



## IMPACT OF HIGH AND LOW SENSE OF HUMOUR LEVEL ON HUMOUR STYLES AMONG COLLEGE TEACHERS

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**Abstract:** The present study was planned to find out the impact of sense of humour level on humour styles among college teachers. The teachers employed in govt. and private recognized colleges of district Hamirpur, Mandi and Kangra of Himachal Pradesh were selected for the study. Data was collected with the help of standardized tools viz. Multidimensional Sense of Humour Scale by Thorson & Powell (1993) & Hindi adaptation of Humour Style Questionnaire of Martin et al. (2003)<sup>[4]</sup> by Prof. B. P. Verma. The statistical techniques of Mean, SD and the – ‘t’ test were employed for data analysis. The finding of the study reported that teachers having High Sense of Humour level background were found to be more prone to use Affiliative and Self-enhancing Humour as compared to their low Sense of Humour level counterparts.

**Key words:** Affiliative Humour, College Teachers, Humour Styles, Sense of Humour ....

### I. INTRODUCTION

Schools are making effort to confirm that their teachers are effective in every way in subject delivery. A lot of prominence is placed on the curriculum, but not on the methodology of delivery of the same. Sense of humour can help to create the student-teacher relationship, which in turn creates a positive and appropriate classroom environment. Teachers must use humour in their teaching, so that teaching can also be made effective as fun makes learning easy and have long lasting impact on the minds of pupils. Teachers should rely on it when the classroom feels tense, learners drift and aspire to make a point more enjoyable & memorable. Sense of humour is person's greatest skill. This skill can help to interact easily and smartly with others, advance health and even help to diffuse difficult situations.

### 2. CONCEPT OF SENSE OF HUMOUR

Sense of humour is a tool that teachers can use in the classroom to increase their effectiveness and can achieve their educational objectives. It is also a powerful tool that protects us from life's stress and it develops confidence in people. Sense of humour is an instructional tool that teachers can use in the classroom to increase their effectiveness. If you have a good sense of humour, you will feel cheerful & happy. Sense of humour is good for manifestation of teacher's creativity.

### 3. CONCEPT OF STYLES OF HUMOUR

Humour is defined as the tendency of particular mental responses to provoke laughter and reaction. It seems to be progressive in nature, in that, children must grow certain cognitive abilities in order to appreciate a wide variety of humour. The function of humour is heavily influenced by style in which it is presented. Martin et al. (2003)<sup>[4]</sup> developed the Humour Styles Questionnaire (HSQ) as a result of investigating the functions served by humour. Martin et al. (2003)<sup>[4]</sup> revealed that Self-Enhancing Humour, Affiliative Humour, Self-Defeating Humour and Aggressive Humour are a result of the functions want served by humour usage.

### 4. REVIEW OF RELATED LITERATURE

**Cann & Matson (2014)**<sup>[1]</sup> explored that a good sense of humor is not based solely on sharing humour and some styles of sharing humour, are socially damaging.

**Dhiman & Kumar (2021)**<sup>[2]</sup> found no significant difference in the sense of humour among college teachers based on their gender.

**Kanwar, S. (2021)**<sup>[3]</sup> revealed that secondary school teachers do not differ significantly in relation to their residential background, teaching experience, type of management, gender and age.

**Wu, CL., Yen, YF. & Chen, HC. (2021)**<sup>[7]</sup> indicated that humor styles have different association with humour comprehension and humor appreciation.

Mehta, A. (2023)<sup>[5]</sup> found that Male and Female senior secondary teachers did not differ significantly with regard to their Generation & Use of Humour or Humour Production (HP), Coping/Adaptive Humour (CH), Attitude towards Humorous People (ATPH), Appreciation of Humour (HA) and Overall Sense of Humour.

Ponselvakumar, G., & Kaleeswaran, C. (2023)<sup>[8]</sup> revealed that prospective teachers have above average level of Sense of Humour and majority of them were following affiliative style of humour.

