

IMPACT OF SENSE OF HUMOR AND EMOTIONAL MATURITY ON SECONDARY SCHOOL TEACHERS: A REVIEW

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ABSTRACT:

A key component of good teaching and learning is the influence of secondary school teachers' sense of humor and emotional maturity, which affects the classroom environment, teacher-student relationships, and teaching efficacy. According to research, teachers who have a good sense of humor tend to get along better with their students and foster a more positive and welcoming classroom environment, which can boost academic achievement and student motivation. The ability to control one's emotions, relate to one's students, and act professionally even in trying circumstances is a sign of emotional maturity, which can lower stress, increase job satisfaction, and improve general wellbeing. Research indicates that teachers who exhibit high emotional maturity are generally more effective in their teaching practices. There are notable differences in the effectiveness of instruction between male and female teachers who exhibit extreme emotional maturity and immaturity. In addition, studies have shown how important a sense of humor is in relation to emotional maturity, and the results indicate that male teachers typically have a more developed sense of humor than female teachers. Overall, humor and emotional maturity have a variety of effects on secondary school teachers, and knowing how these elements interact can help with professional development, teacher preparation, and school leadership.

Keywords: sense of humor, emotional maturity, secondary school teachers

Introduction

The teaching profession is often recognized as one of the most demanding and stressful fields, particularly for secondary school teachers who encounter distinct challenges in addressing the emotional and social needs of their students while fulfilling academic responsibilities. In this environment, the psychological well-being and emotional resilience of secondary school teachers are vital, influencing not only their job satisfaction and performance but also the educational outcomes and overall well-being of their students. Research has identified two key psychological constructs—sense of humor and emotional maturity—as

essential for fostering teachers' emotional resilience and well-being. A well-developed sense of humor can serve as an effective tool for alleviating stress and anxiety, whereas emotional maturity is crucial for managing one's own emotions and responding appropriately to the emotional needs of others. Given the significance of these constructs, there is a pressing need for a thorough review of existing literature concerning the influence of sense of humor and emotional maturity on secondary school teachers. This review aims to consolidate current research on this subject, examining the connections between sense of humor, emotional maturity, and the psychological well-being and job performance of secondary school educators. By assessing the existing knowledge in this area, this review aspires to guide the formulation of strategies that enhance the emotional resilience and well-being of secondary school teachers, ultimately contributing to improved teaching quality and learning outcomes in secondary educational settings.

Significance of the Study

This review holds significant value in enhancing our understanding of the essential roles that sense of humor and emotional maturity play in fostering the psychological well-being and job performance of secondary school teachers. By integrating existing research on this subject, the review seeks to offer insights into how these attributes can be utilized to bolster the emotional resilience and overall well-being of educators, thereby improving the quality of teaching and learning in secondary school environments. The implications of this review are noteworthy for educators, policymakers, and school administrators, who can leverage this information to create targeted interventions and support systems that enhance the emotional well-being and job satisfaction of teachers. Additionally, this review may guide the formulation of evidence-based policies and practices that prioritize the emotional health and resilience of teachers, acknowledging their vital role in nurturing the social, emotional, and academic development of students. Ultimately, the review aims to contribute to the establishment of a more supportive and inclusive educational framework that emphasizes the well-being and resilience of both teachers and students, fostering positive outcomes for all. By underscoring the importance of sense of humor and emotional maturity in nurturing teacher resilience, this review aspires to promote a more comprehensive understanding of the various factors influencing teacher well-being and encourage the prioritization of strategies that support their emotional health.

