

A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Sense of Humour and Socio-economic Status

Umender Malik

Department of Education, Maharshi Dayanand University, Rohtak, Haryana, India

Corresponding author: umendermalik@gmail.com

ABSTRACT

The study has been conducted on 100 secondary school teachers of Rohtak Distt. Random sampling technique was used. The data was analyzed statistically by using mean, S.D. and Pearson co-efficient of correlation. This study primary aims at studying Teaching Effectiveness of school teachers in relation to Sense of Humor. The present study shows a positive correlation between Socio-Economic Status and Sense of Humor of secondary school teachers. A positive correlation of 0.199 was found between Teaching Effectiveness and Sense of Humor of secondary school teachers. On the other side a positive correlation of 0.2427 was found between the Teaching Effectiveness and Socio-Economic Status of secondary school teachers. It means if the Socio-Economic Status of secondary school teachers is increased, the Teaching Effectiveness of secondary school teachers is also increased. The present study also found a positive correlation (0.2378) between the Sense of Humor and Socio-Economic Status of secondary school teachers. In simple words if the Socio-Economic Status of secondary school teachers will be increase, the Sense of Humor of secondary school teachers will also be increase.

Keywords: Teaching effectiveness, sense of humour, socio-economic status, secondary school teachers

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. Teaching is considered to be one of the stressful professions specially because it involves daily work based on social interaction where the teacher must have to make efforts for establishing adjustment and also regulate not only small emotions but also those of students. According to Crow and Crow, "A good teacher and the quality of his teaching has always being of paramount to a free man and to a free society" Socio Economic Status plays an important role in life of children. It effects its personality development.

Teaching and learning are serious business but T.S. Elliot once said, "Humour is also a way of saying something serious". Humour used well is a mark of self-confidence, intelligence and an ability to connect

effectively with others. Toor (2014) compared Teacher Effectiveness General intelligence and Creativity of secondary school teachers in relation to gender and type of school. The sample for the study consisted of 850 secondary school teachers of Punjab. The findings of the study revealed that there is no significant difference in teacher effectiveness of male and female secondary school teachers. i.e. Government school teachers are effective both in case of male and female groups of school teachers. The results also show that male teachers of private secondary schools are more creative than female teachers of private secondary schools but not in case of Govt. Secondary schools Teaching Effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers.

Dange (2012) investigated the association of Sense of Humour with job stress among the primary

school teachers. The study found that there was no significant difference in mean scores of Sense of Humour and job stress in relation to gender and type of the school. There was negative high correlation between Sense of Humour and job stress among the primary school students.

Statement of the problem

A study of Teaching Effectiveness of Secondary School Teachers in relation to their Sense of Humour and Socio-Economic Status.

Objectives of the study

- ❑ To study the relationship of Teaching Effectiveness and Sense of Humour of Secondary School teachers.
- ❑ To study the relationship of Socio-Economic Status and Sense of Humour of secondary school teachers.
- ❑ To study the relationship of Teaching Effectiveness, Socio-Economic Status and Sense of Humour of secondary school teachers.

Hypotheses

- ❑ There is no significance relationship between Teaching Effectiveness and Sense of Humour of secondary school teachers.
- ❑ There is no significant relationship between Socio-Economic Status and Sense of Humour secondary school teachers.
- ❑ There is no significant relationship between Teaching Effectiveness, Socio-Economic Status and Sense of Humour of secondary school teachers.

Operational Definitions

- ❑ **Teaching Effectiveness:** According to Ryan (1969), "An effective teacher may be understood as one who helps in development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personality adjustment of the students". Operationally speaking in the present study Teaching Effectiveness of a teacher refers to the scores obtained by him on the Teacher Effectiveness Scale.
- ❑ **Sense of Humor:** Sense of Humor is defined as a sort of catch all term to refer to habitual

individual differences in all sorts of behaviors, experiences, affects, attitudes, and abilities relating to amusement, laughter, jocularity, and so on (Martin, 1998). Operationally speaking in the present study Sense of Humor refers to the score of a teacher on Teacher Sense of Humor Scale.

- ❑ **Socio-Economic Status:** Socio-Economic Status implies the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields. Operationally speaking in the present study Socio-Economic Status refers to the score of a teacher on Socio-Economic Status scale.

Delimitation

- ❑ The study is delimited to secondary school teachers only.
- ❑ The study is delimited to Rohtak district only.
- ❑ The study is delimited to 100 secondary school teachers (50 males and 50 females) only.

Variables of the study

1. Independent Variable
 - ⊙ Socio-Economic status
 - ⊙ Sense of Humor
2. Dependent Variable
 - ⊙ Teaching Effectiveness

Tools Used

- ❑ **Teacher Effectiveness Scale:** Teacher Effectiveness Scale by Dr. Pramod Kumar and Dr. D.N. Mutha (1974). It consist 69 questions and measures the teacher's effectiveness.
- ❑ **Teacher's Sense of Humor Scale:** Teacher's Sense of Humor Scale by Dr. Umender Malik and Shweta Kapoor (2005). It consist 44 items and measures the six area's of Sense of Humor of a teacher.
- ❑ **Socio-Economic Status Scale:** Socio-Economic Status Scale (Urban and Rural) developed by Prof. A.K. Kalia and Mr. Sudhir Sahu (2011).

