

# Teacher freezing among secondary school Teachers in relation to their sense of Humour organizational climate and Adjustment

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## ABSTRACT

The present day education system fails to provide the teachers an appropriate financial as well as social status. It scarcely provides opportunities to the teachers for any type of inventive & artistic activities. It lacks the proper orientation in concept formation, techniques and the desirable value system to fulfill their role and responsibilities. Consequently the teachers are developing an indifferent and insensitive attitude towards their profession. Lack of passion, curiosity and interest among teacher while performing their duties; and also teacher's inability to innovate in the process of teaching and learning is actually noticeable. Today, the teachers seem to be frozen. A negative psychosomatic understanding among teachers as a result or response to the occupation related stress is called teacher freezing. It is related to the feelings experienced by those people whose work involves continual contact to the emotionally charged social situations. For the educational system of any nation, teachers are considered as its important pillars. In fact, teachers are considered as the Nation Builders. So, in order to perform their duties in well defined manner, they need to be fit in all the aspects i.e. physical, mental, social. Dhull and Poonam (2015) investigated teacher freezing of secondary school teachers. Duffey, Bell and McGhee (1986) stated that it is believed that those individuals having a much better sense of humor are much more socially skilled; and for a socially competent person it may be easier to sustain relationships, to develop social support net works and also to attain mental and physical health benefits of getting community support system (Wills and Cohen, 1985). Garner (2005) explored the usage of sense of humour by the teacher within the classroom after which realized that the real utilization of laughter in the classroom as being a learning strategy has constantly been contributed around the improved retention of shown material, better understanding of the subject matter, and in the development of more at ease teaching learning environment. Various stakeholders of education, viz. students, parents, administrators, academicians and community, the complaints of teachers' lethargy, indifference and apathy are the chief cause for deteriorating standards of education.

**Key Words:** Teacher Freezing, Secondary School Teachers, Sense Of Humour, Organizational Climate, Adjustment

## RATIONALE OF THE STUDY

The present day education system fails to provide the teachers an appropriate financial as well as social status. It scarcely provides opportunities to the teachers for any type of inventive & artistic activities. It lacks the

proper orientation in concept formation, techniques and the desirable value system to fulfill their role and responsibilities. Consequently the teachers are developing an indifferent and insensitive attitude towards their profession. Lack of passion, curiosity and interest among teacher while performing their duties; and also teacher's inability to innovate in the process of teaching and learning is actually noticeable. Today, the teachers seem to be frozen. A negative psychosomatic understanding among teachers as a result or response to the occupation related stress is called teacher freezing. It is related to the feelings experienced by those people whose work involves continual contact to the emotionally charged social situations. For the educational system of any nation, teachers are considered as its important pillars. In fact, teachers are considered as the Nation Builders. So, in order to perform their duties in well defined manner, they need to be fit in all the aspects i.e. physical, mental, social. Dhull and Poonam (2015) investigated teacher freezing of secondary school teachers. Duffey, Bell and McGhee (1986) stated that it is believed that those individuals having a much better sense of humor are much more socially skilled; and for a socially competent person it may be easier to sustain relationships, to develop social support net works and also to attain mental and physical health benefits of getting community support system (Wills and Cohen, 1985). Garner (2005) explored the usage of sense of humour by the teacher within the classroom after which realized that the real utilization of laughter in the classroom as being a learning strategy has constantly been contributed around the improved retention of shown material, better understanding of the subject matter, and in the development of more at ease teaching learning environment. Various stakeholders of education, viz. students, parents, administrators, academicians and community, the complaints of teachers' lethargy, indifference and apathy are the chief cause for deteriorating standards of education.

