



IMPACT OF SENSE OF HUMOUR ON TEACHER FREEZING OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study is an attempt to study the impact of sense of humour on teacher freezing of secondary school teachers. Descriptive Survey Method was used. A sample of 600 senior secondary school teachers was taken on the basis of random sampling method. Teacher Freezing Scale by Taj Haseen (1996) and Teacher Sense of Humour Scale by Malik and Kapoor (2014) were taken to assess the teacher freezing and locus of control of teachers. Mean, Standard Deviation, 't' test and correlation tests were used to analyze the data. Findings of the study were: (i) teachers with high sense of humour have lower teacher freezing than those teachers with low sense of humour; and (ii) a significant relationship was observed between teacher freezing and sense of humour of secondary school teachers. It means that with decrease of sense of humour, teacher freezing increases and with increase of sense of humour, teacher freezing decreases.

Key words: Teacher freezing, sense of humour, secondary school teachers.

INTRODUCTION

The teacher is one who instructs rather instructs a kid. The word 'educate' is gotten from an Anglo-Saxon word 'Taecen' signifying 'to confer', 'to train' and 'to make mindful of'. At the end of the day, when an individual who has information in any field, attempts to pass on his/her gained collected information to whatever other individual who is uninformed about that sort of information, is experiencing a demonstration of educating. Teacher is an individual who in light of rich or bizarre experience or education or both in a given field, can add to the development and improvement of different people who interact with him.

TEACHER FREEZING

For the most part the teacher's viability is characterized as far as his experience, his subjective and full of feeling properties, his procedures and aptitudes utilized in educating, his change with the attributes of the school, homeroom and generally significant with understudy. In spite of the fact that these are not substance of powerful educating yet they may add to teachers' prosperity. An appropriate idea of educating and teacher adequacy is important for a superior comprehension and it makes teacher

extremely powerful. There is a genuine disintegration of teachers' regard at all degrees of education since quality and significant education rely upon what teachers do with students. The decay of educational standard is because of teachers, scholastic condition, directors, guardians and understudies. Yet, today everybody grumbles that the teachers are brimming with weariness and impassion; they need intrigue and appeal to play out their obligation; and they need advancement and examination. This has a staggering impact on education.

Teacher freezing is a term used not to denote the deficiency of teachers, but to mean the general learning, social, emotional, physical and moral chances of teachers who are unused, underused and diminished. Freezing teachers is defined as a negative mental experience arising from or reactions to the pressing factor linked to industry. It identifies with perceptions faced by individuals whose occupations require employment.

Teacher freezing is a continuous issue in around the world. The job of a cutting edge teacher is very unique in relation to what it was in a customary study hall. A teacher is presently required to be unquestionably progressively responsive in his methodology. A teacher needs to assume different jobs and save the essential estimations of life.

Stages of teacher freezing:

- (1) **Loss of Enthusiasm:** Normally individuals enter the showing profession with true want and aims to support youngsters. Around then their vitality level is high and beliefs are solid. Most of them are stacked with not all terrible characteristics, high motivation, a hankering that they are required and an interior assumption that through their intercession something useful ought to be conceivable with youths. It has been found that various people who became teachers show dependence ascribes. That is they show a striking fragment of their self-personality from their work and thusly they have a convincing motivation to be esteemed. Right when such teachers disregard to get genuine responses and contribution from understudies, their excitement obscures.
- (2) **Frustration:** Frustration is probably the most punctual sign during the time spent exercise. There are numerous elements that add to the dissatisfaction of teachers inside the school just as without understudies' lack of care, ascend in indiscipline and savagery, non-agreeable guardians, low pay and economic wellbeing and different glitches of the association and so on. There are numerous different components which may add to build, stress, disappointment and brought down resolve of teachers.
- (3) **Alienation:** Alienation of the teachers is a reaction or aftereffect of inadequacy, dissatisfaction and loss of eagerness for one's work. Distance is related to aloofness, removal disengagement inside the professional milieu. A strong relationship exists among distance and nonattendance of

help and positive information. Distance is obviously equivalent to the number of consumers for which the specialist has timely contact. Distance is obviously equivalent to the number of consumers for which the specialist has timely contact. As the extent constructs, a higher energetic over trouble us unavoidable. Normal in the empowering profession us raised degree of obligation with respect to tremendous number of understudies.

