

**RESEARCH PAPER****Teacher Effectiveness of Secondary School Teachers in Relation to Sense of Humour****Harsangeet Kaur**

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Email: harrydscw@gmail.comReceived: 12th March 2019, Revised: 25th March 2019, Accepted: 30th March 2019**ABSTRACT**

The present paper highlighted the relationship of secondary school teachers in relation to sense of humour. The investigator used descriptive survey method to conduct the research. The study was conducted on a sample drawn from government secondary schools teachers. The sample of 400 secondary school teachers was selected from the districts belonging to Malwa Region. The investigator used Teacher Effectiveness Scale developed by the investigator and teacher's Sense of Humour Scale by Malik and Kapoor were used. The data was collected and analysed statistically and results revealed that there exists high positive correlation between teacher effectiveness and sense of humour among secondary school teachers. So from the above results it is clear that more the use of sense of humour by the teacher in the classroom process more effectively teacher teaches the students and performs well in the classroom activities.

Key words: Teacher Effectiveness, Sense of Humour, Secondary School Teachers

INTRODUCTION**MEANING AND DEFINITIONS OF TEACHER EFFECTIVENESS:**

Teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement. It has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance by a teacher. Actually "Effective teaching is dependent on the coordination of several components: the objectives, the student, the content, and the teacher.

Barr (1952) "Teacher effectiveness is defined as relationship between teachers, pupils and other persons concerned with the education, understanding all affected and facilitating aspects of immediate situation."

Dunkin (1997) defined "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."

Goldenberg (2001) viewed that "effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms."

Strong, Tucker and Ward (2003) defined teacher effectiveness "as a measure of academic growth demonstrated by students during the year spent in a teacher's classroom."

Jayanthi, *et al.* (2006) emphasized that an "effective teacher plays an important role in shaping and molding the habits, manners and strong character of the students."

MEANING AND DEFINITIONS OF SENSE OF HUMOUR:

A sense of humor is the ability to experience humor, a quality which all people share, although the extent to which an individual will personally find something humor depends on a host of absolute and relative variables including geographical location, cultural, maturity, level of education and 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.

According to Sorell (1972) humour has two types: laughter and comedy laughter is a psychological and physiological phenomenon, whereas comedy is the creative act of one man's humorous capacity.

Eysenck (1972) humour classified into five areas: 1. Production and social use of humour. 2. Adaptive humour. 3. Negation to use humour. 4. Attitude towards humour. 5. Appreciation towards humour.

J.E. Brown (2007) the ability to create new humor. It is believed that humor creation requires the humorist to put himself in another person's shoes, to hear the joke the way it sounds to a listener who doesn't yet know the punch line.

REVIEW OF RELATED LITERATURE

Michael (2008) investigated a study to explore the benefits of humor while we learn at home and in the classroom, Research pointed that social and intellectual development among preadolescent children can be enhanced and enriched when the children are exposed to the regular, structured, appropriate use of humor by parents and teachers.

Gorhamand and Chiestophel (2009) explored the relationship of teachers' use of humor in the classroom to immediacy and student learning. Results indicated that amount and type of humor influenced learning and those students were particularly aware of tendentious humor and that an overdependence on tendentious humor diminished affect. The effects of humor were more pronounced for male students and male teachers; however, indications of previous researches shows that humor use negatively influenced evaluations of female teachers and that female teachers' humor was largely different than male teachers' humor were not supported.

PROCEDURE OF DATA COLLECTION

The prior permission of the school authority was taken for collecting data. The investigator divided the procedure of data collection into two phases. In the first phase the investigator administered the teacher effectiveness scale to the intact section of secondary school teachers one by one. The teachers were told the objective of the data collection, then the response sheets of the teacher effectiveness scale was distributed and they were asked to fill up the basic information. Further instructions for giving responses were given. The teachers were free to ask from investigator if there is any communication problem. After completion, the response sheets were collected from the teachers. In the same way in the second phase the data on sense of humour scale was collected.

SAMPLE OF THE STUDY

The study was conducted on a sample drawn from government secondary schools teachers. The samples of 400 secondary school teachers were selected from the districts belonging to Malwa region. For this purpose a list was collected depicting the names of all the districts related to Malwa region. From the list of 11 districts, six districts were selected through random sampling technique. Furthermore the lists of the Govt. secondary schools were collected from the district education office from each of the six districts and the schools were selected with the technique of randomization.

TOOLS USED

In the present study, Investigator used the following tools.

1. Teacher Effectiveness Scale developed by the investigator.
2. Teacher's Sense of Humour Scale (Malik and Kapoor, 2014).

