Chapter-I

INTRODUCTION
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In any system of education, the teacher holds the pivotal position. Premises and equipments are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor. Teacher is the hub of any educational process. Educational programme are bound to fail if the quality of teachers are compromised. Long back the Education Commission Report (1964-66) emphasized the role of teacher in the education process as, “the most important factor contemplated educational reconstruction is the teacher- his personal qualities, his educational qualification, his professional training and the place that he occupies in the school as well as in the community”. The commission further added, “even the best curriculum and the most perfect syllabus remain dead unless quickened into the life by the right methods of teaching and the right kind of 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 his/her on emotions but also those of students. 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. The pivotal role of teacher in nation building is universally recognized. 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”. Teachers pave the way for enlightened society. So, effective teachers do it effectively.

1.1 CONCEPT OF TEACHING EFFECTIVENESS

“No system of education, no syllabus, no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers” (V.S. Mathews). National Policy on Education 1986 emphasizes the teacher and his/her important role in bringing about desirable changes in the education. It
says, “The government and community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.”

The role of 21\textsuperscript{st} century teacher has become very challenging, complex and multi-faceted on account of the following reasons: there is the explosion of knowledge and radical changes are occurring in the content areas of all disciplines-humanities, sciences and social sciences. Teachers cannot ignore this challenge for preparing 21\textsuperscript{st} century generation. The present teacher is expected to be updated and conscious of various explosion—explosion of knowledge explosion of population, explosion of frustration, explosion of expectations and explosion of technology, etc.

- **Parent surrogate (parent substitute):** A teacher is expected to act as a parent of the students and treat them with affection and care.

- **Ego-supporter:** He is expected to build up and maintain healthy and strong ‘ego’ and ‘self concept’ among children.

- **Helper:** The teacher is expected to be a helper to student by way of providing them academic and professional guidance.

- **Resource person:** He is expected to play the role of resource person who possesses the knowledge of the subject matter and skills better than the pupil.

- **Dedicative:** He acts as a dedicative in detecting offences and rule breakers.

- **Facilitator of learning:** He is expected to promote significant learning among his student.

- **Limiter or reducer of anxiety:** He is expected to assist student to control their impulses and reduce anxiety about conduct and performance in different problematic situations.

- **Referee:** He is expected to settle dispute among students in objective and fair manner.
- **Group leader:** - He is expected to act as a leader in developing suitable climate and cohesion in the class as a social group.

- **Inspirer and exemplar:** - He is expected to behave in manner whereby the traits exemplified by him may be emulated by the student.

- **Judge:** - He is expected to evaluate the academic and other performance of the student in an impartial manner.

- **Confidant:** - He is expected to win and share the confidence of the students.

- **Friend and Philosopher:** - He is expected to play the role of a friend, philosopher and guide to the students.

- **Upholder of the norms and values:** - He is expected to uphold the norms and values of the society.

- **Moral Educator:** - He is expected to inculcate the attitude and moral values cherished by the society among the students.

- **Democrat:** - He is expected to play the role of a democrat.

- **Rationalist:** - He is expected to play the role of a rationalist by basing his action on reason.

- **Secularist:** - He is expected to play the role of a secularist by having an open mind on the beliefs of all religious.

- **Initiator:** - He is expected to play the role of an initiator by exploiting the new technology to the best advantage of the students and the purposes of education. He should play the roles of planned organizer of circular, innovator of educational ideas, practices and systems, writer of radio and T.V. lessons and programmers and user of video-tapes etc.

While the work of teaching is complex, there is no consensus on what constitutes “best” teaching, but rather multiple and sometimes conflicting strategies reflecting broad curricular and instructional debates as well as the beliefs and values of the individual
teacher. Further, differences between the age, academic level, and needs of students mean that teaching requires different skills and knowledge in different contexts. These multiple contexts underscore that effective teaching is not fixed, but rather reflects the particular organizational environment and student needs.

Teaching effectiveness means the perfection, the optimum level of efficiency and productivity on the part of the teacher. It refers to the height of maturity and learning indicates that teachers grows with experience and learns more and more. He is able to perform best in the process of education. Existing literature has defined effective teaching as “all the instructor behaviours that help students learn” (Cashin, 1989); “teaching that fosters student learning” (Wankat, 2002); and various other ways. The definition of teaching effectiveness cannot be defined in one way. To different people, the definition of teaching effectiveness could be very different. Ornstein (1991) points out that the literature on teaching effectiveness, or teacher effectiveness, is a morass of ill-defined and changing concepts. Approaches to present this concept are also very different. Some researchers focused on teacher characteristics whereas, other researchers are more concerned with the teaching processes or the teaching outcomes.

