



## Teaching Effectiveness of Secondary School Teachers in Relation to Their Sense of Humour

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### ABSTRACT

*Teaching effectiveness means the perfection, the optimum level of efficiency and productivity on the part of the teacher. This study explores the relationship between teaching effectiveness and sense of humour of secondary school teachers. The results explore that significant difference in teaching effectiveness and Sense of humour among male and female school teachers. Moreover significant difference also find in teaching effectiveness among secondary school teachers with sense of humour.*

**KEYWORDS :** Teaching Effectiveness, Secondary school teachers, Sense of humour.

### Introduction

Effective teachers are innovative, invite students to approach and interactions, and also values diversity. They lead the classroom with purposeful planning, objective-driven lessons, and sound management techniques providing encouragement, discipline, and praise as warranted. Engaging students at all levels of ability rather than teaching to the middle and readily identifying those levels in students. He builds strong relationships with students that cultivate them socially as well as intellectually. Teaching effectiveness means the perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning indicates that teachers grows with experience and learns more and more. He is able to perform best in the process of education Dunkin (1997) considered that Teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching.

The definition of Teaching effectiveness cannot be defined in one way. To different people, the definition of Teaching effectiveness could be very different. Approaches to present this concept are also very different. Some researchers focused on teacher characteristics whereas, other researchers are more concerned with the teaching processes or the teaching outcomes.

Humor is a social phenomenon that had been extensively explored throughout centuries, whereas sense of humor is an aspect of personality that was hardly explored and defined around 1970. It is the ability to experience humour, a quality which all people share, although the extent to which an individual will personally find something humorous depends on a host of absolute and relative variable including geographical location, culture, maturity, level of education, intelligence. It is an ability to create joyful moment or laughter in the situation of despair, sadness, anxiety, tension and even in all situations for shedding the clouds of sadness or for dreaming away the panic moments. Many types of behaviour or sensibilities can be labeled as attributes of a "good" sense of humour. A person has a good sense of humour means, that the person has an excellent repertoire of good jokes, that he has memorized a large number of funny stories, and that he is skilled at repeating them for the amusement of others. In this sense, he is able to make others laugh at his stories and/or actions.

Eysenck (1972) pointed out three different possible meanings of humour i.e. conformist, quantitative and productive. In conformist meaning of humour, the person laughs at the same things that we do. In quantitative sense, humour means that the person laughs a great deal and is easily amused. Third, productive meaning that the person is the "life and soul of the party", telling funny stories and amusing other people. The present study help teachers and school better understand the role of sense of humors for teaching effectiveness.

1. To compare the Sense of humour of male and female secondary school teachers.
2. To compare the Sense of humor of rural and urban secondary school teachers.
3. To study the relationship between Teaching effectiveness and Sense of humour of secondary school teachers.

### Hypotheses of the study

- $H_{01}$  There is no significant difference between Sense of humour of male and female secondary school teachers.
- $H_{02}$  There is no significant difference between Sense of humour of rural and urban secondary school teachers.
- $H_{03}$  There is no significant relationship between Teaching effectiveness and Sense of humour of secondary school teachers.

### Method of Study

The study was carried out to investigate Teaching effectiveness and Sense of humour of secondary school teachers. Accordingly Causal Comparative method of research was used to conduct the study.

### Population

Population of the study consists of all the secondary school teachers teaching in government schools of Haryana state.

### Sample

Among all the Govt. schools of District Bhiwani and Rohtak, 5 Secondary schools were selected by Purposive random sampling method. All the teachers teaching in those schools were taken as sample for the present study. The sample for this study consisted of 140 secondary schools teachers of Bhiwani and Rohtak District of Haryana.

### Tools used

1. Teacher Effectiveness Scale (TES) by Kumar & Mutha (1974).
2. Teacher's Sense Of Humour Scale (TSHS) by Malik and Kapoor (2014).

### Results and Discussion

Analysis of result was carried out by applying 't' test to find out the significant difference between means of different variables and 'r' value to find out relationship between different variables. The results are shown in the following tables.

