SUMMARY
SUMMARY

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 at present has made the work of teacher more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentations of subject matter, the modern teacher’s responsibility is to see that everything that goes on in the class room is for all round development of child.

An effective teacher is described as one who is able to successfully perform tasks expected of him/her. Teachers influence students not only through the content they teach, but also through their personality traits and the communication of these traits through behaviour. Kucukahmet (1999) points out that; teachers have the potential to influence students, both positively and negatively, through their professional qualifications and personality traits.

In the dictionary of education, Good, C.V. (1959) defined teacher effectiveness as the ability and interaction between the physical, intellectual, and psychological interests of the students, content efficiency of the teachers and the social needs.

Wankat, (2002) defines “Teaching that fosters student learning is known as teaching effectiveness.”

According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development. Gurney (2007) suggested that to be an effective teacher there should be an interaction among different factors. One of them is the teacher’s knowledge, enthusiasm and responsibility for learning. Another factor is that effective teachers should provide the students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. Teaching effectiveness is important because effective teaching helps student learning.
Teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviours of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. An effective teacher shares some common characteristic like sense of humour, positive attitude, emotionally mature, high expectations, consistency, fairness, flexibility.

**TEACHING EFFECTIVENESS AND SENSE OF HUMOUR**

Sense of humour is an ability to create joyful moments 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. Teachers who have good sense of humour within the classroom are seen as more interesting and authentic, as opposed to those who keep levity out of their lessons. Humour can even help to foster the student-teacher relationship, which in turn creates a positive and welcoming classroom environment. The link between laughter and academic success is also well documented. Positive connections between teachers’ use of humour and academic achievement even follow students into colleges and beyond (Hickman & Crossland, 2004-2005). Clabby (1979) examined humour as a reinforcing tool. His study indicated that humour significantly facilitated intentional learning for the learners. Larson (1982) suggested that humour could be effective in maintaining student attention, providing mnemonic examples, and aiding the relationships between teachers and students.

Teachers must be creative because of the critical role they play in creating an environment conducive to optimal student learning. 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). When an instructor establishes a supportive social climate, students are more likely to be receptive to learning. Humour is a catalyst for classroom "magic," when all the educational elements converge and teacher and student both are positive and excited about learning. Instructors can foster classroom "magic" through improved communication with students by possessing a playful attitude and a willingness to use
appropriate humour (Duffy & Jones, 1995). Grecu (2008) has considered use of humour in teaching. She highlights seven basic functions of humour in pedagogical activity:

I. Informatively-cognitive: Teacher sense of humour opens essential features and properties of subjects and the phenomena. By rejecting standard approaches of teaching, the humour bears in itself any discovery.

II. Emotional: 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.

III. Motivational: The humour can serve as a stimulator of volitional processes.

IV. Communicative: A person with good sense of humour is attractive for people. So teacher’s sense of humour not enable teacher to generate effective communication with students which is a pioneer factor of teaching learning process.

V. Developing: Humour promotes development of critical thinking, a sharpness of vision of the world, observation and consequently intellect of students.

VI. Diagnostic: By the laughter maintenance - at what the person laughs, it is possible for teacher to judge about his merits and demerits.

VII. Regulative: Teacher sense of humour gives himself the chance to look at oneself from an unexpected angle, allowing self-evaluation.

TEACHING EFFECTIVENESS AND EMOTIONAL MATURITY

A person is said to emotionally mature when he feels proper emotion in a proper situation and express it in a proper quantity. Emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of an individual development. Emotional maturity is found to strong determinant of teaching effectiveness. It can be said that emotional maturity means the degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy things, to relate himself to others, to love and to laugh; his capacity for whole hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would rile the temper of any reasonably tolerant or sensible person; and his capacity to show fear when there is occasion to be frightened without feeling a need to use a false mask of coverage must be assumed by person afraid to admit that they
are afraid. In a study emotionally mature teachers were found to be more effective as compared to emotionally immature teachers (Mohammad, 2013). In another study positive relationship between emotional maturity and social adjustment of student teachers was explored (Hameed, 2010). The emotional maturity is an important aspect in the behaviour of a teacher. The issue of emotional maturity of teachers is being addressed more and more these days. An emotionally mature teacher control emotions not only of him but also of his students. An emotionally mature teacher is friendly towards others and is less involved in the hostilities and the outbursts of anger and rage, typical of childhoods which are the sins of effective teacher qualities. He is more inspired by pleasure satisfaction and contentment than ridden with worriers, anxieties and frustrations. An emotionally mature teacher may not have resolved all situations and factors leading to hostilities, anxieties and frustrations.