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. According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development.

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.

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

It is regarded as a multidimensional construct with the dimensions of learning/value, enthusiasm, organization, group interaction, and individual rapport, breadth of coverage, workload, exams /grading, and assignments. Dunkin (1997) considered that 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.

Several assumptions are implicit in this definition of teacher effectiveness. An initial assumption is that an effective teacher tends to be aware of and actively pursue goals. These goals guide their planning as well as their behaviour and interactions in the classroom. The second assumption is that the vast majority of teachers’ goals is or should be concerned either directly or indirectly with the learning of their students. It should be obvious that if teachers’ goals are stated in terms of their students’ learning, then, as Medley (1982) asserts, “teacher effectiveness must be defined, and can only be assessed, in terms of behaviours and learning of students, not behaviour of teachers”. Third assumption is that no teacher is effective all the time. The degree to which a given teacher, elementary school teacher and secondary school teacher is effective depends to a certain extent on the goals being pursued by that teacher. The art of teaching also includes presenting the subject matter in an attention-catching manner through simple language, pleasing gestures and soft voice. It is a step to bring about greater opportunity for the students to become educated. It is the establishment of a situation conditioned to bring effective learning. It is a complex situation with a range of activities where in the teacher is the focal point. The teacher’s sense of efficiency is a central achievement.

Teacher effectiveness is the competence and ability of a teacher to teach effectively. David G Rayns, in Characteristics of Teacher (1969) describe two types of teaching competencies, “Teaching is complex and many-sided demanding variety of human traits and abilities. These may be grouped in two major categories-first involving those mental abilities and skills, his understanding of psychological and educational
principles and his knowledge of general and specific subject-matter to be taught and second those qualities stemming from the teacher’s personality, his interests, attitudes and beliefs, his behaviour in working relationships with pupils and other individuals and the like.”

A to Z of Teaching Competencies:

- ‘A’ is for Alertness.
- ‘B’ is for Business like attitude - to keep busy in worthwhile tasks.
- ‘C’ is for Clarity and Cooperative teaching learning.
- ‘D’ is for Devotion and Discovery.
- ‘E’ is for Enthusiasm, Expecting children to learn and Evaluation.
- ‘F’ is for Feedback for the guidance of the learner and the teacher himself.
- ‘G’ is for Goal setting and achieving.
- ‘H’ is for Hard work, Honest work, Humility, Humanity and Humour.
- ‘I’ is for Involvement of children.
- ‘J’ is for Judicious attitude and Just action.
- ‘K’ is for Knowledge of the students, subject matter and oneself.
- ‘L’ is for Linking, Learning with daily experiences and life.
- ‘M’ is for Motivation.
- ‘N’ is for Need based learning.
- ‘O’ is for Objective and providing out of classroom learning experiences.
- ‘P’ is for Patience and Praising children when needed.
- ‘Q’ is for Quiz organising for monitoring learning progress.
Teacher effectiveness is a matter of central importance to all educational institutions as it affects the process of learning and classroom management. Numerous theorists and researchers identified a variety of individual factors essential for facilitating students’ achievement in terms of cognitive, affective and psychomotor 'learning or in promoting effective learning'. Teacher effectiveness involves a set of teaching behaviours which are especially effective in bringing about desired changes in students' learning. Effectiveness of the teacher depends on the ability of the teacher to get along with the pupils in inter-personal relationship. There is another assumption that the effective teacher is one who is, to some degree, satisfied with teaching as a profession i.e. his attitude towards profession.

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 share some common characteristic like sense of humour, positive attitude, emotionally mature, high expectations, consistency, fairness, flexibility.
Effective teachers accept no excuses for moving any student along the path of learning, and build the skills and confidence required to do so. They take responsibility for student achievement, advancing students one grade level or more per year. Mastery pedagogy as well as content knowledge to ensure student engagement with the subject matter. Effective teachers continuously develop one’s own skills and professionalism in order to increase student achievement through active self-assessment as well as the integration of principal, peer, and parental feedback. They lead the classroom with purposeful planning, objective-driven lessons, and sound management techniques providing encouragement, discipline, and praise as warranted. Engaging students at all levels of ability rather than teaching to the middle and readily identifying those levels in students. He builds strong relationships with students that cultivate them socially as well as intellectually. Working collaboratively with other teachers and administrators, to create a culture of excellence and active encouragement - align lesson plans, fill gaps in student learning, and address issues that impede academic success. Strengthening trust-based relationships with families to help bridge a student’s home and school life.