Need of the study

There is an urgent necessity for this review to examine the influence of sense of humor and emotional maturity on secondary school teachers, as the teaching profession currently encounters significant challenges that adversely affect teachers' mental health and well-being. The inherently high-stress environment of teaching, coupled with the emotional demands of classroom management and the support of students' social, emotional, and academic growth, can result in burnout, diminished job satisfaction, and negative mental health outcomes for educators. Moreover, the COVID-19 pandemic has intensified these issues, leading to increased workloads, uncertainty, and the necessity to adapt to new teaching methods. Despite these challenges, there is a notable deficiency in research specifically focused on the impact of sense of humor and emotional maturity in fostering the well-being and resilience of secondary school teachers. This review

seeks to fill this knowledge gap by synthesizing existing research on the topic and offering insights into how sense of humor and emotional maturity can be utilized to enhance the mental health and well-being of secondary school educators. By investigating the intricate relationships between sense of humor, emotional maturity, and teacher well-being, this review aims to provide a comprehensive understanding of the factors that contribute to teacher resilience and burnout, thereby informing the development of evidence-based strategies to support the mental health and well-being of secondary school teachers.

Review of Related Literature

Kuswanto, Edi. Et al. (2023) purposed a study is to investigate how attitude affects teacher performance by mediating the relationship between emotional maturity, emotional intelligence, and emotional sensitivity. In Demak, Central Java, Indonesia, a sample of 101 teachers from a range of educational levels participated in the study using a quantitative methodology. The findings indicate that both emotional intelligence and emotional sensitivity positively contribute to teacher performance, while emotional maturity does not significantly influence it. Additionally, it was found that teacher emotional intelligence serves as a strong predictor of teachers' attitudes, whereas attitude does not significantly impact teacher performance. Therefore, it can be concluded that attitude does not play a significant role in shaping teacher performance.

Meena, ET. AL (2023) examined the emotional development of prospective teachers in relation to gender and geographic location, utilizing a "descriptive survey" research methodology. Emotional maturity is a crucial attribute for individuals aspiring to become teachers, as it significantly influences their effectiveness in the classroom and the overall learning environment. In this comparative study, gender and location serve as key demographic factors for analyzing the emotional maturity of prospective educators. The results indicate that there are no significant differences in emotional maturity among prospective teachers based on gender or geographic location.

Rahim, Abdul (2023) presented a study to examine the emotional maturity of secondary school teachers. A sample of 640 secondary school teachers from Kurnool Mandal was selected using a random sampling method. The Emotional Maturity Scale developed by Singh & Bhargava was utilized to assess the emotional maturity of these educators. The results indicated a significant difference in emotional maturity among secondary school teachers based on their academic qualifications; however, no significant difference was found in relation to their social status.

Tsukawaki, Ryota. & Imura, Tomoya. (2022) made an attempt to evaluate the effects of two different types of teacher humor—Affinity Humor and Aggressive Humor—on the mental health of the students. 500 students in grades 4 through 9 (average age 12.04, SD = 1.76), who were in elementary and junior high school, participated in a self-report survey to learn more about their opinions of teacher humor, stress reactions, emotional health, and self-worth. The results showed that aggressive humor adversely affected emotional health and dramatically raised stress responses. On the other hand, positive outcomes in terms of self-esteem and emotional well-being were linked to affinity humor.

Chavda, Dipavali N. & Chaudhary, Pritiben. (2021) analysed the emotional development of Gujarati government higher secondary school pupils in the Surat district. The study's main objective is to determine

whether gender and location have an impact on emotional maturity. The findings indicate no significant gender differences in emotional maturity among the students, nor were there notable differences related to locality. It is important to recognize that while the study shows no significant disparities in emotional maturity based on gender, further support for students is essential. They should be provided with opportunities for professional development, including training sessions, seminars, and interactive workshops pertinent to their fields.

Dhiman, Raj Kumar & Madan, Kumar (2021) conducted a study to examine the sense of humor among college educators, considering variables such as gender, age, experience, education, marital status, residence, management type, and institution type. A total of 91 college teachers were selected using a lottery method as part of a probability sampling technique. The findings indicated no significant differences in the sense of humor among the college teachers surveyed.