It has been discovered that teacher estrangement expands: (a) if the recurrence of support of a teacher in the dynamic procedure diminishes; (b) the authoritative organization is very unbending; (c) if work codification is more noteworthy in degree; and (d) the standard authorization is increasingly inflexible.

Haseen Taj (1998) teacher freezing was surveyed with the assistance of freezing scale that built up a critical relationship among the Secondary School Teachers. Factors which are responsible for teacher freezing are:-

1. Family issues
2. Tradition, customs particularly on account of females
3. Mental or physical disease of teacher.
4. Lack of appropriate inspiration and intrigue.
5. Low employment fulfillment.
6. Negative reasoning
7. Too much weight and multifaceted nature of errand.
8. The clash of old techniques with the new ones.
9. Social condition
10. Poor condition and working condition
11. Low pay as indicated by their aptitudes.
12. Administration and specialists

SENSE OF HUMOUR

Sense of humour is simply the thought of not paying attention to as well and the capacity to chuckle at one's own shortcomings and shortcomings. Having a decent Sense of Humor implies that the individual has a brilliant assortment of good jokes, he has retained countless entertaining stories, and he is talented at rehashing them for the delight of himself as well as other people." In this sense, he can make others giggle at his accounts as well as activities. Sense of Humor incorporates humor gratefulness, creation, perception, etc. What's more, "humor" includes a wide scope of ideas, for example, diversion, mind, scorn, parody, eccentricity, and parody, and no from the earlier evaluative suppositions are made concerning the attractive quality, adaptiveness, or wellbeing of a Sense of Humor. The distinctions in

the manners by which individuals utilize the expression "Sense of Humor" in regular day to day existence can be best comprehended through the wide scope of hypothetical ways to deal with Sense of Humor.

Different hypotheses of silliness, chuckling, and satire have been progressed by different scholars and scholars throughout the hundreds of years. It is important that greater part of these speculations have not explicitly tended to singular inconstancy in Sense of Humor. These hypotheses have endeavored to clarify why we giggle at specific circumstances and why not at others; and what sorts of mental, enthusiastic, and inspirational procedures are associated with the discernment and experience of amusingness and so forth. There has been shockingly minimal methodical hypothetical or observational work done on building up a far reaching definition and portrayal of ongoing silliness conduct. These speculations didn't put forth attempts to clarify why a few people snicker and take part in humor more than others.

The principle purpose behind necessity of sense of humour in the instructing learning process is that it improves understudies' learning. Having a sense of humour means that the sense of humour teacher is sense of humour human and can impart to the gathering. In the event that a teacher has a sense of humour and isn't hesitant to utilize it, understudies get loose. Amusingness in the instructing learning circumstance encourages the bashful understudies to take part with the gathering, to feel a piece of the class and potentially contribute without feeling uncovered. Diversion in the study hall can likewise assist with encouraging the understudy teacher relationship, which thus makes a positive and inviting study hall condition. Silliness is often distinguished as a showing procedure for building up a positive learning condition (Hill, 1988). Silliness in the homeroom isn't the response to all study hall the board issues, yet it is a great preventive gauge and can often diffuse tense circumstances (Loomans and Kolberg, 1993). The best thing about utilization of cleverness in the study hall by the teacher is that regardless of whether your joke bombs, it despite everything achieves the objective of showing up happy – as long as you can snicker at yourself. Teachers can cultivate homeroom enchantment through improved correspondence with understudies by having a perky disposition and an eagerness to utilize proper funniness.

