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Humour Styles Among Prospective Teacher Educators

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Abstract : *The present study was designed to study the humour styles of Prospective Teachers Educators based on Locale and Marital Status. The sample comprised 120 M.Ed. Students drawn from Two Urban and Two Rural Colleges of Education in Himachal Pradesh through simple random (lottery method) technique of sampling. The data were collected by using Humour Style Questionnaire developed by Martin et al. (2003). The data analysis showed that prospective teacher educators had no significant differences on most of the humour styles based on locale and marital status except Affiliative Humour Style in case of married and unmarried teacher educators.*

Keywords: *Humour, Humour Styles, Prospective Teacher Educators, Locale and Marital Status.*

Introduction

Humour is a uniquely human ability with which virtually everyone has experience. If one try to explain humour to a race of sentient being, it might prove to be a tough task, as humour is a difficult concept to define succinctly, and this understanding of what constitutes humour is not universal. In fact, currently there are over 80 theories aimed at explaining humour and the role it plays in our lives (Matrin & Lefcourt, 1984). Some of the most popular theories regarding humour include: superiority theory, psychoanalytic theory, belief theory, and incongruity theory.

The use of humour is purely adaptive. Martin et al. (2003) proposed delineation into four styles of humour: affiliative, self - enhancing, aggressive and self- defeating. According to Martin and colleagues, the affiliative and self- enhancing humour styles are said to be adaptive because they promote overall wellness, while aggressive and self-defeating styles are said to be maladaptive humour styles because they do not promote wellness. Research exploring the connection between humour and health using an adaptive/maladaptive framework has been limited; however, there is evidence to support a relationship between humour styles and physical health. On the other hand, humour has been shown to consistency correlate with several indictors of mental health.

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Concept of Humour

Humour is defined as the tendency of particular cognitive responses to provoke laughter, physical reaction, and provoke amusement. Humour is experienced across all ages and culture. Humour is the frequency with which the individual smiles, laugh and otherwise displays amusement in a variety of situation. Although humour style can vary slightly depending on the situation, they tend to be a relatively stable personality characteristic among individuals. Humour is a part of every one's experience and those who have no sense of humour styles is a way of expressing the something (languages, art or music etc) that is characteristic of a particular person or group of people.

The humour styles questionnaire has emerged as a robust model for understanding the individual difference in humour styles. Humour can be used to enhance the self or enhance one's relationship with others. Humour can be relatively benevolent or potentially detrimental (either to the self or others). The combination of these factors creates four distinct humour styles. Affiliative and Self-Enhancing style of humour promote health and well being while Aggressive and Self-Defeating humour styles can be potentially detrimental to mental and physical health.

Experts have defined the humour and humour styles in following ways:

According to Soloman (1996) Humour is a three step process that beings with arousal is followed by problem solving and ends with resolution; Crawford (1994) holds that Humour consists of non verbal and verbal communication which produce a "positive cognitive or affective response from listeners" and Martin and Lefcourt (1984) were of the opinion that "Humour style is the frequency with which individual smiles, laugh and other wise displays amusement in a variety of situation.

Forms of Humour Style

Martin et al. developed the Humour Styles Questionnaire (HSQ) in 2003 as a result of examining the function served by humour. They proposed that Self-Enhancing Humour, Affiliative Humour, Self-Defeating Humour and Aggressive Humour are a result of the function individuals want to be served by humour usage. Self-Enhancing and Affiliative Humour are proposed to lead to positive effects, while Self- Defeating and Aggressive Humour are proposed to lead to negative effects.

Affiliative Humour

Affiliative Humour is proposed to have mostly positive implication for individuals, as well as for groups (Martin et al., 2003). Martin et al. states that affiliative humour involves funny saying and action that are used to amuse other, facilitate relationships, and reduce interpersonal tension.

Self- Enhancing Humour

Self- Enhancing Humour is proposed to have mostly positive in implications for individuals, as well as on groups (Martin et al., 2003). They describe self-enhancing humour as humour that allows individuals to maintain a humorous outlook even in the face of stress or adversity.

Aggressive Humour

Aggressive Humour is the use of sarcasm, teasing, ridicules, derision, put-down, or disparaging humour (Martin et al.2003). Aggressive humour is proposed to have negative implications for individuals, as well as on groups.

Self- Defeating Humour

Self-Defeating Humour includes self-disagreement, where the user attempts to say or do funny things at their own expense (Martin et al. 2003). Self-Defeating humour is proposed to have negative implication for individuals, as well as on groups.

Humour & Humour Styles among Teachers

After going through the definitions of humour and its styles it can be said that humour is need of the hour in everyday life without which nobody can lead a healthy life. So, teachers must be humorous in their teaching, so that teaching can also be made effective as fun makes learning easy and have long lasting impact on the learners.

