Chapter-V

MAIN FINDINGS, DISCUSSIONS OF RESULTS AND EDUCATIONAL IMPLICATIONS
5.1 FINDINGS OF THE STUDY

After analysis and indentation of data the results of the present investigations are given below:

Objective $O_1$: To study Teaching Effectiveness of Male and Female secondary school teachers.

Hypothesis $H_1$: There is no significant difference in Teaching Effectiveness of Male and Female secondary school teachers.

Findings (1): Female secondary school teachers were found to be more effective teachers than Male secondary school teachers.

Objective $O_2$: To study Teaching Effectiveness of Urban and Rural secondary school teachers.

Hypothesis $H_2$: There is no significant difference in Teaching Effectiveness of Urban and Rural secondary school teachers.

Findings (2): No significant difference was observed in Teaching Effectiveness of Urban and Rural secondary school teachers.

Objective $O_3$: To study Teaching Effectiveness of secondary school teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Hypothesis $H_3$: There is no significant difference in Teaching Effectiveness of secondary school teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Findings (3): Teachers with High Sense of Humour were found to be more effective teachers than teachers with Average Sense of Humour and Low Sense of Humour.
Teachers with Average Sense of Humour were found to be effective teachers than teachers with Low Sense of Humour.

Objective $O_4$: To study Teaching Effectiveness of secondary school Male teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Hypothesis $H_4$: There is no significant difference in Teaching Effectiveness of secondary school Male teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Findings (4): Findings reveals that Male teachers with High Sense of Humour were found to be effective teachers than Male teachers with Average Sense of Humour and Low Sense of Humour.

Male teachers with Average Sense of Humour were found to be effective teachers than Male teachers with Low Sense of Humour.

Objective $O_5$: To study Teaching Effectiveness of secondary school Female teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Hypothesis $H_5$: There is no significant difference in Teaching Effectiveness of secondary school Female teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

Findings (5): Female teachers with High Sense of Humour had more teaching effectiveness than Female teachers with Average Sense of Humour and Low Sense of Humour.

Female teachers with Average Sense of Humour had more teaching effectiveness than Female teachers with Low Sense of Humour.

Objective $O_6$: To study Teaching Effectiveness of secondary school Urban teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.
**Hypothesis $H_6$:** There is no significant difference in Teaching Effectiveness of secondary school Urban teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

**Findings (6):** Urban teachers with High Sense of Humour had more teaching effectiveness than Urban teachers with Average Sense of Humour and Low Sense of Humour.

Urban teachers with Average Sense of Humour have more teaching effectiveness than Urban teachers with Low Sense of Humour.

**Objective $O_7$:** To study Teaching Effectiveness of secondary school Rural teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

**Hypothesis $H_7$:** There is no significant difference in Teaching Effectiveness of secondary school Rural teachers in relation to their High Sense of Humour, Average Sense of Humour and Low Sense of Humour.

**Findings (7):** Rural teachers with High Sense of Humour were found to be more effective teachers than Rural teachers with Average Sense of Humour and Low Sense of Humour.

Rural teachers with Average Sense of Humour were found to be effective teachers than Rural teachers with Low Sense of Humour.

**Objective $O_8$:** To study Teaching Effectiveness of secondary school teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

**Hypothesis $H_8$:** There is no significant difference in Teaching Effectiveness of secondary school teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
**Findings (8):** Teachers with Extreme Emotional Maturity had more teaching effectiveness than teachers with Extreme Emotional Immaturity.

Teachers with Moderate Emotional Maturity had more teaching effectiveness than teachers with Emotional Immaturity and Extreme Emotional Immaturity.

Teachers with Emotional Immaturity had more teaching effectiveness than teachers with Extreme Emotional Immaturity.

**Objective \( O_9 \):** To study Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

**Hypothesis \( H_9 \):** There is no significant difference in Teaching Effectiveness of secondary school Male teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

**Findings (9):** Teaching effectiveness of Extreme Emotionally Mature Male teachers was more than Extremely Emotionally Immature Male teachers.

Teaching effectiveness of Emotionally Mature Male teachers was more than Emotionally Immature and Extremely Emotionally Immature Male teachers.

Teaching effectiveness of Emotionally Immature Male teachers was more than Extremely Emotionally Immature Male teachers.

**Objective \( O_{10} \):** To study Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.
Hypothesis $H_{10}$: There is no significant difference in Teaching Effectiveness of secondary school Female teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Findings (10): Teaching effectiveness of Extremely Emotionally Mature Female teachers was more than Moderately Emotionally Mature, Emotionally Immature and Extreme Emotionally Immature Female Teachers.

Teaching effectiveness of Moderately Emotional Mature Female teachers was more than Extremely Emotionally Immature Female teachers.