Review of Literature

Ketabi and Simin (2009) affirmed that an apparent viability for humor as an extremely helpful system to learning and instructing of unknown dialects. **Saikia and Goswami (2010)** examined that teacher freezing had seen school hierarchical atmosphere as its critical relate at secondary stage. It is additionally uncovered that school atmosphere had an extremely solid bearing to make teachers increasingly powerful. **Jena (2011)** found that the teachers who are more confident and high on social personality had less teacher freezing than those teachers had low level of confidence and social personality. **Vaezi and Fallah (2012)** discovered that, subsequent to representing the commitment of segment factors, **sense**

of humour and Emotional Intelligence could altogether add to the expectation of teacher stress, in any case, just emotional intelligence could independently anticipate teacher stress. **Kumar and Kamini (2013)** observed that there exists no huge connection between instructor freezing and employment fulfillment of extraordinary teachers. Further, there is no noteworthy contrast between teacher freezing and occupation fulfillment of male and female unique teachers. **Hitaishi (2014)** stated that teacher freezing among secondary school teachers corresponding to hierarchical atmosphere of the school. It was discovered that there was huge connection between teacher freezing and various components of hierarchical atmosphere. **Dhull and Poonam (2015)** found that male educators froze much more while examining female teachers. Government educators were far more rigorous in their evaluation of private tutors. **Malik and Anju (2015)** found a significant difference in word related pressure of male secondary school teachers yet no huge contrast was found in word related pressure of female secondary school teachers in relation to their sense of humor. **Sammy (2016)** as anticipated, those with high humor detailed fundamentally lower levels of enthusiastic depletion and depersonalisation yet more elevated levels of individual achievement. **Jena (2018)** observed that there was a substantial difference in teacher freezing between science teachers in relation to their gender. Male scientific instructors are less likely than female science educators to have instructor freezingness.

In regular daily existence the teachers experience the ill effects of a ton of stress and pressures. Today teachers are progressively being troubled. Silliness is one of the methods which are utilized by individuals to adapt to pressure. It can remove an individual from melancholy and improves one feel and can have a critical beneficial outcome on your life. Diversion is significant as it assumes a critical job in the well considerate in profession of education. Keeping in view the importance of teachers' role in education, an attempt was made to study the teacher freezing in relation to their sense of humour.

Objectives

1. To study and compare teacher freezing of high sense of humour and low sense of humour secondary school teachers.
2. To study the relationship between teacher freezing and sense of humour of secondary school teachers.

Hypotheses

1. There is no significant difference in teacher freezing of high sense of humour and low sense of humour secondary school teachers.
2. There is no significant relationship between teacher freezing and sense of humour of secondary school teachers.

Methodology

Keeping in view the nature of study, Descriptive Survey method has been used.

Population and Sample

All teachers teaching in secondary schools of Rohtak and Sonipat district constituted the population of the study for the present investigation. A sample of 600 secondary school teachers was taken as a sample

Tools Used

1. Teacher Freezing Scale by Taj Haseen (1996)
2. Teacher Sense of Humour Scale by Malik and Kapoor (2014)

Statistical Techniques Used

In order to analyse the data, differential statistical techniques viz. mean, standard deviation, 't'-ratio and Karl Pearson's Correlational analysis was employed to analyze the data.

Analysis of Data

To study the difference in teacher freezing of teachers with high sense of humour and low sense of humour, 't' was used and to find out the relationship between teacher freezing and teacher sense of humour correlation was used to analyse the data given in table 1 to table 2.

Table: 1

Comparison of mean scores of teacher freezing of high Sense of Humour and low sense of humour secondary school teachers

Level of Sense of Humour	N	Mean	SD	t-value
Teachers with low sense of humour	121	289.49	25.86	13.910**
Teachers with high sense of humour	365	235.38	30.56	