Holt (1964) addressed that learning is enhanced by the teachers’ knowledge, enthusiasm and responsibility towards creating a warm class climate enhancing “the students desire to learn and to accept the challenges of thinking and enquiring into all that is offered by the teacher”. Stronge et al (2004) stated that teaching is vocational, and most effective teachers are passionate about their chosen profession. However, he also added that an effective teacher is always in a constant learning process due to changes in terms of the students’ characteristics, the curriculum, the community, and finance among many others.

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. It
has become even more important as the emphasis on quality in higher education has increased. Effective teaching does not occur by chance. Effective teachers have become good at what they do because they evaluate their practice.

Beck (2005) identifies "twelve potential sources of evidence of teaching effectiveness." These include, Student ratings (such as Student Evaluations of Teaching), Peer reviews, Self-reviews, Videos of practice, Interviews with student, Alumni, employer and administrator ratings, Teaching awards and scholarship, Learning outcome measures and Maintenance of teaching portfolios. Burgess, (2000) in his research express that in addition to having students learn curriculum, most teachers wish to have students enjoy time in their classes. Thus we can say that teaching effectiveness greatly depends on teacher climate. The teacher needed competence in their role and functions such as the preparation and planning of teaching, classroom management, knowledge of subject matter, vocational knowledge, emotional control, moral values, personality characteristics and interpersonal relationship. Effective teacher qualities can be categorised to two parts i.e. effective teacher professional skills and effective teacher personal skills.

1.1.1 EFFECTIVE TEACHER -PROFESSIONAL SKILLS

Effective teachers are distinguished by their dedication to the students and to the job of teaching, and feel responsible for the achievement and success of the students and own professional development. Effective teachers really believe that all students can learn, although all learn differently. They strive to motivate and engage all their students in learning rather than simple accepting that some students cannot be engaged and are destined to do poorly. Effective teacher’s professional skills includes:-

➢ Content Knowledge:- For many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject. Reynolds and Muijs (1999) considered good content knowledge responses to spontaneous and demanding students questioning. According to the McBer Report (DFES, 2000) students expect a teacher to have good content knowledge to be considered effective, which inspire the students’ confidence in the teacher.
Good Planning: - Having good content knowledge is not so effective without a well planned lesson. A lesson plan makes the content and the session interesting and involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to students' needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the students' stimulation to encourage their interest and participation. Craig and Dickenson (2003) pointed out that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Good planning organizes the material which allows doing more and better during a session. Cruickshenk & Haefele (2001) stated that “effective teachers are able to qualitatively do more with the same amount of time” However, good planning also implies classroom management and organization to achieve learning.

Classroom Management and Organization: - Emmer et al. (1980, 2003) stated that “effective teachers takes time in the beginning of the year and especially on the first day to school to establish classroom management, classroom organization and expectations for students' behaviour”. According to Sokal et al. (2003) classroom management seem to be a high priority for novice and experience teachers. Effective teachers organize the classroom to promote learning and interaction, and have to create an optimal learning environment where students feel comfortable and relax in terms of decoration, accessibility and mobility. According to Stronge et al, (2004) part of the classroom organization is the furniture arrangement, the accessibility of material, and the decoration.

Classroom Behaviour: - Good classroom management and organization, and a good lesson plan also minimize the likelihood of misbehaviour. Craig and Dickenson (2003) stated that almost all classroom behaviour is learned and that students must clearly understand what is expected of them. The responsibility lies with the teachers to explain how and why they want them to work in that way, and to give positive feedback when students respond positively. In the McBer Report (DFES, 2000), it is stated that students themselves want a teacher to keep
discipline in the classroom. According to Kyriacou, (1998) maintaining discipline is necessary for learning to be effective. He also suggested that students’ misbehaviour can be minimized by generally skillful teaching. Wong and Wong (2005) differentiate between manage and discipline. They stated that “effective teachers manage their classrooms with procedures and routines. Ineffective teachers discipline their classrooms with threats and punishments”. They also underlined that discipline has to do with how students behave, and management has to do with procedures on how students have to work in the classroom. Many ineffective teachers use reward stickers, incentive gifs, infractions cards to discipline their classroom with punishments. They only waste time, and do not solve the problem, effective teachers manage the classroom with procedures and routines to maximize and engage learning time. Misbehaviour such as lack of silence can occur. Some seemed to obtain virtual silence all the time. Others obtain almost perfect silence, but pupils need regular reminders, while others, seldom achieved any silence and pupils’ behaviour needed regularly keeping in check. Craig and Dickenson (2003) pointed out that it is unreasonable to expect total silence for extended periods. On the other hand, an effective teacher is aware that some students might prefer to sit quietly and have low active participation in the classroom activities, although will know how to make the student participate.