The NCERT in his National Curriculum Framework for School Education focused on stress free education along with a tension free evaluation. To facilitate stress free education, teachers must also feel their profession as stress free as the stress affects the efficiency of the teacher. The results of stress among teachers may be serious and costly to the individual, pupils and the institution. Though, some effects of stress are positive but most of the stress consequences can be disruptive, counterproductive, and even potentially dangerous. The school organizational climate influences proper growth and development of an individual and so affects his achievement and adjustment. If the climate is congenial, the growth may be fullest, and the achievement may be high, otherwise both may be hampered. So, a good organizational climate is mandatory for better adjustment. A well-adjusted person is able to adopt or accommodate to the changed situations by bringing necessary changes in the behaviour. Extensive assessment of the related literature shows that various studies have been conducted taking these variables i.e. teacher freezing, sense of humour, organizational climate and adjustment separately, but no study is there having all these variables in the combination. So the researcher decided to conduct 'A Study of Teacher Freezing of Secondary School Teachers in relation to their Sense of Humour, Organizational Climate and Adjustment.'

## STATEMENT OF THE PROBLEM

***“TEACHER FREEZING AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SENSE OF HUMOUR, ORGANIZATIONAL CLIMATE AND ADJUSTMENT”.***

## OPERATIONAL DEFINITIONS OF KEY TERMS USED

### (i) Teacher Freezing

“Teacher freezing means the overall unused, under used and stagnated intellectual, psychological, social, physical and moral potentialities of teachers. It can be defined as a negative psychological experience which can be the outcome or the reaction of the job-related stress. Teacher freezing is related to the feelings experienced by those people whose works require constant experience to emotionally charged social situations.”

### (ii) Sense of Humour

“Sense of Humour is defined as a sort of catch of all term to refer to habitual individual differences in all sorts of behaviour, experiences, affects, attitudes and abilities relating to amusement, laughter, jocularity, and soon, (Martin, 1998). Operationally speaking, for the present study sense of humour refers to the scores obtained by a teacher on Teacher Sense of Humour Scale.”

### (iii) Organizational Climate

“Organizational Climate is a mechanism for understanding the problems and challenges of organizations. It is described as a set of perceptions which individuals have about different work aspects in the organization,” (Evans, 1996). Organizational climate may mean inter school climate or intra school climate. It may mean the atmosphere prevailing in a cluster of schools in a particular locality or it may mean the atmosphere within a school.

### (iv) Adjustment

“Adjustment can be defined as the balanced mutual satisfaction between the needs and aspirations of an individual in various life situations or adjustment may be the better inter-personal relationship between an individual’s needs, expectations and also the situations. Adjustment is known to be as the process by which an individual tries to cope with the master and surpasses various challenges of his/her life with the use of different strategies and techniques as well.”

## VARIABLES USED

- **Dependent Variable**
  - o Teacher Freezing
- **Independent Variables**
  - o Sense of Humour
  - o Organizational Climate
  - o Adjustment

## OBJECTIVES OF THE STUDY

1. “To study the teacher freezing among secondary school teachers in relation to sense of humour.
2. To study the teacher freezing among male secondary school teachers in relation to sense of humour.

3. To study the teacher freezing among female secondary school teachers in relation to sense of humour.
4. To study the teacher freezing among secondary school teachers in relation to organizational climate.
5. To study the teacher freezing among male secondary school teachers in relation to organizational climate.
6. To study the teacher freezing among female secondary school teachers in relation to organizational climate.
7. To study the teacher freezing among secondary school teachers in relation to adjustment.
8. To study the teacher freezing among male secondary school teachers in relation to adjustment.
9. To study the teacher freezing among female secondary school teachers in relation to adjustment.
10. To find out the relationship between teacher freezing and sense of humour of secondary school teachers.
11. To find out the relationship between teacher freezing and organizational climate of secondary school teachers.
12. To find out the relationship between teacher freezing and adjustment of secondary school teachers.”

