



## A Study of Occupational Stress Among Secondary School Teachers in Relation to Their Sense of Humour

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**ABSTRACT**

The study has been conducted on a sample of 250 secondary schools teachers of Rohtak city to study their occupational stress in relation to their sense of humour. The random sampling technique was used in this study. The data was analyzed statistically by using mean, S.D. & t-test. It was found that there exists no significant difference in occupational stress of secondary school teachers in relation to their sense of humour. Significant difference was found in occupational stress of male secondary school teachers but no significant difference was found in occupational stress of female secondary school teachers in relation to their sense of humour.

### KEYWORDS

Occupational Stress, Sense of Humour, Secondary School Teachers.

### INTRODUCTION

In the present time when unprecedented changes of knowledge and action manifest in all the diversion of worldly life, the teacher is most important component of education system whose role is changing in the current times. So teachers must feel their profession as stress free as the stress affects their efficiency.

**Occupational Stress** refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands (Kaur, 2006). Kagan et al. (1995) observes occupational stress as the emotional, mental and behavioural reaction. For productive outcomes from the schools Teacher stress must be controlled. Although stress cannot be completely eliminated, it can be reduced and managed. Laughter is described by humor researchers as a response to pleasurable and/or amusing physical, emotional and/or intellectual stimuli that affects the brain in interesting and very complex ways. Research shows that laughter is an effective way for people of all ages to release pent-up tensions or energy, permit the expression of ideas or feelings that would otherwise be difficult to express and facilitate coping with trying circumstances (McGhee, 1983). But emphasis on humor is still missing in teacher training programs. A lot of attention is being given to the curriculum content and the methodology of delivery of the curriculum content in teaching and learning to ensure effectiveness. Jones (2001) said that schools are more focused on methodology, accountability and testing, therefore, focus on creating an optimal learning environment is often limited. Powers (2005) contended that a good teacher is one who looks for effective and different methods to generate interest and enthusiasm among the students that he or she teaches. Bruner (2006) stresses that teaching is and should always be the center of transforming students' thinking by all means. This is in addition to the fact that the use of humor does away with anxiety and fears among the students, and stimulates curiosity and interest towards learning, controls rebellious and disruptive behavior in the classroom among the students and fosters a positive relationship between the teacher and the student (Verma, 2005).

### STATEMENT OF THE PROBLEM

A STUDY OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SENSE OF HUMOUR

### OPERATIONAL DEFINITIONS

#### Occupational Stress

Occupational stress is careful to be a person psychological state which has to do with the person's perception of the

work environment and the moving practice of it.

#### Sense of Humour

Sense of Humour is defined as a sort of catch-all term to refer to habitual individual differences in all sorts of behaviors, experiences, affects, attitudes, and abilities relating to amusement, laughter, jocularity, and so on (Martin, 1998). In the present study sense of humour refers to the score of a teacher on Teacher Sense of Humour Scale.

#### OBJECTIVES OF THE STUDY

- To study the effect of sense of humour on occupational stress among secondary school teachers.
- To study the effect of sense of humour on occupational stress among male secondary school teachers.
- To study the effect of sense of humour on occupational stress among female secondary school teachers.

#### HYPOTHESES OF THE STUDY

- There exists no significant difference in occupational stress among secondary school teachers in relation to sense of humour.
- There exists no significant difference in occupational stress among male secondary school teachers in relation to sense of humour.
- There exists no significant difference in occupational stress among female secondary school teachers in relation to sense of humour.

#### METHOD

Descriptive survey method was used in the present study.

#### SAMPLE

The sample consisted of 250 secondary schools teachers of Rohtak city selected by random sampling method.

#### TOOLS USED

**Occupational Stress Scale (OSS)** by Singh and Srivastav (1981).

**Teacher's Sense of Humour Scale (TSHS)** by Malik and Kapoor (2014).

#### STATISTICAL TECHNIQUES

Mean, Standard deviation and 't' test were used to analysis the data.

#### RESULTS

To study the effect of sense of humour on occupational stress among secondary school teachers.

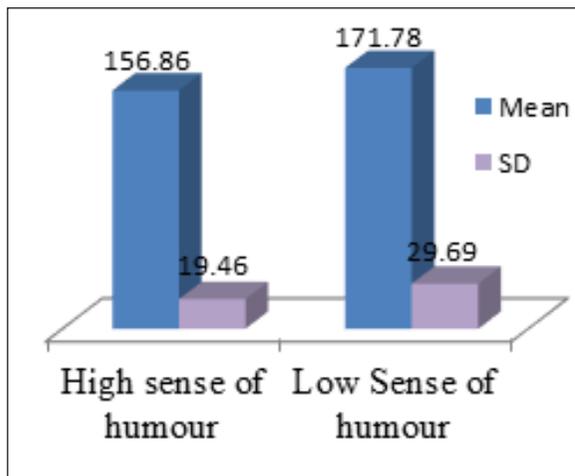
For the purpose of studying the difference between occupa-

tional stress among secondary school teachers in relation to sense of humour, the null hypothesis i.e. there exists no significant difference in occupational stress among secondary school teachers in relation to sense of humour, was formulated:

**Table: 1**  
Descriptive statistics related to the occupational stress of secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	't'
High	56	156.86	19.46	3.18*
Low	58	171.78	29.69	

\* Significant at 0.05 level of Significance



**Fig. 1: Sense of Humour wise Mean Occupational Stress scores and SD of Secondary School Teachers**

From the Table 1 and Fig.1, it can be observed that the t-value of 3.18 was found significant at 0.05 levels with 112 degrees of freedom, which indicates that occupational stress of secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among secondary school teachers in relation to sense of humour, was **not accepted**. It can be seen that mean occupational stress score of secondary school teachers with low sense of humour i.e. **171.78** has been found higher than that of secondary school teachers with high sense of humour i.e. **156.86**. It is emerged clear that secondary school teachers with high sense of humour have less occupational stress as compared to secondary school teachers with low sense of humour. This can be due to the reason that presence of humour helps a teacher to be out from the stress and thus results in less occupational stress.