## 5. OBJECTIVE OF THE STUDY

O. To find out the differences in Humour Styles of Low and High Sense of Humour level College Teachers.

## 6. HYPOTHESIS OF THE STUDY

H<sub>0</sub> There will be no significant difference in Humour Styles of Low and High Sense of Humour level College Teachers.

## 7. RESEARCH METHOD

The study was conducted through descriptive survey method of research. Population of the study comprised of all the College Teachers teaching in Govt. and Private Colleges of Hamirpur, Kangra and Mandi District in H.P. (India). Sample of the study comprised of 390 College Teachers.

## 8. RESEARCH TOOL USED

The following research tools were used in the present study for data collection:

- Multidimensional Sense of Humour Scale by Thorson & Powell (1993)<sup>[6]</sup>
- Hindi adaptation of humour Style Questionnaire of Martin et al. (2003)<sup>[4]</sup> by Prof. B. P. Verma.

## 9. SAMPLING

In the present study stratified sampling technique of probability sampling was used.

## 10. CLASSIFICATION OF SUBJECTS

In the present investigation, College Teachers were classified on the basis of their High and Low Sense of Humour Level group by  $M \pm 1SD$  on their scores of Multidimensional Sense of Humour Scale by Thorson & Powell (1993)<sup>[6]</sup>. So, the teachers who had their score equal to or above  $M+1SD$  were grouped as High Sense of Humour Level Teacher Group and who had their score equal to or below  $M - 1SD$  were grouped as Low Sense of Humour Level Teachers Group. The Teacher who scored between  $M + 1SD$  and  $M - 1SD$  were ignored from the study. In this way College Teachers were classified into two groups of Low and High Sense of Humour Level Teachers Group.

## 10. STATISTICAL TECHNIQUES USED

In present study descriptive statistics like Mean, S.D and the 't'- test were employed.

## 11. ANALYSIS AND INTERPRETATION OF THE DATA

The Table-1 presents the calculated statistics of Humour Styles of High and Low Sense of Humour Level College Teachers.

**Table-1**  
**Significance of Mean Difference in Humour Styles of High and Low Sense of Humour Level College Teachers Groups**

Style of Humour	Group	N	Mean	Std. Deviation	't'-value	Significance
Affiliative Humour	Low Sense of Humour Level	47	26.65	3.22	2.76	**
	High Sense of Humour Level	78	30.37	3.14		
Self-Enhancing Humour	Low Sense of Humour Level	47	23.57	3.79	4.85	**
	High Sense of Humour Level	78	28.51	3.07		
Aggressive Humour	Low Sense of Humour Level	47	19.59	3.13	0.11	NS
	High Sense of Humour Level	78	18.67	3.26		
Self-Defeating Humour	Low Sense of Humour Level	47	19.14	3.60	0.32	NS
	High Sense of Humour Level	78	19.83	3.97		

