

SENSE OF HUMOUR OF SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT AND GENDER

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ABSTRACT

The aim of the present study is to investigate relationship of sense of humour with academic achievement and gender. The sample of secondary school students were randomly selected from the Derabassi Block. Tools used in the study are Humour Style Questionnaire by Martin et al and CCE Records were checked for academic achievement. The total sample comprised of 54 boys and 54 girls. Data were analyzed by correlation and 't' test. Results of the study showed that there was significance difference in sense of humour among males and females of secondary school students and overall sense of humour is more in low achievers than high achievers.

Keywords: Sense of Humour and Academic Achievement

Introduction

Humour is part of the human experience. As human beings, we have the ability to laugh at others and ourselves, to make jokes, to add humour to situations which are seemingly without humour, and to be ridiculous. Teachers and educators of all levels and disciplines have praised the ability of humour to aid the learning process, to help students' understanding of key points, and to relax students in moments of anxiety and increased tension. The benefits of humour have been made obvious to them by a variety of personal accounts and descriptions. This modern age is age of competitions and students especially secondary students become easily stressed. The humorous situation can distressed them and help them to achieve their goals (Whisonant, 1998). Humour does not only serve for social purpose, but also strengthens our abilities in coping with stress. (Liu, 2012)

Lei, Cohen and Russler (2010) points out that some college instructors believe that the only way for students to take their education seriously is to be serious and solemn in the classroom. This often means creating a strict classroom environment built on discipline and hard work, perhaps with little or no room for discussion and laughter. However, the most effective instructors are those who engage their students in creative and interesting ways. One way to engage students is to incorporate humour into the college classroom. Humour has psychological, social, and

cognitive (educational) benefits. Dijkstra, Barelds, Ronner and Nauta, (2011) found that there were no within sex differences in the use of humour styles between the gifted sample and the comparative population sample. For men, significant differences were found between the two samples with regard to the relations between humour styles and well-being: Affiliative and self-enhancing humour related positively and substantially to well-being in men from the comparative population sample, but not in men from the gifted sample. Men have higher likelihood to joke, tease, and kid than women (Wong, 2010).

Hackathorn, Garczynski, Blankmeyer, Tennial and Solomon, (2011) argued that humour is beneficial in the classroom because it increases social bonding between instructor and student, salience of information, and ultimately recall and retention. Specifically, predicted that using humour in a classroom setting would enhance learning on the first three levels of Bloom's taxonomy (i.e. knowledge, comprehension, and application). Results indicated that using humour to teach material significantly increased students' overall performance on exams, particularly on knowledge and comprehension level quiz items, but not application level items. Moreover, learning a construct through the use of humour was most effective for comprehension level quiz items. This study provides some of the first ecologically valid evidence that humour may maximize learning outcomes in college classrooms.

Definition

Humour: Humour is anything that causes amusement. It is a quality of perception that enables us to experience joy even when faced with adversity. It helps us relieve stress and find out the solutions of the problems. In present study it will include affiliative humour, self enhancing humour, Aggressive humour, Self Defencive humour.

Academic Achievement: Academic achievement refers to a student's success in meeting goals of education. It is as excellence in all academic disciplines, in class as well as extracurricular activities. For present study performance in CCE record will be considered as criterion of academic achievement.

Rationale of the study

In everyday life, the students suffer from a lot of stress and tensions. The school-going children are increasingly being burdened with exams and competition. Humour is one of the techniques which are used by people to cope with stress. It can take a person out of depression and makes feel better and can have a significant positive effect on your life. Researching humor is important as it plays a significant role in the well being in life. This study is an attempt to investigate role of humour in academic achievement of students.

Objectives

1. To study the difference in sense of humour among high achievers and low achievers of secondary school students.
2. To study sense of humour among male and female secondary school students.

Hypotheses

1. There will be no significance difference in sense of humour among high achievers and low achievers.
2. There will be significance difference in sense of humour among male and female students of secondary school.

Design of the study

Descriptive survey method is used to obtain pertinent and precise information concerning the present status of the phenomenon.

Sample

The sample of the present study comprises of 108 (54 high achiever and 54 low achievers) students of secondary level from the government schools of Derrabassi Block. Four schools will be chosen for data collection. The age of the sample group range from 12 to 16 years.

Tools

1. Humour Style Questionnaire by Martin et al,
2. CCE records from the respective schools.

Technique to be used

- Descriptive statistics, such as Mean and Standard Deviation were used to study the general nature of sample.
- t-test has been used to test the significant difference between the various statistics to test the null hypothesis.