Teaching effectiveness of Emotionally Immature Female Teachers was more than Extremely Emotionally Immature Female teachers.

Objective $O_{11}$: To study Teaching Effectiveness of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Hypothesis $H_{11}$: There is no significant difference in Teaching Effectiveness of secondary school Urban teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

Findings (11): Urban teachers with Extreme Emotional Maturity were observed to be effective teachers than Urban teachers with Extreme Emotional Immaturity.

Urban teachers with Emotional Immaturity were observed to effective teachers than Urban teachers with Extreme Emotional Immaturity.
Urban teachers with Moderate Emotional Maturity were observed to effective teachers than Urban teachers with Extreme Emotional Immaturity.

**Objective** $O_{12}$: To study Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

**Hypothesis** $H_{12}$: There is no significant difference in Teaching Effectiveness of secondary school Rural teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

**Findings (12):** Rural teachers with Emotional Immaturity were found to be effective teachers than Rural teachers with Extreme Emotional Immaturity.

Rural teachers with Extreme Emotional Maturity were found to be effective teachers than teachers with Extreme Emotional Immaturity.

Rural teachers with Moderate Emotional Maturity were found to be effective teachers than Rural teachers with Extreme Emotional Immaturity.

Rural teachers with Extreme Emotional Maturity were found to be effective teachers than Rural teachers with Emotional Immaturity.

5.2 DISCUSSION OF RESULTS

This study primary aims at studying teaching effectiveness of school teachers in relation to sense of humour and emotional maturity along with some demographical variables like gender and locality. The aim was to see whether high, average or low sense of humour and extremely emotionally mature, moderately emotionally mature, emotionally immature and extremely emotionally immature and demographical variables gender and locality have their any impact on teaching effectiveness of secondary school
teachers. The further aim was also to develop and standardize teacher sense of humour scale. The present chapter deals with the discussion of chief findings in sequence as:

5.2.1 Discussion of results pertaining to overall Teaching Effectiveness of secondary school teachers:

- Gender of the secondary school teachers had influence on their teaching effectiveness. Female secondary school teachers were found to be more effective teachers than their Male counterparts. The similar result was found in the study of Biswas et al. (1995) which states that only male and female teachers differ significantly on teacher effectiveness and the female teacher had comparatively greater mean for teacher effectiveness scores, indicating that female teachers were comparatively more effective.

- Locality of the school does not influence the teaching effectiveness of secondary school teachers. The reason for this may be because now a day’s all the facilities which are available in urban areas are also available in rural areas just like Information and communication technology.

5.2.2 Discussion of results pertaining to overall Teaching Effectiveness of secondary school teachers with respect to overall sense of humour:

The study reveals that sense of humour plays an important role in the teaching process. It is seen in the findings that teachers with high sense of humour irrespective of their gender and locality are more effective teachers. This is supported by Gorham (1999) reported amount and type of humour influenced learning. Students were particular aware of tendentious humour. Generally it is observed that mind works better in lighter mood than in tense mood. Many a time’s humour is required to change the monotonous situations of the classroom. Dange and Jagannath (2012) found significant difference between urban and rural primary school teacher sense of humour. Fisher (1975) suggested that humour is a very effective tool to make student remember what they should know about the traditions and believes, manners and institutions of a culture. Colwell and Wigle (1984) argued that the value of humor should be understood in a reading/language art program. Makewa et al (2011) studied teachers’ use of humor in teaching and students’ rating of their effectiveness. The results indicate that the use of humour in teaching is generally good and that there is a significant, moderate relationship
between the use of humour and students’ rating of teachers’ effectiveness. The results also indicate that the most commonly used styles of humour among the students are the positive styles of humour (Affiliative humour and Self-enhancing humour).

5.2.3 Discussion of results pertaining to overall Teaching Effectiveness of secondary school teachers with respect to overall emotional maturity:

Further the results indicate that extremely emotionally mature male-female and urban-rural secondary school teachers were more effective than extreme emotionally immature secondary school teachers. The study supports that emotional maturity plays a significant role in increasing the teaching effectiveness of secondary school teachers. This finding is similar to the findings of Mohammad et al. (2013) which showed that emotionally mature teachers were more effective as compare to emotionally immature teachers. Social adjustment of secondary school teachers also helps in increasing the teaching effectiveness. As social adjustment is also the area covered under emotional maturity of a teacher. This is supported by Hameed et al (2010) whose results revealed that male student teachers were more emotionally mature and socially adjusted than the female student teachers. Moreover there is a positive relationship between emotional maturity and social adjustment of teachers. Here further we can say that the teachers interact daily with lot of students and are able to exercise control over his emotions due to which they are more emotionally mature. This emotional maturity helps them in increasing their teaching effectiveness.