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

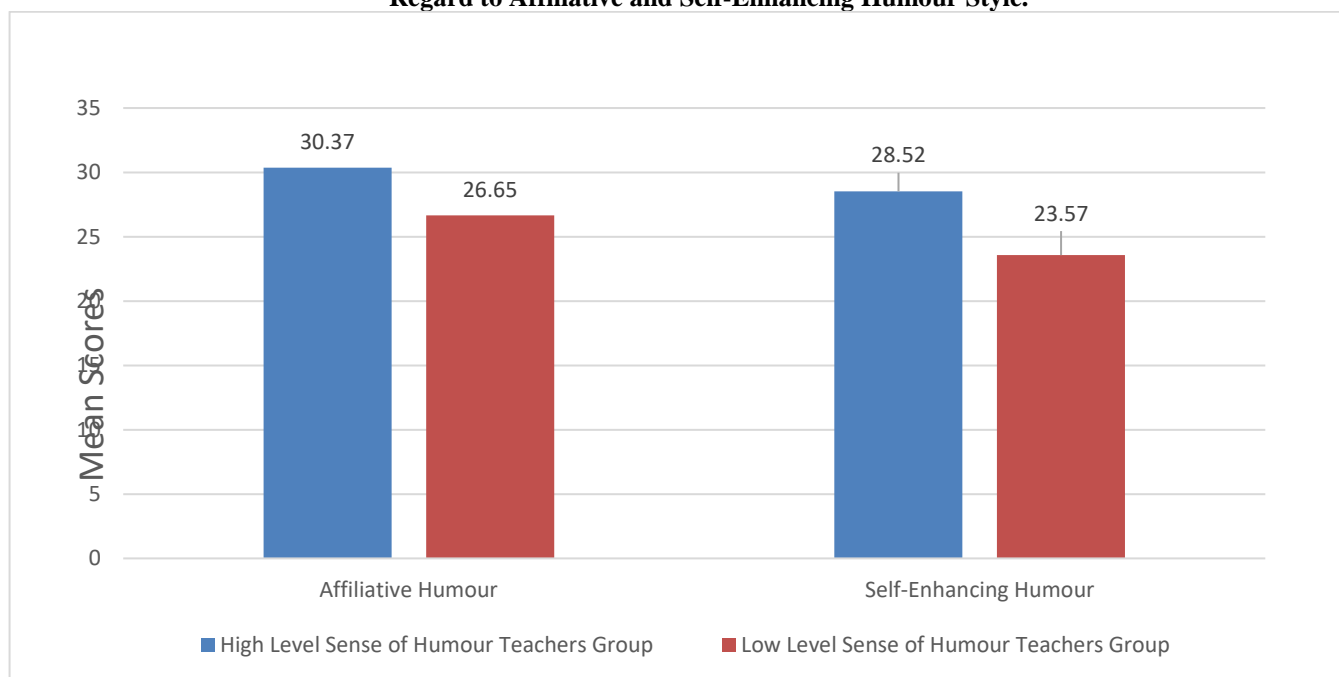
The Table-1 indicates that the obtained 't' values were found to be 0.11 and 0.32 with respect to Aggressive Humour and Self-Defeating Humour style, which are not significant at 0.01 level of significance. It means that Low and High Sense of Humour Level Teachers do not differ significantly with regard to Aggressive Humour and Self-Defeating Humour Style. Hence, the null hypothesis that, 'There will be no significant difference in Humour Styles of Low and High Sense of Humour Level Teachers', was accepted in case of Aggressive Humour and Self-Defeating Humour Style.

The Table-1 also reflects that the obtained 't' values were found to be 2.76 and 4.85 with respect to affiliative and Self-Enhancing Humour. which are found significant at 0.01 level of significance. The mean values of Affiliative Humour (M=30.37) and Aggressive Humour (M=28.51) of High Sense of Humour Level College Teachers Group are greater than the mean values of Affiliative Humour (M=26.65) and Aggressive Humour (M=23.57) of Low Sense of Humour Level College Teachers Group. This implies that High Sense of Humour level College Teachers' Group was more prone to use Affiliative and Self-Enhancing Humour as compare to their low sense of Humour Level teachers' Counterparts.

The Figure-1.1 shows the significant difference in the mean scores of low and high sense of humour level teachers with regard to self-enhancing humour style

**Figure-1.1**

**Showing the Significant Difference in the Mean Scores of Low and High Sense of Humour Level College Teachers with Regard to Affiliative and Self-Enhancing Humour Style.**



Hence, the null hypothesis that, 'There will be no significant differences in Humour Styles of Low and High Sense of Humour level College Teachers' was not accepted in case of Affiliative and Self-Enhancing Humour Style.

## 12. FINDING OF THE STUDY

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

- High Sense of Humour Level College Teachers' Group was found to be more oriented towards Affiliative Humour Style as compared to Low Sense of Humour Level Counterparts.
- High Sense of Humour Level College Teachers' Group was found to be more oriented towards Self-Enhancing Humour Style as compared to Low Sense of Humour Level Counterparts
- No significant differences were found in Aggressive and Self-Defeating Humour styles of Low and High Sense of Humour level College Teachers Group.

## 13. REFERENCES

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