#### **HYPOTHESES OF THE STUDY**

1. “There is no significant difference in the teacher freezing among secondary school teachers in relation to sense of humour.
2. There is no significant difference in the teacher freezing among male secondary school teachers in relation to sense of humour.
3. There is no significant difference in the teacher freezing among female secondary school teachers in relation to sense of humour.
4. There is no significant difference in the teacher freezing among secondary school teachers in relation to organizational climate.
5. There is no significant difference in the teacher freezing among male secondary school teachers in relation to organizational climate.
6. There is no significant difference in the teacher freezing among female secondary school teachers in relation to organizational climate.
7. There is no significant difference in the teacher freezing among secondary school teachers in relation to adjustment.
8. There is no significant difference in the teacher freezing among male secondary school teachers in relation to adjustment.
9. There is no significant difference in the teacher freezing among female secondary school teachers in relation to adjustment.
10. There is no significant relationship between teacher freezing and sense of humour of secondary school teachers.
11. There is no significant relationship between teacher freezing and organizational climate of secondary school teachers.

12. There is no significant relationship between teacher freezing and adjustment of secondary school teachers.”

### DELIMITATIONS OF THE STUDY

Keeping in view the limits of time and resource, the existing exploration worked out in the coming delimitations to explain the range of the issue under investigation.

1. The study is confined to the secondary schools situated in the territory of Odisha only.
2. The study is confined to Govt. Secondary School Teachers of Odisha State.
3. The study is delimited in respect of the variables, which may affect the Teacher Freezing of Secondary School Teachers, only Sense of Humour, Organizational Climate and Adjustment is considered.

### RESEARCH METHODOLOGY

Research methodology is actually a method in what someone systematically investigates & analyses the analysis issue before providing the results. It provides the different stages in the conduct of the study in a logical and systematic approach, both analytical and empirical. The type of research undertaken by investigator exploratory in nature. It is a **Descriptive survey method** of research. It aims at describing the things, events and phenomenon under investigation. It focuses mainly on studying and describing what is or what exists rather than what was or what happened in the past. Even if there is an involvement of the events that have already taken place, these must have a direct relevance and relation to the present. It makes use of the survey technique or method for knowing and describing what exists at a particular situation and time in the form of a particular characteristic characteristics of a given population.

