et al. (2003) Hindi adaptation by Prof. B. P. Verma. The obtained data were analyzed by using Mean, SD and the 't'-test. The finding of the study reported that the government secondary school male teachers to be more prone towards affiliative, self-enhancing and aggressive humour as compared to female counterparts.

**Key Words:** Humour Styles, Secondary Teachers, Affiliative, Self-Enhancing, Aggressive, Self-Defeating.....

### INTRODUCTION

It's rigid to tune out when something is witty. We spot humour when something brings a joy, smile and amusement to others. It can happen in spoken and nonverbal communications. Humor can also improve social influence by enhancing how much a person is liked. Psychologists point out that humour is often a coping instrument to assist us get through difficult situations. Humour is an important part of education. Suitable humour can improve a learning experience, but it must be used properly so it's not a disturbance. In a classroom condition, positive humour can increase group cohesion. Mirth releases endorphins that promote bonding. Humour can also reduce anxiety, such as before an examination or when the persons in a group don't know each other.

### CONCEPT OF HUMOUR STYLES

Humour is an important part in the development of communications across different cultures. Presently, during the era of online communications, the role of humour has been adapted to the new platform of social media. Humour can be an effective way to engage students in online teaching. When teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Using humour brings passion, positive feelings and optimism to the classroom. The function of the humour can be heavily influenced by style in which it is presented. Four main styles of humour were identified by psychologist Rod Martin in 2003<sup>[8]</sup>. They include affiliative, self-enhancing, aggressive and self-defeating humour.

### TYPES OF HUMOUR STYLES

Humour can be broken down into four main categories. Affiliative humor is used "to enhance one's dealings with others," and involves engaging in banter and cracking jokes with others. Self-enhancing humor involves making yourself feel better by finding humour in your condition. Aggressive humour is marked by teasing and ridicule and self-defeating humour involves putting yourself down to gain approval from others. Each style of humour has its profit and disadvantage and can expose a lot about the human being.

### REVIEW OF RELATED LITERATURE

Saroglou & Scariot (2002)<sup>[9]</sup> reflected regarding gender differences in humour styles, males reported higher use of aggressive humour than did females. There were no significant gender differences in affiliative, self-enhancing or self-defeating humour.

Liu (2012)<sup>[7]</sup> explored the relation between humour styles and gender. The outcomes were satisfied that both genders use more adaptive humour styles (affiliative & self-enhancing) than mal adaptive (aggressive & self-defeating) humour styles. Male used significantly more aggressive humour than female.

Kumar (2012)<sup>[4]</sup> found that Effective Secondary Teacher's were found more humourous as compared to their in-effective counterparts. No significant difference in affiliative humour of effective and in-effective secondary teachers was found. The effective secondary school teachers were found to be more oriented towards self-enhancing humour as compare to their ineffective counterparts. The effective secondary school teachers were found to be more oriented towards aggressive humour as compare to their in-effective counterparts. No Significant difference in self-defeating humour of effective and in-effective secondary teachers was found. No relationship between teaching effectiveness and humour style of effective and In-Effective secondary teachers was found.

Dhiman & Chandel (2014)<sup>[3]</sup> 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.

Sirigatti et al. (2014)<sup>[10]</sup> in his study found that there was no difference between adolescents and young adults in the use of humour styles.

Chandel & Dhiman (2016)<sup>[2]</sup> in their study found that tribal secondary school teachers were found to be more oriented towards self-enhancing humour and affiliative humour styles as compare to their non-tribal counterparts.

Chandel (2018)<sup>[1]</sup> in his study found that male senior secondary school teachers were found to be more oriented towards self-enhancing humour as compare to their female counterparts. No significant difference in affiliative, aggressive and self defeating humour of male and female senior secondary school teachers was found.

Kumar & Dhiman (2019)<sup>[5]</sup> 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)<sup>[6]</sup> found that private secondary teachers were found to be more oriented towards self enhancing humour as compare to their government counterpaets. No significance differences were found in affiliative and self-defeating humour.

#### OBJECTIVE OF THE STUDY

O. To investigate the difference in humour styles of government secondary school teachers based on their gender.

#### HYPOTHESIS OF THE STUDY

H<sub>0</sub> There will be no significant difference in humour styles of government secondary school teachers based on their gender.

#### Method

The study was conducted through descriptive survey method of research.

#### RESEARCH TOOL USED

In the present study hindi version of humour styles questionnaire of Martin et al. (2003) by Prof. B.P. Verma was used to collect the data from government secondary school teachers.