Population

Private secondary school teachers of Haryana State were considered as population of the study.

Sample

100 secondary school teachers of private schools of Rohtak city were taken as the sample of the study.

Statistical Technique

Mean, S.D, t-test and Pearson correlation have been calculated with the help of SPSS.

Analysis and Interpretation of Data

Objective 1 : To study the relationship of Teaching Effectiveness and Sense of Humor of secondary school teachers.

Hypothesis 1 : There is no significance relationship between Teaching Effectiveness and Sense of Humor of secondary school teachers.

Table 1: Mean Score, S.D. and Correlation between Teaching Effectiveness and Sense of Humor of Secondary School Teachers

Variable	Number	Mean	S.D.	r
Teaching Effectiveness	100	289.68	21.746	0.199
Sense of Humor	100	113.9	16.646	

Table 1 depicts that the mean score for secondary school teacher’s Teaching Effectiveness is 289.68 and for their Sense of Humor the mean score is 113.90 respectively. On the other side the standard deviation for Teaching Effectiveness of secondary school teachers is 21.746 and for Sense of Humor it is 16.646 respectively.

A positive correlation of 0.199 was found between the Teaching Effectiveness and Sense of Humor of the secondary school teachers. It means if the Sense of Humor of secondary school teachers is increased the Teaching Effectiveness of secondary school teacher’s is also increased. Hence, the null hypothesis “there is no significant relationship between Teaching Effectiveness and Sense of Humor of secondary school teachers” is rejected.

Objective 2 : To study the relationship of Socio-Economic Status and Sense of Humor of secondary school teachers.

Hypothesis 2 : There is no significant relationship between Socio-Economic Status and Sense of Humor of secondary school teachers.

Table 2 represents that a positive correlation of 0.2378 was found between Socio-Economic Status

and Sense of Humor of secondary school teachers. Hence the null hypothesis, “there is no significant relationship between Socio-Economic Status and Sense of Humor of secondary school teachers” is rejected.

Objective 3 : To study the relationship of Teaching Effectiveness, Socio-Economic Status and Sense of Humor of secondary school teachers.

Hypothesis 3 : There is no significance relationship between Teaching Effectiveness, Socio-Economic Status and Sense of Humor of secondary school teachers.

Table 3: Represents the correlation between Teaching Effectiveness, Socio-Economic Status and Sense of Humor of secondary school teachers

Variables	Teaching Effectiveness	Sense of Humor	Socio-Economic Status
Teaching Effectiveness	1		
Sense of Humor	0.1998	1	
Socio Economic Status	0.2427	0.2378	1

Table 3 depicts that a positive correlation was found between Socio-Economic Status and Sense of Humor of secondary school teachers. A positive correlation of 0.199 was found between Teaching Effectiveness and Sense of Humor of secondary school teachers. On the other side a positive correlation of 0.2427 was found between the Teaching Effectiveness and Socio-Economic Status of secondary school teachers. It means if the Socio-Economic Status of secondary school teachers is increased, the Teaching Effectiveness of secondary school teachers is also increased.

Table 3 also shows a positive correlation (0.2378) between the Sense of Humor and Socio-Economic Status of secondary school teachers. In simple words if the Socio-Economic Status of secondary school teachers will be increase, the Sense of Humor of secondary school teachers will also be increase. Thus, the null hypothesis, “there is no significance relationship between Teaching Effectiveness, Socio-Economic Status and Sense of Humor of secondary school teachers” is rejected.

REFERENCES

- Ahmar, Farkhanda and Ehteshman Anwar 2013. Socio-economic Status and its Relation to Academic Achievement of Higher Secondary School Students. *IOSR Journal of Humanities and Social Science*, **13**(6): 13-20.
- Amandeep and Gurpreet 2005. A study of Teacher Effectiveness in Relation to Teaching Competency. *Recent Researches in Education and Psychology*, **17**(6): 137-140.
- Chen, Huilin 2012. Impact of Parent's Socio-economic Status on Perceived Parental Pressure and Test Anxiety among Chinese High School Students. *International Journal of Psychological Studies*, **4**(2): 235-245.
- Dhillon, J.S. and Kaur, N. 2009. Teacher Effectiveness in relation to their Value Patterns. *Edutracks*, **9**(3): 26.
- Kapoor, Shweta 2014. Teaching Effectiveness of School Teachers in Relation to Sense of Humour of Emotional Maturity. A Thesis Submitted to Maharshi Dayanand University, Rohtak.
- Malik U. and Dinest Kumar Sharma 2013. Teaching Effectiveness of Secondary School Teachers in Relation to their Professional commitment. *International Educational E-Journal*, **2**(4): 148-155.
- Malik, Umender and Shweta Kapoor 2005. Teacher's Sense of Humour Scale. Agra : National Psychological Corporation.
- Mamta Rani 2013. A Comparative Study of the Relationship between Emotional Intelligence and Teacher Effectiveness of Degree and B.Ed College Teachers of Rajasthan in relation to Gender. *International Recognized Multidisciplinary Research Journal*, **2**(12).
- Sridha Y.N. and Hamid Reza Badiei 2008. Teacher Efficacy Beliefs : A Comparison of Teachers in India and Iran. *Journal of the Indian Academy of Applied Psychology*, **34**(Special Issue): 81-89.