#### Population

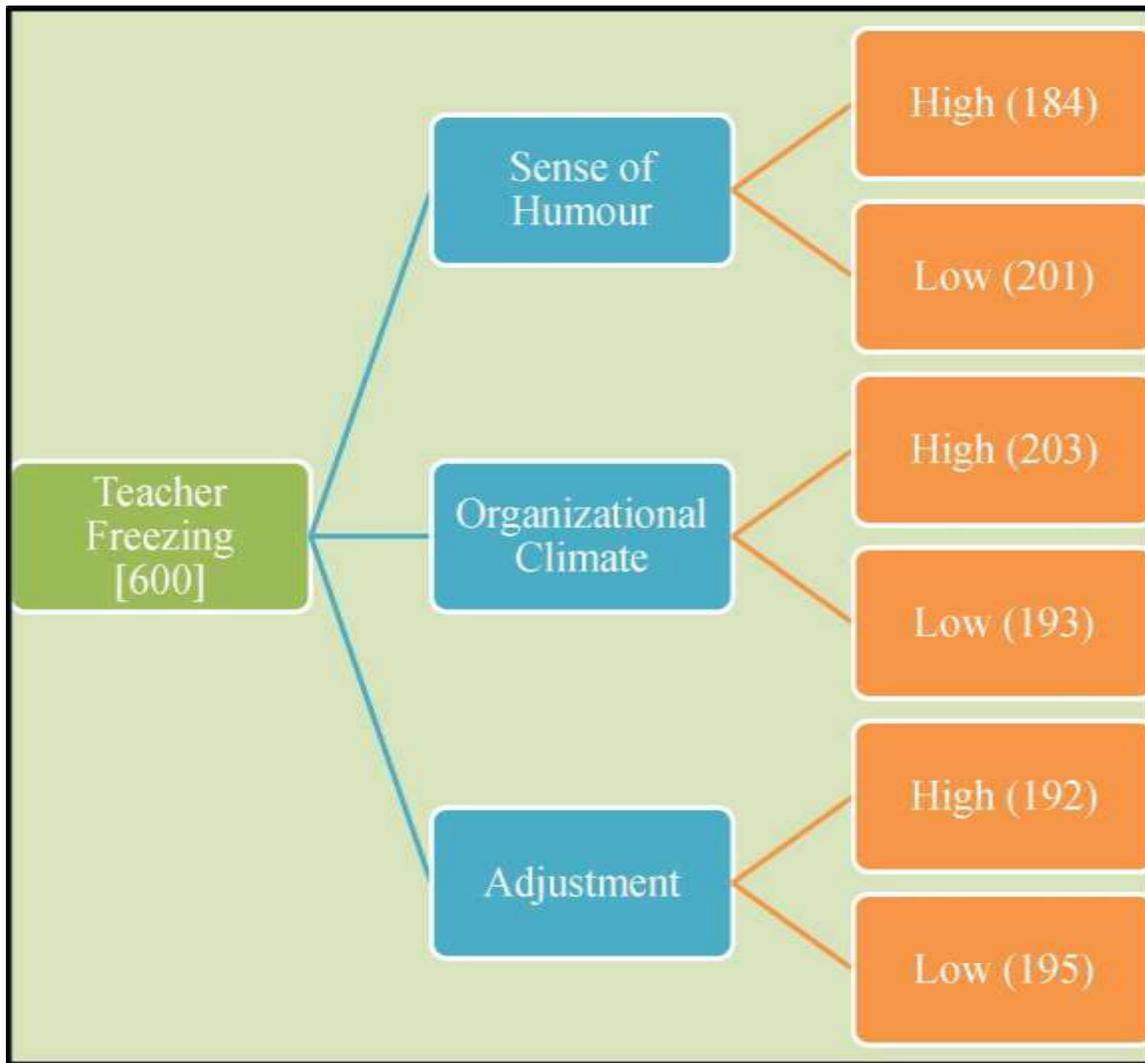
“A population is the aggregate of all of the cases that conform to some designated set of specifications. A population is actually some number of people that have one or maybe more qualities in common that are actually of the curiosity to the investigator. It might be all of the people of a certain style or maybe a limited part of that team (Best, 1977). As a result, a population means virtually any collection of chosen number of human beings or maybe of non human entities like salaries etc, geographical areas, time units, educational institutions, or objects. All secondary school teachers in different institutions of Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State constituted the goal public for the current study.”

#### SAMPLE

“Measuring the total universe is impracticable though not entirely improbable. So one has drawing a sample from the public worried. Sample is actually a little proportion of public selected for collecting information and performing its examination. The sample for this study consisted of 600 secondary schools teachers of Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State.

Odisha was split into 4 zones specifically North, South, West and east. Out of Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State.was picked up by utilizing the lottery method.” First of all, a comprehensive list of all the secondary institutions of Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State had been collected from the workplace officer on the District Education Officer. Than each school was composed on a distinct chit as well as every chit was folded and next was placed in a package along with various other chits.

After choice of the facilities, the investigator came to the school and got all of the instructors of IXth class and record such teachers that were discovered present was ready for information collection. 600 teachers from Govt. Secondary Schools of these 4 districts constituted the sample of this study. Layout of Sample was provided below:



Layout of Sample

#### TOOLS USED

- > Teacher Freezing Scale (TFS) by Dr. Hassen Taj (1998).
- > Teacher Sense of Humor Scale (TSHS) by Dr. Umender Malik & Ms. Shweta Kapoor (2014).
- > Organizational Climate Scale by Sanjyot Pethe & Sushama chaudhari (2001).
- > Teacher Adjustment Inventory (TAI) by Dr. S.K. Mangal (2012)

#### PROCEDURE OF DATA COLLECTION

The investigator made her best effort to collect reliable and valid data. The data for the present study was collected from various secondary school teachers of Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State.

For collecting the data following procedure was adopted:

- ❖ First of all the investigator decided the schools for data collection according to the requirement of her study.

Then she visited the schools, contacted the head of schools and fixed up the dates for administering the questionnaire.