Inceler, Mehtap & Guneyli, Ahmet (2021) evaluated the perspectives of teachers to assess the potential relationship between the humor styles of school principals and the overall health of their organizations. Utilizing a mixed research methodology that incorporates both quantitative and qualitative elements, the study first employed a quantitative approach where teachers rated their principals' humor using the "humor behavior scale" and assessed the organizational climate via the "organizational health inventory." Additionally, in the qualitative phase, interviews were conducted with primary school principals to gather their self-assessment of humor and the health of their institutions. The quantitative findings indicated that a cynical humor style among school principals is a negative predictor of organizational health, while productive, social, and affirmative humor styles are positively associated with it. Furthermore, qualitative content analysis demonstrated that principals who effectively employ humor can adeptly address challenges within the school environment.

Ismail, Mohd. Sani (2021) investigated the emotional maturity of secondary school students in Terengganu, focusing on a sample of 361 individuals, comprising 182 male and 179 female students. The results indicate notable differences in emotional maturity linked to gender. Consequently, this study aims to provide empirical insights into the variations in emotional maturity influenced by gender factors.

Yusniar, Nurlia. (2021) Early childhood education (PAUD) teachers are required to possess emotional maturity, which is influenced by various factors including their home, community, and institutional environments. A PAUD teacher who is well-received by colleagues typically demonstrates emotional stability. This acceptance within the early childhood setting is beneficial for the developmental progress of young learners. Research indicates a notable correlation between emotional maturity and a teacher's socialization skills. The findings reveal that 74% of PAUD teachers exhibit a satisfactory level of emotional maturity, while 21% fall into the good category. However, 5% of teachers display insufficient emotional maturity. In terms of socialization skills, 79% of early childhood teachers are rated as quite good, 15% as good, while 6% are categorized as having poor social skills.

Nataraja, R. (2020) conducted a study to examine the emotional maturity of teacher trainees in relation to their gender, locality, family background, and type of college. For this research, a sample of 1,000 teacher

trainees from government-aided and private colleges affiliated with the University of Mysore in Karnataka, India, was selected. The analysis yielded significant findings, which have been discussed in detail along with educational implications and recommendations.

Gandhi, Naresh (2019) examined the relationship between emotional maturity and home environment among senior secondary school students. To facilitate the research, the Emotional Maturity Scale developed by Yashvir Singh and Mahesh Bhargva, as well as the Home Environment Inventory by Karuna Shankar Mishra, were employed. Data analysis included the calculation of mean, standard deviation, t-ratio, and coefficient of correlation. The findings indicate a negative correlation between emotional maturity and the home environment of senior secondary school students. Additionally, the results show no significant differences in emotional maturity based on gender, while a significant difference in home environment was observed in relation to gender.

Sonia, (2019) explored the sense of humor among secondary school teachers, considering the variables of gender and locality. The Teacher Sense of Humor Scale developed by Malik & Kapoor (2014) was utilized to measure humor levels. Data analysis included calculations of mean, standard deviation, and t-tests. The findings revealed that male teachers exhibited a higher sense of humor compared to their female counterparts, while no significant differences were noted in humor levels based on locality.

Abdunnazr, P. T. (2018) The professionalism of teachers serves as a fundamental benchmark for quality in education. Teacher competence plays a crucial role in strengthening the educational systems of nations, as it is a key factor in ensuring effective teaching performance. Emotional maturity is an essential component of a healthy personality and contributes to a successful life. This study investigates the relationship between emotional maturity and teacher competence among pre-service teachers. According to the findings, male pre-service teachers exhibit greater levels of emotional maturity and teaching competence than their female counterparts, suggesting that there is a significant difference in these areas between male and female student teachers. Furthermore, the data shows that pre-service teachers' emotional maturity and teaching proficiency do not significantly differ according to their field of study.

Muthamizhselvan, M. (2018) assessed the emotional maturity of high school teachers using a survey methodology. A simple random sample of 270 teachers from the Kancheepuram district in Tamil Nadu was selected for this study. The findings revealed no significant differences in the emotional maturity of high school teachers based on gender, school location, management type, years of teaching experience, marital status, or having teachers in the family. However, there were significant differences in emotional maturity related to teaching stream and the number of siblings.

