



Classroom Performance of Senior Secondary School Teachers in Relation to Their Level of Aspiration and Sense of Humour

Dr. Umender Malik

Department of Education, M.D. University, Rohtak INDIA

Satpal Singh

Department of Education, M.D. University, Rohtak INDIA

ABSTRACT

The present study was undertaken to study the classroom performance of senior secondary school teachers in relation to their level of aspiration and sense of humour. Classroom performance was treated as dependent variable whereas level of aspiration was treated as independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample. The sample comprised of 600 Govt. Sr. Sec. School Teachers of Haryana State. Mean, Standard deviation, 't' test and co-efficient of correlation (r) were used to analyse the data. The findings of the study revealed that significant difference was found between the classroom performance of senior secondary school teachers with high and low level of aspiration; and with high and low sense of humour. Significant relationship was found between classroom performance and level of aspiration; and classroom performance and sense of humour of senior secondary school teachers.

KEYWORDS

Classroom Performance, Level of Aspiration, Senior Secondary School Teachers, Sense of Humour

INTRODUCTION

In the present day system of high sophisticated and speculation there is an unprecedented demand for effective teachers to lead the multitude of school children's on the path of enrichment and progress. In the present time of stress, sense of humour of teachers along with the level of aspiration of the teachers has been considered as a vital factor for the improvement of the both teaching and learning process. Johnson (1992), "Aspiration is denoted by the personal aims, goals and objectives towards which an individual directs seeking behaviour. It may be measured by career choice or by self-report instruments related to one's goals and objectives such as career interest and academic interest inventories."

These factors have their special role in increasing the classroom performance of a teacher. If a teacher uses his sense of humour in the classroom then students get relaxed. Use of humour by the teacher in the classroom helps and motivates the students to participate with the group, to feel a part of the class and possibly contribute without feeling exposed. Also presence of humour in the class-room can also help to foster the student-teacher relationship, which results in a positive and welcoming environment in the classroom as sense of humour is known as a teaching technique for developing a positive learning environment. When there will be positive environment in the classroom, teacher will get motivated and satisfaction; and thus his performance in the classroom will get positively affected.

VARIABLES USED

Dependent Variable

Classroom Performance of teacher

Independent Variables

Level of Aspiration

Sense of Humour

OBJECTIVES OF THE STUDY

1. To study the classroom performance of senior secondary school teachers with high and low level of aspiration.
2. To study the classroom performance of senior secondary school teachers with high and low sense of humour.
3. To study the relationship between classroom performance and level of aspiration of senior secondary school teachers.
4. To study the relationship between classroom performance and sense of humour of senior secondary school teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference in classroom performance of senior secondary school teachers with high and low level of aspiration.
2. There is no significant difference in classroom performance of senior secondary school teachers with high and low sense of humour.
3. There is no significant relationship between classroom performance and level of aspiration of senior secondary school teachers.
4. There is no significant relationship between classroom performance and sense of humour of senior secondary school teachers.

MATERIALS AND METHOD

Descriptive survey method was used in the present study.

SAMPLE

600 Govt. Senior Secondary School Teachers of Haryana State selected on the basis of random sampling method.

TOOLS USED

1. **Teacher's Performance Scale** by Pandya (1996) was used for assessing the performance of senior secondary school teachers. Split-half and test-retest reliability of the scale were 0.85 and 0.79 respectively. The validity of the scale was established by adopting content validity. Discrimination indicates of the items included were more than 0.20.
2. **Level of Aspiration Scale** by Bhargava and Shah (2006) was used to measure the level of aspiration of senior secondary school teachers. Split-half reliability of the scale was 0.78.
3. **Teacher's Sense of Humour Scale (TSHS)** by Malik and Kapoor (2014) was used to measure the sense of humour of teachers. The Spearman-Brown co-efficient of correlation was 0.863, Guttman Split-half co-efficient of correlation was 0.859 and the Cronbach's Alpha was 0.759 suggesting the high reliability of the scale. The scale was validated against the criteria of content validity.