**SIGNIFICANCE OF THE STUDY**

Humour, used well, is a mark of self-confidence, intelligence and an ability to connect effectively with others” (Schwab, 2005). Individuals with a greater sense of humour are thought to be more socially competent (Bell, McGhee, & Duffey, 1986); in turn, it may be easier for such persons to attract and maintain friendships and develop a rich social support network, and consequently to obtain the mental and physical health benefits of social support (Cohen & Wills, 1985). Since all these qualities are directly or indirectly associated with teaching effectiveness. Study on teaching effectiveness in relation to sense of humour should be explored. The present problem is anticipated to stimulate research in the yet explored field of sense of humour and its relation with the teaching effectiveness. Its relationship with different individual as well as environmental variables needs to be exhausted so that the knowledge could be explored further in this field. In present day life is full of tension and stress, sense of humour can prove to be a panacea for all ills. There is almost a complete dearth of tools for assessing sense of humour of teachers. One of the purposes of the current study is to develop a scale capturing different dimensions of secondary school teacher’s sense of humour so that effect of sense of humour on teaching effectiveness can be explored. Moreover sense of humour found to be a quality of an individual which enable him to adjust into different
life situations and establish rapport with other. As teacher has to deal with the individual difference in the classroom, his sense of humour could be an important quality which enable him to deal with different kinds of students and enable him to make adjustment in the classroom. Another important aspect of this study is to access the emotional maturity of teachers. Emotional maturity means, in essence, controlling your emotions rather than allowing your emotions to control you. A truly emotionally mature teachers control the emotions not only of him but also of his students. The modern society with the advancement of new technology has brings revolutionary changes in one’s life. The influence of western culture, media exposure, easy access through internet and mobile has come to us with their advantages as well as disadvantages. In these days the children are getting into violence, drug abuse, crime and other related problems. These problems can be minimized if the teachers are sensitized towards the emotional void that these children have. Muntner (2008) emotional support refers to the ways teachers help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence. This includes: Positive climate — the enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions; Negative climate — the level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or students in the classroom; Teacher sensitivity — teachers’ responsiveness to students’ academic and emotional needs; and Regard for student perspectives — the degree to which teachers’ interactions with students and classroom activities place an emphasis on students’ interests, motivations, and points of view. Besides subject mastery, teacher’s emotional competency, sensitivity and maturity develop the learning of the learner. A simple and major problem for schools is to provide a safe environment that is emotionally healthy and academically challenging. This is not possible without an emotionally mature teacher. The present study help teachers and school better understand the role of emotional maturity for teaching effectiveness. This necessitates the investigator to take up this study. It is also the researcher’s intention to further use the information for making suggestions towards improvement of teaching assessment methods.
STATEMENT OF THE PROBLEM

“Teaching Effectiveness of School Teachers in Relation to Sense of Humour and Emotional Maturity”

OPERATIONAL DEFINITIONS OF THE TERMS USED:

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”.

Sense of Humour

Sense of Humour 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).

Emotional Maturity

According to Walter D. Smitson (1974) Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally.

OBJECTIVES

The objectives of present study are:-

\( O_0 \). To Construct and Standardize Teacher Sense of Humour Scale.

\( O_1 \). To study Teaching Effectiveness of Male and Female secondary school teachers.

\( O_2 \). To study Teaching Effectiveness of Urban and Rural secondary school teachers.

\( O_3 \). 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.

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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.

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.

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.

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.

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.

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.

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.
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.

HYPOTHESES

The hypotheses of present study are:-

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

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

$H_3$. 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.

$H_4$. 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.

$H_5$. 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.

$H_6$. 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.

$H_7$. 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.
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.

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.

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.

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.

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.