The various research studies on Humour and its styles include:

Burgess (2000) found in his research that in addition to having students learn curriculum, most teachers wish to have students enjoy time in their classes; Greenberg (2001) found that the best times to deliver serious points in teaching or presentation to students is right after they laugh. This is because they need time to relax their minds in the midst of the intense learning and presentations; Gurtler (2002) found that one element of human development that has been proven to identified familial relationships and encourage academic excellence is often overlooked by teachers. That element is humour, Dr Robert, Professor of Psychology and Neuroscience at the University of Maryland, answers for parents and teachers can be found in the same, simple approach: plenty of feel - good, hearty and infectious humour- induced laughter; Dorz, Novara, Sica & Sanavio (2003) found that Humour may even have detrimental effects on stress and depression and that high cheerfulness at the age of 12 is associated with high mortality rates perhaps due to lower levels of concern about health risks; Martin et al. (2003) found four different humour styles in the daily use of humour by individuals. This also refers to individual differences in the use of humour. Two of the humour styles are positive and healthy while the other two are negative and unhealthy within the context of psychological well- being while "affiliative" and "self- enhancing" humour styles reflect the positive and adoptive characteristics of defeating " humour styles address negative and maladaptive aspects of personality traits. The first two positive styles are negatively correlated with anxiety and depression and positively correlated with self - esteem, extraversion, openness and agreeableness. The last two are negatively correlated with agreeableness and conscientiousness and positively correlated with neuroticism hostility and aggression; Hickman & Crossland (2004-2005) found that the link between laughter and academic success is also well documented. Positive connections between teachers' use of humour and academic achievement even follow students into colleges and beyond; Verma (2007) found that if information is overloaded, it seems to sit in the short-term memory, which cannot process it all and within a short while, things end up getting so confusing to the student. Humour can also help physiologically to connect the self-brain activities to the right brain creative side and thereby allowing students to better assimilate the information presented. This is to say that humour presents, in the students, some sort of mental sharpness; Chye (2008) found that humour has not been given its due emphasis yet great forces that are always at play, compelling great attention to the process and products of teaching and learning are the implication to student quality and Madan Kumar (2012) found that effective and in-effective secondary teachers appeared to differ significantly with respect to their humour style. The effective secondary school teachers were found to be more humorous as compared to their ineffective counterparts and no significant difference in Self-defecting Humour of effective and ineffective secondary teachers was found.

So, from the review of literature on humour and its styles among students, teachers and prospective teachers, it has been found that very little work has been done till date and lot to do, which made investigator to study the humour styles of prospective educators.

Objectives of the Study

1. To study the significant differences in humour style among rural and urban prospective teacher educators.

2. To study the significant differences in humour style among married and unmarried prospective teacher educators.

Hypotheses of the Study

1. There are significant differences in humour style among rural and urban prospective teacher educators.
2. There are significant differences in humour style among married and unmarried prospective teacher educators.

Method

The study was conducted through descriptive survey method of research.

Sample

The sample comprised of 120 M.Ed. Students drawn from 04 PG Colleges of Education in Himachal Pradesh. The sample was drawn through simple random (lottery method) technique of sampling.

Tool Used

In the present study Humour Style Questionnaire (HSQ) developed by Martin et al. (2003) was used to collect the data from M.Ed. Students on their humour styles.

Variables

In the present study humour styles were treated as dependent variables, whereas locale and marital status were taken as independent variables.

Statistical Techniques Used

The data were analyzed by using Mean, Standard Deviation (S.D) and the 't'- Test.

Analysis and Interpretation of Data

Comparison of Humour Styles of Rural and Urban Prospective Teacher Educators

The Table-1 presents the calculated statistics of Humour Styles of Rural and Urban Prospective Teacher Educators.

Table-1: Significance of Difference in Mean Score of Humour Style of Rural and Urban Prospective Teacher Educators

Humour Styles	Rural		Urban		df	't' Value	Significance
	Mean	SD	Mean	SD			
Affiliative	26.746	3.252	26.175	3.727	118	0.889	NS
Self- Enhancing	22.396	3.961	22.842	4.337	118	0.585	NS
Aggressive	25.285	2.926	24.298	3.364	118	1.707	NS
Self- Defeating	25.015	4.058	24.842	4.601	118	0.218	NS
Overall	99.444	6.539	98.157	8.263	118	0.939	NS

NS= Not Significant

The above Table-1 shows that the obtained 't'-values for Affiliative (0.889), Self-enhancing (0.585), Aggressive(1.707), Self-defeating(0.218) humour styles and Overall Humour(0.939) in case of Prospective Teacher Educator were found to be non- significant. It means that Rural and Urban Prospective Teacher Educators did not appear to differ significantly with regard to their Affiliative, Self-Enhancing, Aggressive, Self-Defeating and Overall Humour. Hence, the hypothesis that, 'There are significant differences in Humour Style of Rural and Urban Prospective Teacher Educators,' was not retained.

Comparison of Humour Styles of Married and Unmarried Prospective Teacher Educators

The Table-2 gives an account of the calculated statistics of Humour Styles of Married and Unmarried Prospective Teacher Educators.

