

SENSE OF HUMOUR AMONG TEACHER EDUCATORS IN RELATION TO THEIR, TEACHING EXPERIENCE AND SELF-CONFIDENCE

Kanta Devi

Research Scholar
School of Education, Abhilashi University, Chailchowk, Mandi

Promila

Professor
School of Education, Abhilashi University, Chailchowk, Mandi

ABSTRACT

The present study examined the sense of humour of teacher educators in relation to their teaching experience and self-confidence. Sense of humour is an important psychological attribute that promotes effective teaching, healthy interpersonal relationships and a positive learning environment. Self-confidence enables teacher educators to perform their professional responsibilities effectively, whereas teaching experience is expected to contribute to professional competence. The study adopted the descriptive survey method. A sample of 318 teacher educators was selected from teacher education college/institutions. Data were collected using a self-developed Sense of Humour Scale and the Teachers' Self-Confidence Scale by Babita Gupta and Avdhesh Jha (2005). Data were analysed using mean, standard deviation, t-test and two-way Analysis of Variance (ANOVA). The findings revealed that teaching experience had no significant effect on the sense of humour of teacher educators, whereas self-confidence had a significant effect. The interaction between teaching experience and self-confidence was also found to be non-significant.

Keywords: Sense of humour, Teacher educators, Teaching experience, Self-confidence.

INTRODUCTION

Teacher educators play a crucial role in preparing competent teachers for the education system. Besides subject knowledge and pedagogical skills, they require positive psychological qualities that help them create an effective and engaging learning environment. One such quality is a sense of humour, which enables teachers to communicate effectively, reduce classroom stress, strengthen teacher-student relationships and maintain a positive atmosphere during teaching. A healthy sense of humour is not merely the ability to tell jokes; it reflects a positive outlook, emotional flexibility and effective social interaction. Teacher educators who use humour appropriately are often able to motivate students, manage classroom challenges and make learning more meaningful. Self-confidence is another important characteristic that influences teaching effectiveness. Confident teacher educators communicate more effectively, make sound instructional decisions and cope better with professional challenges. A positive sense of humour may also enhance self-confidence by reducing anxiety and promoting optimism. Teaching experience contributes to the development of professional skills through continuous classroom practice. However, psychological characteristics such as humour may depend more on personality and emotional competence than on the number of years spent in teaching. Therefore, it is important to examine whether teaching experience and self-confidence influence the sense of humour of

teacher educators. The present study attempts to investigate the effect of teaching experience and self-confidence on the sense of humour of teacher educators.

REVIEW OF LITERATURE

Berk (2002) discussed the educational value of humour in higher education. The findings of the study indicated that teacher educators with better communication skills and confidence may use humour more effectively in teaching. Berk suggested that appropriate humour captures students' attention, reduces classroom anxiety, increases motivation and creates an enjoyable learning environment. **Torok, McMorris, and Lin (2004)** investigated students' perceptions of professors' of humour in college classrooms. The study found that students appreciated teachers who used appropriate humour because it increased attention, reduced boredom and improved teacher-student relationships. The findings of the study support the view that teacher educators who use constructive humour contribute to more effective learning environments. **Kuiper and McHale (2009)** investigated the relationship between humour and psychological adjustment. The findings of the study indicated that individuals who frequently used affiliative and self-enhancing humour reported greater self-confidence, optimism and emotional resilience. They were also more successful in managing stress and maintaining healthy interpersonal relationships. Conversely, individuals who relied on aggressive or self-defeating humour showed lower levels of confidence and poorer psychological adjustment. These findings of the study suggested that teacher educators with higher self-confidence are more likely to use positive humour in professional settings. **Cann, Stilwell and Taku (2010)** investigated the association between humour styles and psychological strengths among adults. The results of the study demonstrated that affiliative and self-enhancing humour were positively associated with self-confidence, life satisfaction, optimism and emotional stability. The study highlights the importance of encouraging positive humour among teacher educators to strengthen their confidence and professional effectiveness. **Ho (2016)** examined how humour, self-esteem and social support are associated with burnout among school teachers. The study found that teachers with a stronger sense of humour experienced lower emotional exhaustion and a greater sense of personal accomplishment. The study suggested that humour can serve as a personal resource that enhances teachers' confidence and helps them cope with occupational stress. **Daumiller et al. (2020)** study the factors that influence university teachers' use of content-related humour. The findings of the study showed that teachers with higher teaching self-efficacy were likely to use humour effectively during instruction. Students perceived these teachers as more engaging and humour was associated with improved instructional quality when it was relevant to the lesson. The study highlights the importance of self-confidence in encouraging the appropriate use of humour in higher education and provides strong support for examining the relationship between self-confidence and sense of humour among teacher educators. **Kanwar (2020)** conducted study on the sense of humour of secondary school teachers in relation to teaching experience, residential background, type of management and demographic variables. The findings of the study revealed that teaching experience showed only limited variation in teachers' sense of humour, suggested that humour is more closely associated with individual personality than with years of service. **Malik (2021)** explored the relationship between teachers' sense of humour and teaching effectiveness among university teachers. The findings of the study revealed that participants who demonstrated a higher level of constructive humour also showed better teaching effectiveness, particularly in classroom interaction, communication and student engagement. The researcher suggested that an appropriate sense of humour can create a positive learning atmosphere and improve instructional practices. **Rani and Jain (2023)** examined the relationship between teaching experience and self-efficacy of teacher educators. The results of the study revealed that no