Other factor which seems to be contributing towards highly emotional mature teachers can be their sound health. A healthy person is a rich source for any society as negative emotions generally cause distress which is bad for health. A number of researches have pointed out the harmful consequences of emotional turmoil and have observed strong relationship between emotional and physical health.

5.3 EDUCATIONAL IMPLICATIONS

The findings presented in the study provide numerous educational implications that may be useful for teacher, teacher educators, psychologists, educational planners, policy makers and schools. The pivotal role of teacher in nation building is universally
recognized. Teachers pave the way for enlightened society. So, effective teachers do it effectively.

The finding that teacher with high sense of humour are effective teacher then the teachers with average and low sense of humour. It implies that sense of humour is positively related with the teaching effectiveness. It will let them understand that teaching profession is not just about delivering the course material to the students but it is a systematic approach to develop those skills which helps in to prepare, plan and organize the teaching in accordance with the need of the pupils. Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year. Effective communication in the class room between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Humour in the class room allows teachers to create supportive social climate, where students are more likely to be receptive to learning. Pupils with widely different backgrounds, different abilities and interests attend school today. Further the teacher has to manage with the vast explosion in knowledge. Students have too little time to explore the vast subject matter included in the curriculum in depth. To meet these challenges the teacher has to make use of new and improved communication and improved communication devices in the class room. Humour is often identified as a teaching technique for developing a positive learning environment (Ferguson & Campinha-Bacote, 1989; Hill, 1988; Schwarz, 1989; Warnock, 1989; Walter, 1990). Teachers can foster classroom magic through improved communication with students by possessing a playful attitude and a willingness to use appropriate humour. A sound knowledge of the use of humour during instruction should be provided to teachers. School should encourage their teacher for effective use of humour during instruction. Adequate facilities should be provided to teachers so that they can generate and present their content material in creative way. The humour can act as means of creation of creative state of health and as means of emotional support for student as well as for teacher himself/herself. It is a key factor for teacher to get rid of their stressful situations of life. Humour, by decreasing anxiety and stress can contribute to class unity and learning. Moreover good sense of humour as a strong personality characteristic allows teachers to improve interpersonal relationships with their peer teachers, principal
and higher authorities. While this study is no panacea, it will help educational leaders create learning environment that allow teachers and students to be more successful.

The result explores that teaching effectiveness is directly related with the levels of emotional maturity i.e higher the level of emotional maturity higher the level of teaching effectiveness and vice-versa. Our relationships are dependent upon one total emotional development. The best way to understand our relationships is to understand our self. Therefore teacher should have knowledge of self and emotional development of an individual. Emotional maturity is essential for professional identity. It allows teachers to tolerate stressful situations of life and help in adjustment. Besides subject mastery, teacher’s emotional competency, sensitivity and maturity develop the learning of the learner. School environment and home environment always play major role in developing emotional maturity of teachers. School should pay special attention to provide healthy atmosphere in the school by providing better environment, salary, housing facility, medical facility etc. The study is a useful guide for the promising and the aspiring teachers. His way of teaching shouldn’t be monotonous and should seek active participation of the pupils in the class. He should be able to make cordial relations with the students, fellow teachers, principal and the parents.

5.4 RECOMMENDATION FOR FURTHER RESEARCH

Based on the findings of current study some of the suggestions for future research are identified as follows:

- The present study can be conduct on large scale and more representative sample can be picked up from large area.
- The present study has been conducted on secondary school teachers only. The study can be extended to teachers of other education level i.e primary, senior secondary and higher education.
- Comparative study can be taken up between primary and government school with same variable for the teachers of different level and grades.
- Similar type of studies may be conducted in other state of India rather than Haryana.
- The study may be conducted using other methodology, population and setting.
Further experimental research can be conducted to explore relation of teaching effectiveness and use of humour in the classroom.

Similar study can be conducted to see effect of teacher sense of humour on teaching effectiveness with their teaching experiences.

More elaborate studies may be conducted exploring other attributes of teacher sense of humour.

Further research may be focus on methods of teaching in relation to teacher sense of humour.

Interactional effect of teacher sense of humour and emotional maturity on teaching effectiveness can also be explored.

Teaching Effectiveness and other psychological and situational variables like personality, mental health, occupational stress, job satisfaction etc. can be study in relation to teacher sense of humour.

Teaching Effectiveness and learning outcomes of student in relation to teacher sense of humour can also be conduct.

There is need to assess teacher effectiveness with the help of a new measurement technique. Hence research efforts should be made to develop indigenous tools of research to assess teacher effectiveness in a new perspective on the framework of national curriculum demanding system to be more child centered.