STATISTICAL TECHNIQUES

Mean, S.D., t-ratio, technique were used to analyse the data.

DELIMITATIONS OF THE STUDY

1. The study was conducted in senior secondary school teachers of Malwa region
2. The study was limited to 400 secondary school teachers.

RESULTS AND DISCUSSIONS**Table 1:** Showing coefficient of correlation between teacher effectiveness and sense of humour (N=400)

Variables	N	r
Teacher Effectiveness	400	0.824**
Sense of Humour		

*Significant at 0.01 level of confidence

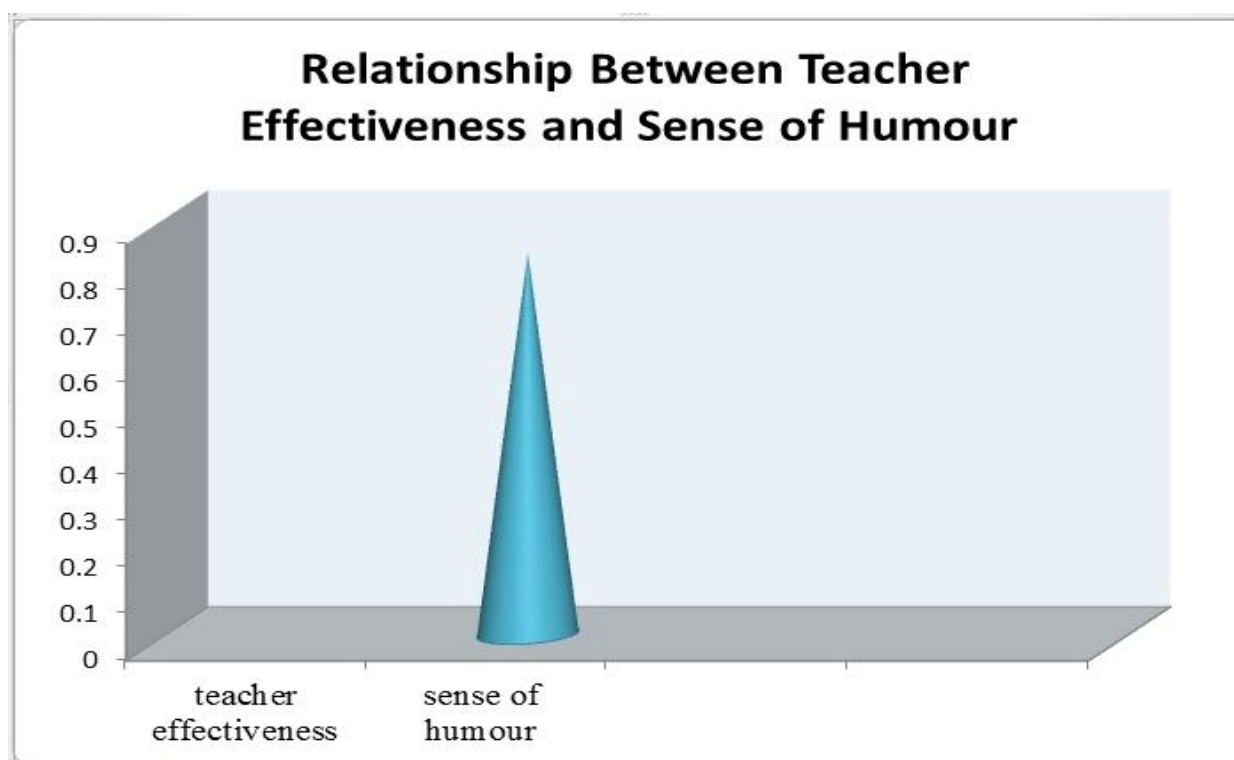
**Fig. 1:** Showing coefficient of correlation between teacher effectiveness and sense of humour (N=400)**INTERPRETATION**

Table 1 represents coefficient of correlation between teacher effectiveness and sense of humour among secondary school teachers. The value of coefficient of correlation came out to be 0.824 which is significant at 0.01 level of confidence. Thus we can say that there exists high positive correlation between teacher effectiveness and sense of humour among secondary school teachers. From the above result it is clear that more the use of sense of humour by the teacher in the classroom process more effectively teacher teaches the students and performs well in the classroom activities. Hence, the hypothesis H1 stating that "there will be no significant relationship in teacher effectiveness of secondary school teachers with sense of humour is rejected.

CONCLUSION

As above results revealed that there exists a positive relationship between the teacher effectiveness and sense of humour. So it is clear from the result that more the sense of humour more the teaching effectiveness. The studies highlighted that the teachers who uses their sense of humour makes their teaching more interesting and effective in the classroom.

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