Sameer, Neelu (2018) The current study aimed to explore the influence of Emotional Maturity on the anxiety levels of student-teachers. A survey was conducted with a sample of 480 student-teachers from various teacher training institutes in Bhopal affiliated with B.U. Bhopal, utilizing a random sampling method. The analysis, employing ANOVA, t-tests, and correlation methods, indicated a significant relationship between the emotional maturity of student-teachers and their anxiety levels.

Malik, umendra (2017) presented a study involved a sample of 100 secondary school teachers from the Rohtak District, utilizing a random sampling technique. The principal aim of this research was to investigate the correlation between school teachers' sense of humor and their ability to teach effectively. The results show that the socioeconomic status of secondary school teachers and their sense of humor are positively correlated. To be more precise, there was a 0.199 correlation between teaching effectiveness and sense of humor and a 0.2427 correlation between teaching effectiveness and socioeconomic status. Additionally, a positive correlation of 0.2378 was found between sense of humor and socio-economic status, indicating that improvements in socio-economic status are associated with an increase in the sense of humor among secondary school teachers.

Jena, Prakash Chandra (2015) carried out using the survey method. Using a straightforward random sampling technique, the researcher chose 200 secondary school teachers from ten schools — 100 male and 100 female. The results show that secondary school teachers in urban government schools, both male and female, do not significantly differ in their levels of frustration tolerance. Nonetheless, there was a notable disparity in the ability to tolerate frustration between male and female secondary school teachers in rural government schools.

Sambrani, Tanvi et al. (2014) Humor is generally perceived to have beneficial effects on learning; however, these advantages are not universally accepted. Additionally, the culture-specific nature of humor may restrict the applicability of existing research. This paper aims to explore the significance of humor within the cultural framework of India. The study examined the impact of humor on learning within a practical educational environment. The results were analyzed using a pre-post design, employing independent t-tests and bivariate correlations. Findings indicated that participants retained information presented humorously more effectively than equivalent non-humorous material. Moreover, engagement with the humorous content was positively correlated with improved interaction and emotional response. These outcomes highlight the necessity for additional research focused on the cultural dimensions of humor, as it may serve as a valuable educational tool.

Jabeen, N. (2013) aimed to examine the relationship between emotional maturity and job satisfaction in relation to the teaching effectiveness of school educators. Teachers exhibiting higher emotional maturity demonstrated greater effectiveness compared to their less emotionally mature counterparts. Additionally, teachers who reported job satisfaction achieved higher scores on the teaching effectiveness scale than those who expressed job dissatisfaction. Increased emotional maturity and job satisfaction are associated with enhanced teaching performance among school teachers.

Vaezi, Shahin & Fallah, Nasser (2012) examined the relationship between teacher stress and both sense of humor and emotional intelligence (EI) among 108 English as a Foreign Language (EFL) instructors from five private language institutes in Tehran. The results indicated that EFL teachers' sense of humor and EI were inversely related to their levels of stress. Furthermore, after controlling for demographic variables, both sense of humor and EI were found to jointly contribute to predicting teacher stress; however, only EI was

identified as a significant individual predictor. The study discusses its implications and offers suggestions for future research.

Conclusion

In conclusion, this review has highlighted the significant impact that a sense of humor and emotional maturity have on the well-being, resilience, and effectiveness of secondary school teachers. By exploring the complex interconnections between these factors, the review demonstrates that educators with a strong sense of humor and high emotional maturity are more adept at navigating the challenges inherent in teaching, such as managing classroom dynamics, fostering relationships with students and colleagues, and addressing stress and burnout. Additionally, the review emphasizes the necessity of acknowledging the emotional labor that teachers contribute to their roles and the importance of schools and educational administrators in creating supportive environments that enhance teacher well-being and resilience. Ultimately, this review enhances our understanding of the essential elements that influence teacher effectiveness and student outcomes, highlighting the need for evidence-based strategies that promote both humor and emotional maturity among educators. By prioritizing the emotional and social well-being of teachers, we can foster more positive, supportive, and inclusive learning environments that benefit both educators and students, leading to improved educational results.

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