Knowledge of Individual Differences:— Many teachers still teach their students in the same way as they were taught. Some because they, erroneously, think that the traditional teaching is more effective, others because they just do not worry much about alter their own and bad routine by laziness, and other because they think that students have to adapt to the teacher own methods. Wickham (2003) warned that the teaching styles used by each teacher can be strongly influenced by their own learning style. Effective teachers should be able to personalize the leaning for their students. They understand that students develop as different rates and that in every classroom there will be a range of student abilities and aptitudes. The teacher must feel the pulse of a classroom and modify the teaching methods to maintain a high level of interest, no matter what the subject is. They also use their knowledge of learning and processed to determine which will be most
effective to help the particular students in their classes so that learning become successful. Effective teachers strike the right chord with the students and have a sixth sense about those who need more help. For these reasons, it is vital to know the students’ needs, their learning strategies and style, personality, motivation, attitude, abilities, even background to be able to help them.

- **Good Communication Skills:** Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the student will not understand key concepts at all, or they will do incorrectly. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications (Prozesky, 2000).

- **Confidence:** Teachers’ confidence pays an important role in effectiveness. Confidence to teach subject matter influences the teaching outcomes (Bandura, 1997). If effective teachers believe in themselves, they achieve a lot in the classroom, and student know who is in charge, and the teacher knows what material to cover, and how to teach it.

- **Motivation for Learning:** Motivating students make them to be more receptive and excited about the subject, make them be aware of the value and importance of learning, and have a better attitude to learn. Effective teachers make the student increase their academic self-concept, their interest in the subject and the desire to learn more, and therefore to have a high level of achievement (NWREL, 2001). It also been stated that students see the effective teacher as a motivational and a leader when the teacher encourages them to be responsible for their own learning. Also when high standards and challenge tasks and a variety of strategies such as cooperative learning (Fisher, 2003); and when relevant reinforcement and feedback have been provided during the process, enhancing learning as a result. Humour can be a powerful ingredient in every lesson.
Effective teachers do not need to be clowns, but it is beneficial to have good sense of humour, and been willing to share jokes with the students to break negative-cold barriers.

**Respect, Fairness and Equity:-** Respect, fairness and equity are identified as the prerequisite of effective teaching in the eyes of students. Kyriacou, (1998) stated mutual respect as an essential feature of the classroom to establish the right climate for effective teaching and learning. He also added that respect requires the students to know that the teacher is competent, interested in their progress and is committed. Effective teachers should avoid situations of lack of respect among students who do not respect their peers. Fairness is so appreciated by the students, and effective teachers respond individually to misbehaviour, rather than to the whole class, (Stronge et al. 2004). He added that students expect to treat them equitably in any situation, either in case of misbehaviour, assessment results, religion, ethnic background, age, etc. and to avoid favouritism (Peart & Campbell, 1999). Therefore, effective teacher continually demonstrate respect to their students (inside or outside the classroom), fairness and equity regarding individual situations, age, background, ethnicity, religion, economical status, and so forth).

**Assessment and evaluation:-** Effective teachers really believe every student is capable of achieving success, and they do all they can for finding the ways of making each student successful. Effective teachers’ expectations towards the students, in terms of standard of learning and their behaviour, are high, and they help their students to meet those high expectations which are essential. According to Graham et al. (2001), a good way to communicate high expectations is through challenging tasks, case-base approach involving real-world problems, sample cases, and praise. Assessment can be an effective learning process. Effective teachers have good expertise in a variety of assessment methods, equitable practice, and a good and fair evaluation system. They teach to encourage students to take greater responsibility for their own learning. They also make sure that their student know what the objectives and goals of the learning programme are;
understand how these goals will be assessed; know whether they are on the pathway to achieve success; and are actively involved in evaluating their own learning. Effective teachers request formal and informal responses from student during the semester, and use the information to improve their courses as they are being taught. According to Cameron (2002), student should be able to understand that assessment is a part of their learning process and not just one activity to fill the subject. This benefits students from learning environments which help peer tutoring, co-operative learning and questioning, summarizing and collaborative reasoning.