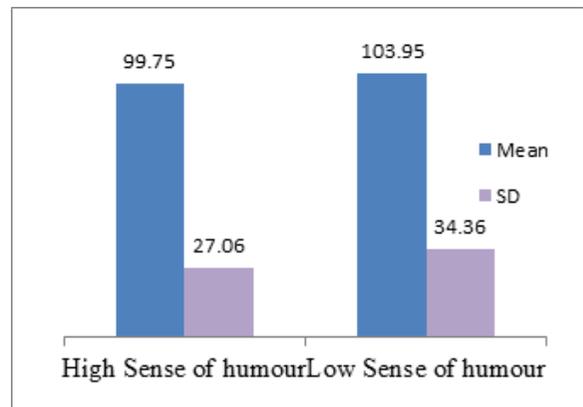
To study the effect of sense of humour on occupational stress among male secondary school teachers.

For the purpose of studying the difference between occupational stress among male secondary school teachers in relation to sense of humour, the null hypothesis i.e. there exists no significant difference in occupational stress among male secondary school teachers in relation to sense of humour, was formulated:

**Table: 2**  
Descriptive statistics related to the occupational stress of male secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	t-value
High	34	99.75	27.06	0.48 (NS)
Low	22	103.95	34.36	

NS-Not significant at 0.05 level of Significance



**Fig. 2: Sense of Humour wise Mean Occupational Stress scores and SD of male Secondary School Teachers**

From the Table 2 and Fig.2, it can be observed that the t-value of 0.48 was not found significant at 0.01 levels with 54 degrees of freedom, which indicates that occupational stress of male secondary school teachers with high and low sense of humour did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among male secondary school teachers in relation to sense of humour, was **accepted**. But in terms of mean, it can be seen that mean occupational stress score of male secondary school teachers with low sense of humour i.e. **103.95** has been found higher than that of male secondary school teachers with high sense of humour i.e. **99.75**. It is emerged clear that male secondary school teachers with high sense of humour have less occupational stress as compared to their counterparts.

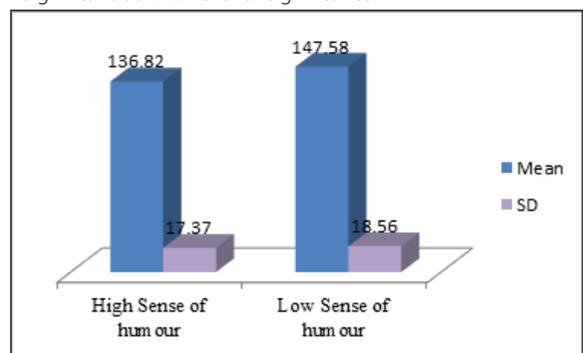
To study the effect of sense of humour on occupational stress among female secondary school teachers.

For the purpose of studying the difference between occupational stress among female secondary school teachers in relation to sense of humour, the null hypothesis i.e. there exists no significant difference in occupational stress among female secondary school teachers in relation to sense of humour, was formulated:

**Table: 3**  
Descriptive statistics related to the occupational stress of female secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	t-value
High	22	136.82	17.37	2.23*
Low	36	147.58	18.56	

\*Significant at 0.05 level of significance



**Fig. 3: Sense of Humour wise Mean Occupational Stress scores and SD of female Secondary School Teachers**

From the Table 3 and Fig.3, it can be observed that the t-value of 2.23 was found significant at 0.05 levels with 56 degree of freedom, which indicates that occupational stress of

female secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among female secondary school teachers in relation to sense of humour, was **not accepted**. But in terms of mean, it can be seen that mean occupational stress score of female secondary school teachers with low sense of humour i.e. **147.58** has been found higher than that of female secondary school teachers with high sense of humour i.e. **136.82**. It is emerged clear that female secondary school teachers with high sense of humour have less occupational stress as compared to their counterparts.

#### MAJOR FINDINGS OF THE STUDY

It was found that occupational stress of secondary school teachers with high and low sense of humour differs significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among secondary school teachers in relation to sense of humour, was **not accepted**. Mean occupational stress score of secondary school teachers with low sense of humour were found higher than that of secondary school teachers with high sense of humour.

Results indicated that occupational stress of male secondary school teachers with high and low sense of humour did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among male secondary school teachers in relation to sense of humour, was **accepted**. Mean occupational stress scores of male secondary school teachers with low sense of humour were found higher than that of male secondary school teachers with high sense of humour.

It was found that occupational stress of female secondary school teachers with high and low sense of humour differs significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among female secondary school teachers in relation to sense of humour, was **not accepted**. Mean occupational stress scores of female secondary school teachers with low sense of humour were found higher than that of female secondary school teachers with high sense of humour.

#### CONCLUSION

Humour, by decreasing anxiety and stress can contribute to class unity and learning. So it should be an integral part of the class room teaching. Also good sense of humour as a strong personality characteristic will allow teachers to improve inter-personal relationships with their peer teachers, principal and higher authorities. So, teachers should be motivated for effective use of humour which will help teachers to teach more effectively. School should encourage their teacher for effective use of humour during instruction and adequate facilities should be provided to them so that they can generate and present their content material in a creative way.

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