*Significant at 0.01 level

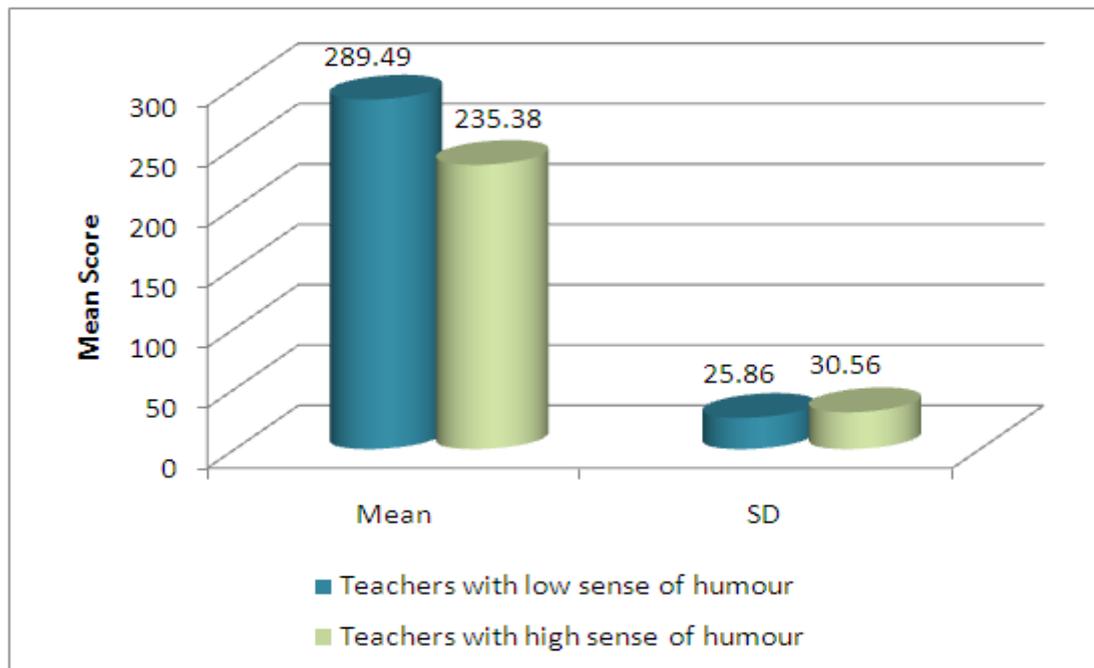


Fig. 1: Mean and SDs scores of teacher freezing of high sense of humour and low sense of humour secondary school teachers

Table 1 indicates that the mean scores of teacher freezing of secondary school teachers in relation to their sense of humour. It indicates that the mean scores for teachers belonging to high sense of humour and for teachers having low sense of humour are 235.38 and 289.49 respectively. The ‘t’ value comes out to be (13.910) which is significant at 0.01 level. It may be established that teachers having high sense of humour (235.38) have significantly lower teacher freezing than the teachers having low sense of humour (289.49). As a result, the null hypothesis, “there is no significant difference in teacher freezing of extrovert and introvert type of personality of secondary school teachers” is not retained. It means that teachers with higher sense of humour have lower teacher freezing than those teachers with low sense of humour. The present finding is in consonance with the findings of **Abel (1998)**, **Millicent and David (2002)** and **Makewa et al. (2011)** who also found that teachers with higher sense of humour have lower teacher freezing than those teachers with low sense of humour.

Table: 2

Relationship between teacher freezing and sense of humour of secondary school teachers

Variables	N	Remarks
Teacher freezing	600	-0.586
Sense of Humour	600	

*Significant at 0.01 level

Table 2 shows that relationship between teacher freezing and sense of humour of secondary school teachers. The 'r' value comes out to be (-0.586) which is significant at 0.01 level. It may be established that there is strong negative relationship between teacher freezing and sense of humour of secondary school teachers. As a result, the null hypothesis, "there is no significant difference relationship between teacher freezing and sense of humour of secondary school teachers" is not retained. It means that with decrease of sense of humour, teacher freezing increases and with increase of sense of humour, teacher freezing decreases. The present finding is in consonance with the findings of **Makewa et al. (2011)**, **Ali, Ergun and Serkan (2014)**, and **Malik and Sarita (2015)** who also stated a significant and positive relationship between teacher freezing and sense of humour.

Findings and Implications

1. It was observed that there exists a significant difference in teacher freezing of secondary school teachers with low and high level of sense of humour. Teachers with high sense of humour have lower teacher freezing than those teachers with low sense of humour.
2. The findings of the study revealed that there is a significant relationship between teacher freezing and sense of humour of secondary school teachers. It means that with decrease of sense of humour, teacher freezing increases and with increase of sense of humour, teacher freezing decreases.

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 enhance the job satisfaction, teacher effectiveness and good personality traits among teachers. The provision of appointment of a psychologist who can act as a counsellor in the schools, on regular basis can work wonders to maintain good environment in the school. 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.

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