#### 1. There is no significant difference in the Sense of humour of male and female secondary school teachers.

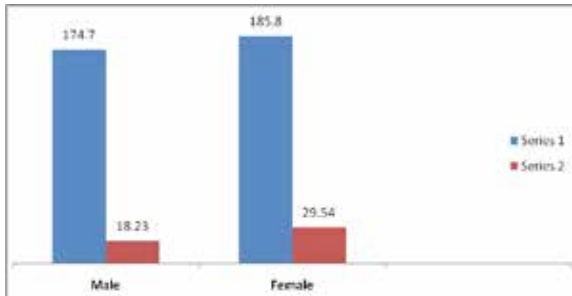
### Objectives of the study

**Table 1**  
**Descriptive statistics related to the Sense of Humour of male and female secondary school teachers**

Group (Sense of humour)	N	Mean	SD	t'	Level of Significance	
Male	70	174.7	18.23	2.68	0.05	0.01
Female	70	185.8	29.54		Significant	Significant

**AT 0.05 LEVEL 1.98**

**AT 0.01 LEVEL 2.61**



**Fig. 1 Gender wise Mean Sense of humour scores and SDs of secondary school teachers**

From the Table 1 and Fig.1 it can be observed that the t-value of 2.68 was found significant at 0.01 levels with 138 degrees of freedom, which indicates that the Sense of humour of male and female secondary school teachers differ significantly. So, the null hypothesis i.e. there is no significant difference in the Sense of humour of male and female secondary school teachers, was **not accepted**. In terms of Mean, it can be seen that mean Sense of humour score of female secondary school teachers i.e. **185.8** has been found higher than that of male secondary school teachers, i.e. **174.7**.

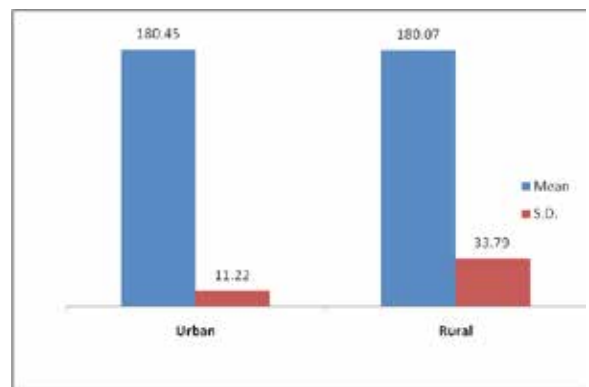
**2. There is no significant difference between the Sense of humour of rural and urban secondary school teachers.**

**Table 2**  
**Descriptive statistics related to the Sense of humour of Rural and Urban secondary school teachers**

Group (Sense of Humor)	N	Mean	SD	t'	Level of Significance	
					0.05	0.01
Urban	70	180.45	11.22	0.09	Not Significant	Not Significant
Rural	70	180.07	33.79			

**AT 0.05 LEVEL 1.98**

**AT 0.01 LEVEL 2.18**



**Fig. 2: Locality wise mean Teaching effectiveness scores and SDs of secondary school Teachers**

From the Table 2 and Fig.2 it can be observed that the t-value of 0.09 was not found significant at 0.05 levels which indicates that there is no significant difference in the sense of humour of urban and rural secondary school teachers. So, the null hypothesis i.e. there is no significant difference in the sense of humour of urban and rural secondary school teachers, is **accepted**. In terms of Mean, it can be seen that mean sense of humour score of urban secondary school teachers i.e. **180.45** has been found slightly higher than that of rural secondary school teachers, i.e. **180.07**.

**3. Teaching effectiveness and Sense of humour of secondary school teachers are not significantly correlated with each other.**

**Table 3**  
**Coefficient of correlation between Teaching Effectiveness and Sense of Humour of Secondary School Teachers**

Sr. No.	Variable	No. of teachers	r' Value	Level of Significance	
1	Teaching Effectiveness	140	0.11	0.05	0.01
2	Sense of Humour	140		Not Significant	Not significant

**AT 0.05 LEVEL 0.159**

**AT 0.01 LEVEL 0.208**

It is observed from the table 3 that the computed value of co-efficient of correlation between Teaching effectiveness and Sense of humour of secondary school teachers is 0.11 which is not significant at 0.05 level of significance. Hence, the null hypothesis of no significant relationship between Teaching effectiveness and Sense of humour of secondary school teachers is **accepted**. It can be interpreted that Teaching effectiveness and Sense of humour of secondary school teachers are not significantly correlated with each other.

### Findings of the study

1. It was found that the Sense of humour of male and female secondary school teachers differ significantly.
2. No significant difference was found in the Sense of humour of urban and rural secondary school teachers.
3. It was found that no significant relationship exists between Teaching effectiveness and sense of humour of secondary school teachers.

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