**DELIMITATIONS OF THE STUDY**

Taking into consideration the time and resources available the present study is delimited to the following aspects:

I. The study was delimited to the government secondary school teacher only.

II. The study was confined to two districts of Haryana State i.e. Ambala and Yamunanagar district only.

III. The study was delimited to 300 (150 Urban + 150 Rural) secondary school teachers only (150 Male + 150 Female).

Only sense of humour and emotional maturity were taken as independent variables and teaching effectiveness as dependent variable.
DESIGN AND PROCEDURE OF THE STUDY

Method of Research: In the present study casual comparative method of research was used by the investigator. The purpose of present study was to study the relationship of teaching effectiveness of teacher on one hand and sense of humour and emotional maturity on the other hand.

Sample: The sample for this study consisted of 300 teachers teaching in secondary school of two districts of Haryana state i.e. Ambala and Yamunanagar. A sample of 75 teachers (37 male and 38 female) from schools in urban residential area and 75 teachers (38 males and 37 female) from schools in rural residential area from each of two district were randomly selected making a total sample of 300 secondary school teachers.

TOOL USED

1. Teacher Sense of Humour Scale
   - Teacher Sense of Humour Scale was constructed and standardized by the investigator and the supervisor.
   - Teacher Sense of Humour Scale was constructed with the objective to assess Sense of Humour among secondary and senior secondary school teachers under Indian condition.
   - First draft of the scale with 66 items was shortlisted into 49 items under six dimension namely 1) Use of Affilative humour (2) Self-enhancing humour (3) Laughing at yourself (4) Enjoyment of humour (5) Attitude towards humour (6) Production of humour were used for item analysis.
   - In accordance with Kelley’s method (1939), to ascertain the internal consistency of the constructed 49 items, the data was analyzed by using Mean, S.D and ‘t’ test through SPSS-19.
   - Out of 49 items, 44 items were found significant either at .01 or .05 level of significance.
   - The inter-correlations among different dimensions have been found to be significant.
   - The scale was validated against content validity.
The odd items verses even items were correlated using Spearman-Brown Split Half method and also through Guttman Split Half method.

The Spearman-Brown Coefficient of correlation was 0.863, Guttman Split Half Coefficient of correlation was 0.859 and the Cronbach's Alpha was 0.759 suggesting the high reliability of the scale.

**Dimensions of Teacher Sense of Humour along with their codes and item numbers**

<table>
<thead>
<tr>
<th>Dimensions of Teacher Sense of Humour</th>
<th>Code No.</th>
<th>Item Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Affilative Humour</td>
<td>1</td>
<td>1 to 7</td>
</tr>
<tr>
<td>Self-Enhancing Humour</td>
<td>2</td>
<td>8 to 14</td>
</tr>
<tr>
<td>Laughing at Yourself</td>
<td>3</td>
<td>15 to 17</td>
</tr>
<tr>
<td>Enjoyment of Humour</td>
<td>4</td>
<td>18 to 24</td>
</tr>
<tr>
<td>Attitude towards Humour</td>
<td>5</td>
<td>25 to 30</td>
</tr>
<tr>
<td>Production of Humour</td>
<td>6</td>
<td>31 to 44</td>
</tr>
</tbody>
</table>

2. **Teacher Effectiveness Scale (TES)**
   
   Hindi adaptation of Teacher Effectiveness scale, constructed and standardized by Kumar & Mutha (1974) was used for assessing Teaching Effectiveness of secondary school teachers.

3. **Emotional Maturity Scale**
   
   Emotional maturity scale constructed and standardized by Singh & Bhargava (2012) was used for assessing Emotional Maturity of secondary school teachers.
Statistical Techniques Applied For Analysis of Data

The following statistical techniques were applied to analyze the data. Descriptive statistics such as Means, SDs and SEMs were worked out on the scores of Teacher Effectiveness, Teacher Sense of Humour and Teacher Emotional Maturity. To determine the significance difference between Means of different groups, ‘t’ test was applied, and values were tested .01 and .05 level of significance.

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 O₅:** 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 H₅:** 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 O₆:** 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 H₆:** 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 $O_{16}$: 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 $H_{16}$: 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 $O_{14}$: 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.

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:

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.

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 etal (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).

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 then 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.

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 classroom 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 classroom. 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.

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 class room.
- 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.