RESULT

Hypothesis-1: There is no significance difference in sense of humour among high achievers and low achievers.

In order to test the hypothesis, there will be no significant difference in sense of humour among high achievers and low achievers-test was employed.

Table 1: Showing difference between sense of humour in relation to academic achievement

	Group	N	Mean	SD	t-value	p-value
Affiliative Humour	Low achievers	54	34.833	6.720	1.203	0.232 NS
	High achievers	54	36.333	6.231		
Self Enhancing Humour	Low achievers	54	35.463	8.222	0.327	0.744 NS
	High achievers	54	36.018	9.375		
Aggressive Humour	Low achievers	54	30.814	8.620	2.623	0.010**
	High achievers	54	26.963	6.489		
Self Defensive Humour	Low achievers	54	33.740	7.623	1.768	0.080 NS
	High achievers	54	31.259	6.947		
Sense of Humour	Low achievers	54	134.851	17.027	1.300	0.196 NS
	High achievers	54	130.574	17.165		

Results

Table 1 shows that mean score and standard deviation of affiliative humour among low achievers was 34.8333 and 6.72015 respectively and in high achievers was 36.3333 and 6.23139 respectively. Its t-value was 1.203.The p-value was 0.232 that indicates the result was insignificant.

Mean score and standard deviation of self enhancing humour in low achievers was 35.4630 and 8.22264 respectively and in high achievers was 36.0185 and 9.37578 respectively. Its t-value was 0.327The p-value was .744 that indicates the result was not significant.

Mean score and standard deviation of aggressive humour among low achievers was 30.8148 and 8.62002 respectively and in high achievers was 26.9630 and 6.48936 respectively. Its t-value was 2.623.The p-value was 0.010 that indicate the result was significant.

Mean score and standard deviation of self defensive humour in low achievers was 33.7407 and 7.62366 respectively and in high achievers was 31.2593 and 6.94774 respectively .Its t-value was 1.768.The p-value was 0.080 that indicate the result was not significant.

Combined mean and standard deviation of sense of humour in low achievers were 134.8519 and 17.02762 respectively and in high achievers mean was 130.5741 and standard deviation was 17.16579.Its t-value was 1.300 and p-value was .196, the result was not significant.

Hypothesis 2: There will be significance difference in sense of humour among male and female students of secondary school.

In order to test the hypothesis, there will be no significance differences in sense of humour and academic achievement among males and females, t-test was employed. The results obtained thereby are entered in table 4.2

Table 4.2: Showing scores of Humour styles between male and female students

	Sex	N	Mean	SD	t-value	p-value
Affilative Humour	Male	57	34.473	5.886	1.900	0.060 NS
	Female	51	36.823	6.961		
Self Enhancing Humour	Male	57	35.684	8.133	0.070	0.944 NS
	Female	51	35.803	9.535		
Aggressive Humour	Male	57	31.526	6.395	3.941	0.001**
	Female	51	25.941	8.295		
Self Defencive Humour	Male	57	34.719	6.485	3.478	0.001**
	Female	51	30.019	7.556		
Sense of Humour	Male	57	136.403	15.955	2.417	0.017*
	Female	51	128.588	17.651		

Table 2 illustrates the use of four different humour styles in both genders. The data were tested by using independent sample t-test to determine the significant differences among genders. In general, the outcomes were satisfied that both genders use more adaptive humour styles than maladaptive styles of humour. And male uses significantly more aggressive humour than female ($t = 3.941$) and more self defeating Humour ($t=3.478$). This finding provides support to Hypothesis 2 that an average level of sense of humour exists among male female students.

From above table 1 that students who had more affilative humour and self -enhancing humour were high achivers whereas students with more aggressive humour and self-defensive humour were low achivers. Hence the hypothesis: —There will be no significant difference in sense of humour among high achivers and low achivers, is accepted.

Above table 2 shows that the mean of male in sense of humour is more than female .It indicates that males have more sense of humour than female .But mean of academic achievement is more than male. T-value in both variables is significant .Hence there was significance difference in sense of humour and academic achievement among males and females students of secondary schools.

Interpretation and Discussions

Affilative humour and self-enhancing humour in high performers is more than low performers. But Aggressive humour and self-defensive humour is more in low achivers than high achivers. Overall sense of humour is more in low achivers than high achivers. From the above table and

bar graph males had more sense of humour than female but they perform better than male in academics. The result is insignificant in terms of sense of humour and significant in academic performance. Hence the hypothesis: There will be no significance differences in sense of humour and academic achievement among male and female students of secondary schools is not accepted.

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