STATISTICAL TECHNIQUES

Mean, Standard deviation, t-test and coefficient of Correlation 'r' were used to analyse the data.

RESULTS

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

1. To study the classroom performance of senior secondary school teachers with high and low level of aspiration.

For the purpose of studying the difference between classroom performance of senior secondary school teachers with high and low level of aspiration, the following null hypothesis was formulated:

There is no significant difference in classroom performance of senior secondary school teachers with high and low level of aspiration.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to level of aspiration. The results are presented in Table 1.

Table 1
Descriptive statistics related to classroom performance of senior secondary school teachers with high and low level of aspiration

Group (Level of aspiration)	N	Mean	SD	't'
High	102	209.80	16.51	11.57**
Low	102	181.22	18.73	

** Significant at .01 level

* Significant at .05 level NS-Not significant

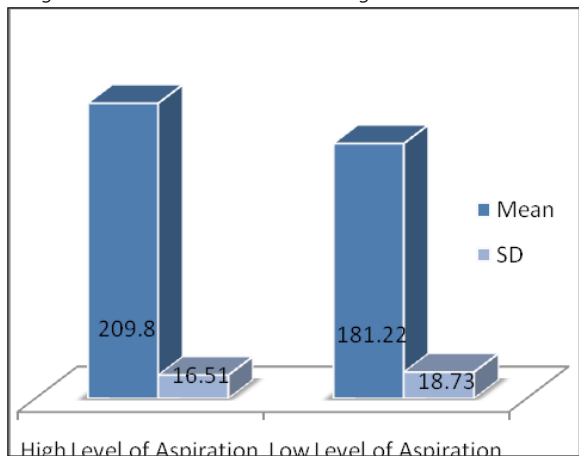


Fig. 1: Level of Aspiration wise mean Classroom Performance scores and SDs of Secondary School Teachers

From the Table 1 and 1, it can be observed that the t-value of 11.57 was found significant at 0.01 levels with 202 degree of freedom, which indicates that the classroom performance of senior secondary school teachers with high and low level of aspiration differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of senior secondary school teachers with high level of aspiration and low level of aspiration, is **rejected**. Thus, we can say that classroom performance of senior secondary school teachers is affected by their level of aspiration. In terms of Mean, it can be seen that mean classroom performance score of senior secondary school teachers with high level of aspiration i.e. **209.80** has been found higher than that of senior secondary school teachers with low level of aspiration i.e. **181.22**. This difference in the mean scores can be due to the reason that an individual's level of aspiration guide his or her activities and thus teachers with high level of aspiration are able to perform

better than those who have low level of aspiration.

To study the classroom performance of senior secondary school teachers with high and low sense of humour.

For the purpose of studying the difference between classroom performance of senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of senior secondary school teachers with high and low sense of humour.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 1.

Table 2
Descriptive statistics related to classroom performance of senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	't'
High	168	203.56	19.5	7.7**
Low	156	188.00	16.8	

** Significant at .01 level

* Significant at .05 level NS-Not significant

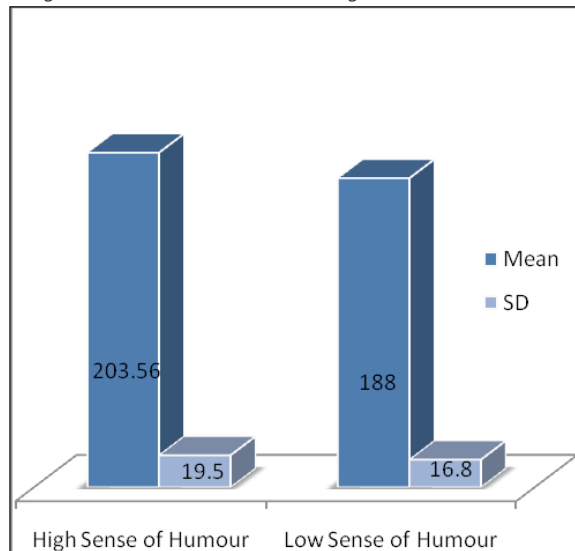


Fig. 2: Sense of humour wise mean Classroom Performance scores and SDs of Senior Secondary School Teachers