#### POPULATION AND SAMPLING

All the teachers teaching from 6<sup>th</sup> to 12<sup>th</sup> standard in government schools of Nadaun block in district Hamirpur of Himachal Pradesh constitute the population of current study. In the present study simple random technique of probability sampling (lottery method) was used.

#### VARIABLES

In the present study humour styles were treated as dependent variable, whereas gender taken as independent variable.

#### 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 government secondary school male and female teachers

**Table-1**

Significance of Mean Difference in the humour styles of government Secondary School Teachers based on their gender.

Humour Styles	N		Mean		Std. Deviation		df	't'-Value	Significance
	Male Teachers	Female Teachers	Male Teachers	Female Teachers	Male Teachers	Female Teachers			
Affiliative Humour	55	45	28.29	27.17	2.77	2.72	98	2.01	*
Self-Enhancing humour	55	45	28.56	26.68	2.91	2.66	98	3.35	**
Aggressive Humour	55	45	22.12	18.97	3.19	3.04	98	5.03	**
Self- Defeating Humour	55	45	20.78	20.17	2.53	2.94	98	1.08	NS

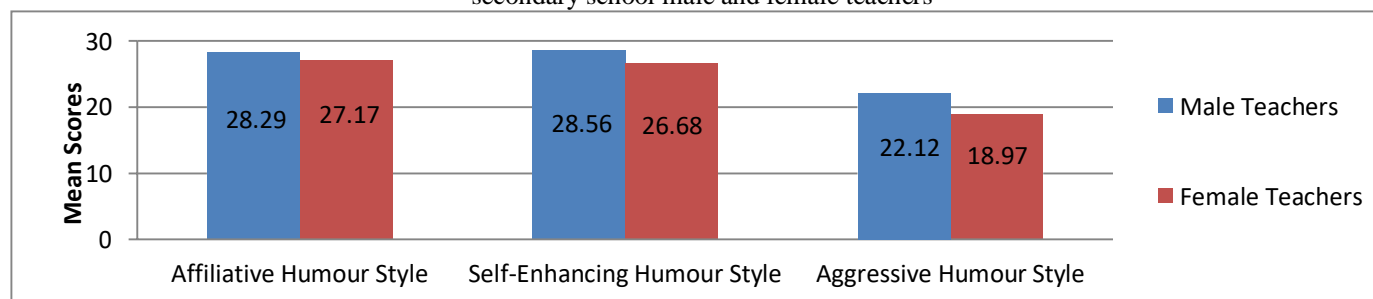
\*= Significant at 0.05 Level of Significance, \*\*= Significant at 0.01 Level of Significance and NS= Not Significant

The table-1 displayed mean, standard deviation and 't'-value of the humour styles of government secondary school male and female teachers. This table indicates that the obtain 't'-value was found to be 2.01 for Affiliative Humour Style, which is significant at 0.05 level of significance. The mean value of male teachers (M=28.29) is greater than the mean value of female teachers (M=27.17) for Affiliative Humour. This means that government secondary school male teachers were more prone to the use of Affiliative Humour Styles as compare to their female counterparts. This table also shows that the obtained 't'-value was found to be 3.35 for self-enhancing humour and 5.03 for aggressive humour, both are significant at 0.01 level of significance. The mean value for government secondary school male teachers (M=28.56) is greater than the mean value of female teachers (M=26.68) for Self-Enhancing humour and mean value for government secondary school male teachers (M=22.12) is also greater than female (M=18.97) for aggressive humour. This implies that the male secondary school teachers were more oriented towards self-enhancing humour and aggressive humour.

The figure -1.1 shows the significant difference in mean values of affiliative, self-enhancing and aggressive humour style of government secondary school male and female teachers.

Figure-1.1

Showing significant differences in mean values of affiliative, self-enhancing and aggressive humour style of the government secondary school male and female teachers



Hence, the null hypothesis that, 'there will be no significant difference in humour styles of government secondary school teachers based on their gender' was not accepted in case of affiliative, self-enhancing and aggressive humour style.

The table-1 also reflect that the obtained 't' value was found 1.08 with respect to self-defeating humour, which was not significant. It means that government secondary school male and female teachers do not differ significantly with regard to self-defeating humour style. hence, the null hypothesis that, 'there will be no significant difference in humour styles of government secondary school teachers based on their gender' was accepted in case of self-defeating humour.

#### FINDING OF THE STUDY

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

- 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.
- No significant difference was found in self defeating humour of government secondary school male and female teachers.

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