- ❖ On the fixed dates she visited the schools and contacted the teachers.
- ❖ Before administering, the testes a brief introductory talkwere given indicating the purpose of the test. Then the rapport was established with the teachers and they were requested to co-operate with the work.
- ❖ After establishing rapport and creating proper environment, the questionnaire was distributed to the teachers. The teachers were asked to read out the instructions mentioned on the first page. Then they were asked to fill the questionnaire.
- ❖ After being filled up properly the questionnaire were collected one by one. The researcher expressed thanks to the staff members and to the teachers for being helpful in administration of the testing work and collection of data.

### STATISTICAL TECHNIQUES USED

Statistics is the heart of research. Statistical methods are actually used on the raw score in order to make it meaningful as well as to evaluate the significance on the scores. Without use of statistical methods raw scores don't have their very own meaning and weight. Having obtained scores on all of the variables, the investigator embraced proper statistical design to evaluate the information. These statistical designs had been picked keeping in the perspective the necessity of the goals as well as corresponding hypotheses of the analysis. Means, SDs and 't' test were employed to find out the effect of sense of humour, organizational climate and adjustment on teacher freezing of secondary school teachers. Producte Moment coefficient of correlation (r) was used to find out the association between dependent and independent variables.

### MAJOR FINDINGS OF THE STUDY

1. It was discovered that teacher freezing amongst secondary school teachers with respect to sense of humour differ significantly. So, the null hypothesis 'There is no significant difference in the teacher freezing among secondary school teachers in relation to sense of humour' is not retained.
2. Male secondary school teachers showed no significant difference in teacher freezing with respect to sense of humour. So, the null hypothesis 'There is no significant difference in the teacher freezing among male secondary school teachers in relation to sense of humour' is retained.
3. Female teachers were also showed no significant difference in teacher freezing with respect to sense of humour. So, the null hypothesis 'There is no significant difference in the teacher freezing among male secondary school teachers in relation to sense of humour' is retained.
4. Impact of Organizational climate on teacher freezing amongst secondary schol teachers was found

- Significant. Therefore, the null hypothesis 'There is no significant difference in the teacher freezing among secondary school teachers in relation to organizational climate' is not retained.
5. Teacher freezing amongst male secondary school teachers with respect to organizational climate differ significantly. So, the null hypothesis 'There is no significant difference in the teacher freezing among male secondary school teachers in relation to organizational climate' is not retained.
  6. Teacher freezing amongst female secondary school teachers with respect to organizational climate also differ significantly. So, the null hypothesis 'There is no significant difference in the teacher freezing among female secondary school teachers in relation to organizational climate' is not retained.
  7. Adjustment among secondary school teachers regarding teacher freezing showed significant difference. So, the null hypothesis 'There is no significant difference in the teacher freezing among secondary school teachers in relation to adjustment' is not retained.
  8. Male teachers were showed no significant difference in teacher freezing in the context of adjustment. So, the null hypothesis 'There is no significant difference in the teacher freezing among male secondary school teachers in relation to adjustment' is retained.
  9. Female teachers were also showed no significant difference in teacher freezing in the context of adjustment. So, the null hypothesis 'There is no significant difference in the teacher freezing among female secondary school teachers in relation to adjustment' is retained.
  10. Teacher freezing and sense of humour amongst secondary school teachers were associated negatively but significantly. Therefore, the null hypothesis 'There is no significant relationship between teacher freezing and sense of humour of secondary school teachers' is not retained.
  11. Association among teacher freezing and organizational climate of teachers was Positive and significant. That's why the null hypothesis 'There is no significant relationship between teacher freezing and organizational climate of secondary school teachers' is not retained.
  12. Teacher freezing and adjustment amongst secondary school teachers was negatively but significantly correlated. That's why the null hypothesis 'There is no significant relationship between teacher freezing and adjustment of secondary school teachers' is not retained.