From the Table 2 and Fig.2, it can be observed that the t-value of 7.7 was found significant at 0.01 levels with 322 degree of freedom, which indicates that the classroom performance of senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of senior secondary school teachers with high sense of humour and low sense of humour, is **rejected**. Thus, we can say that classroom performance of senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of senior secondary school teachers with high sense of humour i.e. **203.56** has been found higher than that of senior secondary school teachers with low sense of humour i.e. **188.00**. This difference in the mean scores can be due to the reason that a teacher with high sense of humour is able to deal with the vari-

ous classroom problems with ease which helps him in making classroom teaching less stressful and ensures his good performance.

To study the relationship between classroom performance and level of aspiration of senior secondary school teachers.

For the purpose of studying the relationship between classroom performance and level of aspiration of senior secondary school teachers, the following null hypothesis was formulated:

There is no significant relationship between classroom performance and level of aspiration of senior secondary school teachers.

Table 3
Coefficients of Correlation between classroom performance and level of aspiration of senior secondary school teachers

Sr. No.	Variables	N	Coefficients of Correlation
1.	Classroom Performance	600	0.48**
2.	Level of Aspiration	600	

** Significant at .01 level

*Significant at .05 level NS-Not significant

A Perusal of Table 3 indicates that the coefficient of correlation between classroom performance and level of aspiration is 0.48 which is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship between classroom performance and level of aspiration of senior secondary school teachers" is **rejected**. The magnitude of 'r' indicates positive correlation which means that increase in level of aspiration scores leads to increase in classroom performance scores and vice versa. This can be due to the reason that aspirations are strong desires to reach something high or great which motivates a teacher to improve his performance to achieve the set goals.

To study the relationship between classroom performance and sense of humour of senior secondary school teachers.

For the purpose of studying the relationship between classroom performance and sense of humour of senior secondary school teachers, the following null hypothesis was formulated:

There is no significant relationship between classroom performance and sense of humour of senior secondary school teachers.

Table 4
Coefficients of Correlation between classroom performance and sense of humour of senior secondary school teachers

Sr. No.	Variables	N	Coefficients of Correlation
1.	Classroom Performance	600	0.354**
2.	Sense of Humour	600	

** Significant at .01 level

*Significant at .05 level NS-Not significant

A Perusal of Table 4 indicates that the coefficient of correlation between classroom performance and sense of humour is 0.354 which is significant at .01 level of significance. So the null hypothesis "There is no significant relationship between classroom performance and sense of humour of senior secondary school teachers" is **rejected**. The magnitude of 'r' indicates positive correlation which means that increase in sense of humour scores leads to increase in classroom performance scores and vice versa. This can be due to the reason that use of humour in the class room helps the teacher in increasing motivation and self-confidence among students as well as in creating a positive classroom atmosphere and thus, improving his own performance.

FINDINGS OF THE STUDY

1. Significant difference was found between the classroom performance of senior secondary school teachers with high and low level of aspiration.
2. Significant difference was found between the classroom performance of senior secondary school teachers with high and low sense of humour.
3. It was found that there exists significant relationship between classroom performance and level of aspiration of senior secondary school teachers.
4. It was found that there exists significant relationship between classroom performance and sense of humour of senior secondary school teachers.

3. CONCLUSION

The contribution of teachers towards producing good quality of students cannot be ignored. The performance of an individual teacher needs to be most responsive to change taking place in the society. It was found that classroom performance score of senior secondary school teachers depends on their sense of humour and level of aspiration. It was found that increase in level of aspiration and sense of humour will lead to increase in their classroom performance and vice versa. So, 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 creative way. Also school should make arrangement for counselling of those with low level of aspiration to help them to enhance their level of aspiration so that they may be able to perform better and teach effectively.

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