Table-2: Significance of Difference in Mean Scores of Humour Styles of Married and Unmarried Prospective Teacher Educators

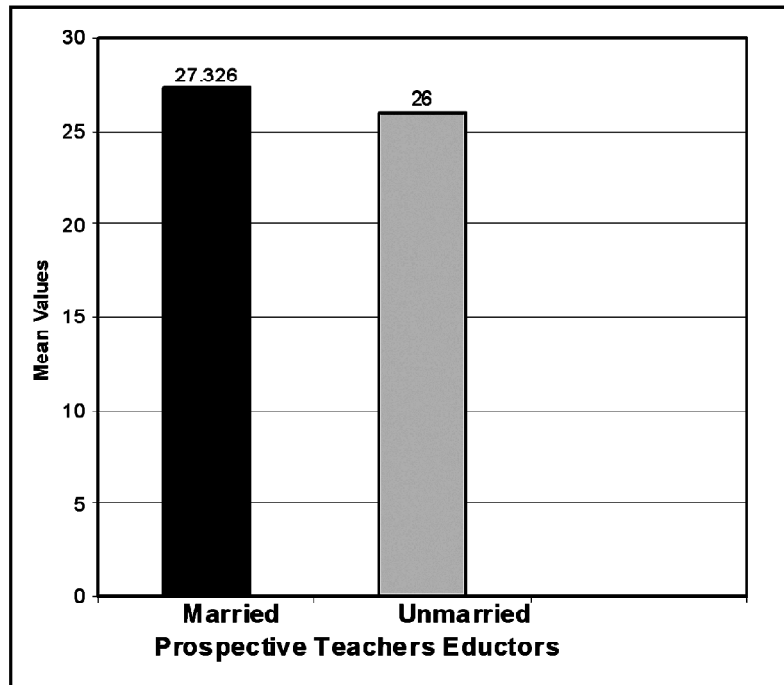
Humour Styles	Married		Unmarried		df	't'- Value	Significance
	Mean	SD	Mean	SD			
Affiliative	27.326	3.315	26.0	3.506	118	2.057	*
Self- Enhancing	22.465	4.049	22.688	4.202	118	0.285	NS
Aggressive	24.861	3.226	24.792	3.155	118	0.112	NS
Self- Defeating	24.325	3.932	25.272	4.492	118	1.201	NS
Overall	98.977	7.692	98.753	7.289	118	0.155	NS

* = Significant at 0.05 level and NS= Not Significant

The Table-2 indicates that the obtained 't'- value in case of Affiliative Humour Style of Prospective Married and Unmarried Teacher Educators was found to be (2.057), which is significant at 0.05 level of significance. It means that Married and Unmarried Prospective Teacher Educators differ significantly with regard to their Affiliative Humour Style. The Mean value of Married Prospective Teacher Educators (M=27.326) is greater than the mean value of Unmarried Prospective Teacher Educators (M=26.0), which means that married prospective teacher educators have more orientation towards Affiliative Humour Style than their unmarried counterparts. Hence, the hypothesis that, 'There are significant differences in Humour Style of Married and Unmarried Prospective Teacher Educators in context of Affiliative Humour Style,' was accepted.

The Figure-1 shows the Significant Difference in Mean Values of Affiliative Humour Style of Married and Unmarried Prospective Teacher Educators. (See figure - 1 in next page)

Figure -1: Showing Significant Difference in Mean Values of Affiliative Humour Styles of Married and Unmarried Prospective Teacher Educators



The Table-2 also shows that the obtained 't'-values for Self-Enhancing (0.285), Aggressive(1.112), Self-Defeating (1.201) and Overall Humour(0.155) in case of Married and Unmarried Prospective Teacher Educators were found to be non- significant. It means that Married and Unmarried Prospective Teacher Educators did not appear to differ significantly with regard to their Self-Enhancing, Aggressive, Self-Defeating and Overall Humour. Further, it can be said that more or less on the average Married and Unmarried Prospective Teacher Educators were found similar or have equal orientation towards their Self- enhancing, Aggressive, Self - defeating and overall Humour Styles. Hence, the hypothesis that, 'There are significant differences in Humour Style of Married and Unmarried Prospective Teacher Educator in context of Self- Enhancing, Aggressive, Self-Defeating and Overall Humour ,' was not accepted.

Findings of the Study

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

- i. No significant differences were found among rural and urban prospective teacher educators with regard to their Overall Humour, Affiliative, Self-Enhancing, Aggressive and Self-Defeating Humour Styles.
- ii. Married prospective teacher educators were found more prone to Affiliative Humour Style than their unmarried counterparts.
- iii. No significant differences were found among married and unmarried prospective teacher educators with regard to their Overall Humour, Self-Enhancing, Aggressive and Self-Defeating Humour Styles.

Educational Implications

Affiliative Humour style of unmarried prospective teacher educators was found to be less in comparison to married prospective teacher educators. Therefore, it is suggest that unmarried prospective teacher educators should be given exposure in social gatherings; they should be motivated to see such programmes which are to be linked with social problem and nature. Further, they should be encouraged to participate in such programmes at college and university level based upon certain social problem and should strive to tackle such problem with the help of experienced one with an ease. The stakeholder should organize such programmes to enhances the Affiliative Humour Style of prospective teacher educators.

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