statistically significant difference in the overall self-efficacy of teacher educators based on years of teaching experience. The study also showed that professional confidence is influenced by multiple factors besides experience. **Robinson et al. (2024)** investigated Teachers' Humour Use in the Classroom'. The findings showed that humour can support classroom management, student engagement and learning processes. **Qumar et al. (2025)** examined students' perceptions of teachers' humour in online English for Specific Purposes classrooms. The findings of the study showed that appropriate humour could improve attention, memory, psychological comfort and engagement, while culturally insensitive or inappropriate humour could cause distraction or discomfort. **Allen (2025)** examined instructor humour and students' emotional experiences. The results of the study showed that humour used by instructors can create a more comfortable classroom environment and make instructors more approachable. **Stokke (2026)** examined teachers' use of humour as a means of supporting students' emotional regulation. The findings of the study revealed that teachers employ humour as an interpersonal resource to facilitate changes in students' emotional states and motivational experiences during classroom interaction. **Bieg, Banaruee et.al. (2026)** examined the impact of teacher humour on teaching quality and student learning. The findings of the study showed that course- related humour had positive effects on socio-emotional and motivational aspects of teaching quality and teacher humour also influenced students' motivation and emotional experiences.

On the basis of foregoing discussion, following objectives were framed:

Objectives of the Study

1. To study the sense of humour of teacher educators with respect to teaching experience.
2. To study the sense of humour of teacher educators with respect to self-confidence.
3. To study the interactional effect of teaching experience and self-confidence on the sense of humour of teacher educators.

Hypotheses of the Study

1. There will be no significant difference in the sense of humour of teacher educators with respect to their teaching experience.
2. There will be no significant difference in the sense of humour of teacher educators with respect to their self-confidence.
3. There will be no significant interactional effect of teaching experience and self-confidence on the sense of humor of teacher educators.

Method and Procedure

The present study employed the descriptive survey method to examine the sense of humour of teacher educators in relation to their teaching experience and self-confidence.

Sampling

In the present study, multistage sampling technique was employed to select the 318 teacher educators from six districts of Himachal Pradesh, namely Bilaspur, kullu, Mandi, Hamirpur, Shimla and Solan to provide adequate geographical representation.

RESEARCH TOOLS USED

In order to achieve the objectives of the present study, following research tools were employed:

1. Sense of Humour Scale developed by the investigator.
2. Teacher's Self-Confidence Scale developed by Babita Gupta and Avdhesh Jha (2005).

Statistical Technique to be Used

To study the main effects of teaching experience and self-confidence, as well as their interaction effect on sense of humour, Two-way Analysis of Variance (ANOVA) was used.