### **EDUCATIONAL IMPLICATIONS**

Any research work could be seen as successful just when the fund of information produced through it may be put on to enhance the existing methods of education. The current study is actually vital for educational thinkers, psychologists, principals, administrators and policy-makers that are worried about the sphere of training.

- ❖ School must also concentrate on the quality of professional development programs and personnel for both pupils and faculty. School administrators really should establish an excellent example or maybe role modeling to school members as well as pupils as a whole.
- ❖ A teacher spends around seven hours a day in the school. If he is not happy and comfortable in the work place he won't be able to deliver the goods. So efforts should be made to provide warm and conducive working conditions which will improve organizational climate of the school. A faculty committee can be formed in each school for the purpose of monitoring the climate of the school and to generate strategies for raising the healthy interactions for improving interpersonal relations of teachers with the head of the institution and among themselves. This way, many problems can be solved.
- ❖ The provision of appointment of a psychologist who can act as a counsellor in the schools, on regular basis, can work wonders to maintain healthy organizational climate. He/she can contribute significantly by attending to teachers personal, academic and social problems by arranging counseling sessions. If it is not possible to appoint a regular counsellor in the school, the provision may be made for a visiting counsellor who can pay visits in the school weekly or fortnightly.
- ❖ Apart from pedagogical knowledge that prepares teachers for classroom training courses, teaching in management factors of schools is very unfamiliar in the educational system. So the researcher suggests for arranging lessons in management and communication of training and persons for professional development of the mind of the institutions also as teachers.
- ❖ Teacher freezing is actually highest in closed climate faculties followed by familiar and open weather and lowest in autonomous weather facilities. So, autonomous framework must be offered in schools with credible and necessary guidance wherever required.
- ❖ Orientation programmes as well as refresher courses can be organized for secondary school teachers. Teachers must be inspired to use first step within planning orientation programmes for exchange of brand-new concepts. Secondary school teachers must be inspired to take part in conferences and seminars.
- ❖ Extra increment should be granted to teachers with marked achievement in professional growth and competency. Reward and recognition should be given to them who distinguish themselves by involving themselves in different activities of the school.
- ❖ Teachers should evaluate their own work continuously. Annual performance record should be maintained in the institution. On the basis of this performance incentives and promotion should be introduced in order to enhance the overall academic standard.
- ❖ Teachers must be familiarize with the pro literature as well as research based rationales associated with their class room methods. Some faculty meetings could be devoted to issues that are different associated with the region of teaching, investigate, analysis etc.

## **SUGGESTIONS FOR FURTHER RESEARCH**

In the light of the findings that have emerged from the present study and the valuable experiences gained by conducting this investigation, some related problems that can be taken for further research may be stated as

follows:

- ❖ The current research was conducted on the secondary teachers only. Analogical studies can be done by taking other levels like elementary level, senior secondary level and colleges as well.
- ❖ The sample selected for the study was 600 teachers. It could be extended to a larger sample.

The present study was carried out in only 4 districts i.e Baleswar, Bhadrak, Jajpur and Cuttack Districts of Odisha State.

- ❖ Further, the study could be extended to other districts of Odisha state.
- ❖ A similar study can be conducted in different areas of the Odisha state and other states of India taking into account primary school teachers, senior secondary school teachers and teacher trainees also.
- ❖ More variables can be concerned in place of teacher freezing like teacher effectiveness, teacher ineffectiveness, teacher burnout, teacher innovativeness, professional ethics, etc.
- ❖ The present study is restricted to the teachers teaching in schools affiliated to Odisha Board of School Education (HBSE) only. Analogical research may be organised on teachers belonging to other boards like Central Board of School Education (CBSE), U.P. Board etc.
- ❖ In this study, statistical techniques like 't' test & correlation were used . ANOVA may be used for comparable study.

The ideas which were talked about above aren't exhaustive but illustrative. However, there are actually huge parts in that area which haven't been explored so much and any attempt in this particular course might both be instructive and rewarding. If the current study can offer thinking in this particular direction, the initiatives of the researcher will be amply rewarded.

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