Analysis of Data

The detailed interpretation of data is given below:

TABLE -1

Means and Standard Deviations of Sense of Humour Scores of Teacher Educators With Respect To Their Teaching Experience and Self-Confidence

Sr. No	Level of Self-Confidence Teaching experience		Mean Sense of Humour scores			
			High Level	Moderate Level	Low Level	Total
1	Highly experienced	Mean	113.77	111.70	112.82	112.13
		S.D.	20.450	19.225	22.825	19.654
		N	13	66	11	90
2	Moderately experienced	Mean	118.12	118.05	105.30	115.53
		S.D.	19.688	18.958	17.818	19.362
		N	17	64	20	101
3	Less experienced	Mean	125.94	114.56	102.27	114.93
		S.D.	12.146	17.582	19.895	17.926
		N	16	100	11	127
4	Total	Mean	119.61	114.71	106.48	114.33
		S.D.	17.985	18.533	19.671	18.879
		N	46	230	42	318

From mean sense of humour scores of teacher educators with respect to their teaching experience and self confidence, F- Ratio were calculated. The summary of result of analysis of variance is given in Table 2

TABLE- 2

**Summary of Analysis of Variance for Sense of Humour Scores of Teacher Educators
With Respect to Teaching Experience and Self-Confidence**

Sr.No.	Source of Variation	Sum of Squares	df	Mean Square (ance)	F-Ratio
1.	Teaching Experience(A)	61.209	2	30.604	0.089 ^{NS}
2.	Self - Confidence(B)	3352.761	2	1676.380	4.888 [*]
3.	Teaching Experience x Self - Confidence (A×B)	2348.222	4	587.055	1.712 ^{NS}
4.	Error Variance	105976.467	309	342.966	
5.	Total	4269685.000	318		

NS-Not Significant

Significance at 0.01 level of significance

1. Main Effects

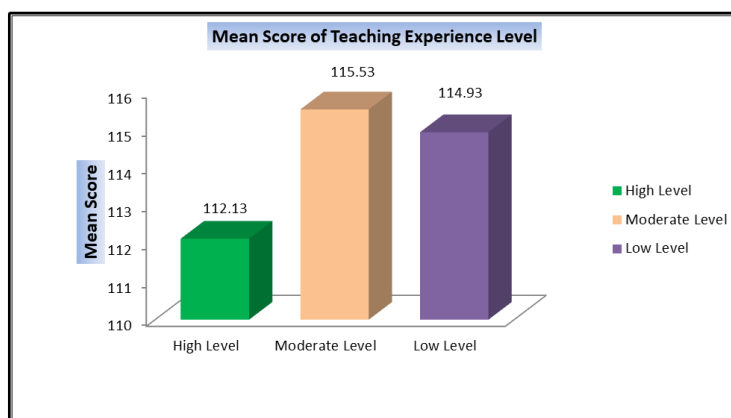
(a) Teaching experience (A)

The calculated value of 'F- Ratio' for the main effect of teaching experience on sense of humour of teacher educators, for degree of freedom 5 and 312, came out to be 0.263, which is much less than the Table value (3.03) at 0.05 level of significance. Therefore, it may be interpreted that teacher educators with different teaching experience (high, moderate and less) possessed almost similar level of sense of humour. This is also evident from the mean sense of humour scores of highly experienced (112.13), moderately experienced (115.55) and less experienced (114.93) teacher educators which are almost equal.

The pictorial representation of mean sense of humour scores with respect to teaching experience is given in Figure 1.

FIGURE 1

**MEAN SENSE OF HUMOUR SCORES OF TEACHER EDUCATORS
WITH RESPECT TO TEACHING EXPERIENCE**



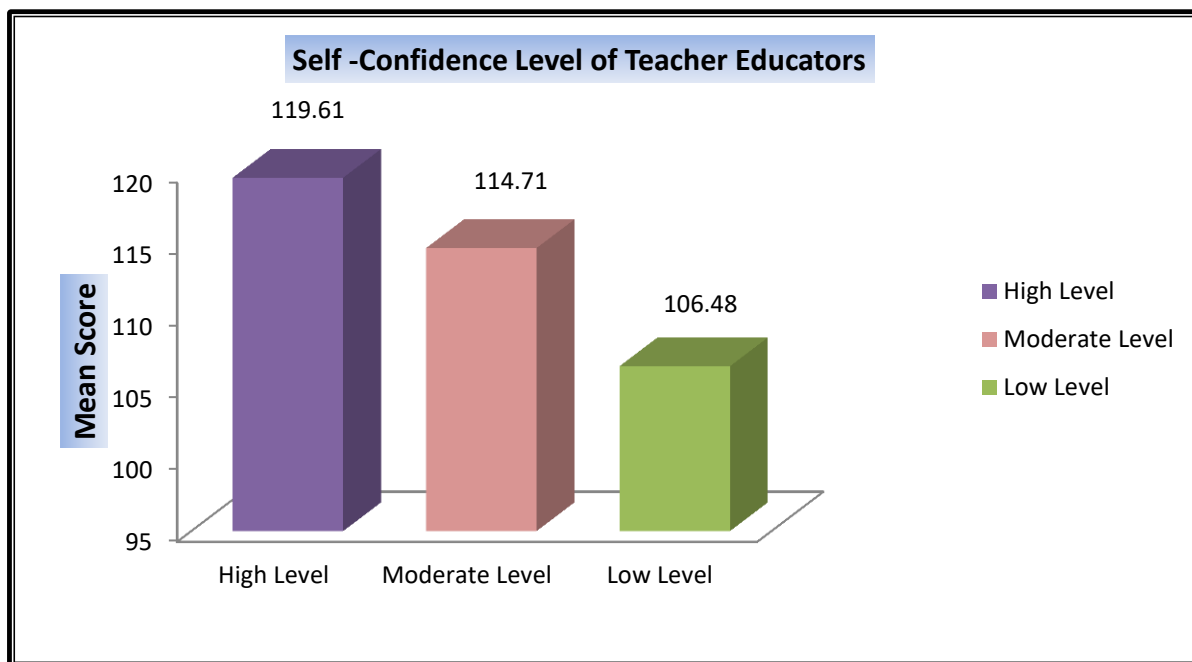
(b) Self -confidence (B)

It is evident from Table 2 that the calculated value of 'F- Ratio' for the main effect of sense of humour on self-confidence of teacher educators, degree of freedom 5 and 312, found to be 0.751, which is below the F- table value .533 even at 0.05 level of significance. So, it was inferred that teacher educators possessing different level of self-confidence do not differ significantly from each other with respect to their sense of humour. Further it may be seen from table that mean value of sense of humour scores obtained by high, average and low confidence teachers found to be 119.61, 114.71 and 106.48 respectively. However, it was inferred from the mean values that teacher educators with high self-confidence (119.61) possessed more sense of humour as compared to moderate self- confidence (114.71) and low self- confidence (106.78).

The mean sense of humour scores of teacher educators with respect to level of self-confidence is given in Figure 2 as follows:

FIGURE 2

Mean Sense of Humour Scores of Teacher Educators With Respect to Levels of Self-Confidence



2. Interactional effect (A X B)

The obtained value of 'F' for interactional effect of teaching experience and self-confidence on sense of humour of teacher educators, for degree of freedom 8 and 309, came out to be 0.064, which is below the F- table (2.41) even at 0.05 level of significance. Hence the hypothesis no. 4(iii) that, "Teaching experience and level of self-confidence will not interact significantly with respect to sense of humour of teacher educators," was accepted. This showed that the teaching experience and self-confidence (in combination) did not affect the sense of humour of teacher educators significantly.

This finding is supported by Martin (2007) who found that sense of humour is a stable personality characteristic and is not consistently influenced by factors such as age or professional experience. Further supported study by Le et al. (2025) revealed that teacher

humour enhances learning, engagement and communication but did not identify teaching experience as a significant predictor of humour use.

CONCLUSION

The present study concluded that the sense of humour of teacher educators did not differ significantly with respect to their teaching experience and level of self-confidence. The interaction effect between teaching experience and self-confidence was also found to be non-significant, indicating that these variables, either independently or in combination, did not influence the sense of humour of teacher educators. The findings suggested that sense of humour is a relatively stable personal characteristic that remains consistent across different levels of teaching experience and self-confidence. Therefore, the development and expression of sense of humour among teacher educators may depend on factors other than professional experience and self-confidence.

IMPLICATIONS OF THE STUDY

The present study highlights that the sense of humour of teacher educators is associated more closely with self-confidence than with teaching experience. The findings of the study suggest that teacher education institutions should focus on developing self-confidence, positive interpersonal skills and supportive learning environments to encourage the effective use of humour in teaching. As teaching experience did not significantly influence sense of humour, professional development programmes should be designed to benefit teacher educators at all stages of their careers. The non-significant interaction between teaching experience and self-confidence further indicates that each factor should be considered independently when planning faculty development initiatives. The study also offers a foundation for future research to explore other personal and professional factors that may contribute to the development of sense of humour among teacher educators.

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