Teacher Learning Development:- Effective teachers have high expectations from student in terms of both their standard of learning and their behaviour, but they also have high expectations from themselves and their own learning development. Effective teachers constantly self-evaluate critique and reflect on how well they are getting through to their students, and search for better ways of teaching, new tools, materials and methodologies especially for those who are not achieving learning as well as others. In order to achieve some of these skills, many British institutions of higher education require attendance at a short introductory course on university teaching and learning, but in many systems voluntary participation is the norm. Effective teachers are willing to promote their own learning by investing on training and/or inviting observation and suggestions from colleagues. Collings (1994) stated that a teacher should be in constant training-learning process, and have capacity to reflect upon own practice.

1.1.2 EFFECTIVE TEACHER -PERSONAL SKILLS

Together with professional skills, effective teachers use their personal skills with the students as these skills play an important role in students learning process, achievement, and behaviour.

Caring: - Effective teachers care about their students in order to bring the best of each one to encourage learning. According to Gurney (2007), learning has been considered as an emotional exercise which will allow the students to get engaged
as it appeals to be emotionally. Besides, Eisner (2002) suggests that “teaching is a caring exercise” which takes an important role in effective learning process. Showing care includes listening to the students, not only when they are in the classroom, but also about their particular lives and/or personal problems. The role of the effective teachers, in this situation, is to be good listeners, paying attention to, and showing understanding through tenderness and patience.

- **Good Sense of Humour:** - 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). According to Greenberg (2001) the best times to deliver serious points in teaching or a presentation to students is right after they laugh. This is because they need time to relax their minds in the midst of the intense learning and presentations. If this moment is not provided to them, Greenberg (2001) continues to say, they will end up looking like they are listening while they, actually, are not. Humour helps to provide the intensity of the next serious point in the content and is also considered to be one of the most effective tools to judge the quality of any relationship (Moore, 2006).

- **Knowing the Students Individually:** - Effective caring teachers also know the students individually and give them individual attention and develop productive relationships with their students. They treat their student with respect and expect the same in return, enhancing the students learning progress. It is not enough to know the students in their formal setting (in the classroom: their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn). These have great effect on behaviour and performance in the classroom, and in their learning process (Cruickshank & Haefele, 2001). In
addition, according to Stronger et al. (2004) caring goes beyond listening, understanding and knowing the students, it is also being patient, kind, warm, sensitive, human with them. It is to be adaptable to particular students’ situations, honest, trustworthy, encouraged, and having and showing affection and love for them. Sizer (1999) stated that students cannot be taught well if we do not know them.

Teacher-Students Relationship: - Kohn (1996) suggested that effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students’ lives beyond the classroom, using a wide variety of strategies to interact with them outside the class, and the educational institution. This also encourages students to perform their best in the classroom. The election on the type of social event can be easier if the teacher knows the students preferences. Students really appreciate the teacher who attends social event with them, such as the graduation, the end course dinner, a visit to a museum, a local event, a concert, etc. According to Stronge et al. (2004) the social interactions between the teacher and students encourage students leaning and achievement. Besides, this helps introvert or low self-esteem learners to be better integrated in the group. This increases students’ participation and motivation, which enhance a more favourable leaning environment, and challenge the students to succeed. Wolk, (2002) stated that a strong relationships with the students helps to decrease discipline problems. Therefore, a teacher who spends more time interacting socially with the students, working directly with them, and demonstrates a sense of fun and willingness to participate, in a friendly and personal manner, is considered to be effective. Knowing the students and having a teacher-student relationship with them creates a warm classroom and learning environment.

Classroom Environment: - Wang et al. (1997) found classroom climate to be one of the most important factors to affect students’ achievement, although, on the contrary, it has been a strong predictor of students’ aggression. Reynolds etal (1999) explore that having an optimal relationship with the students helps to
create a warm and safe classroom environment so that students can achieve their potential, as they feel safe and confident to attempt new tasks and participate.

Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be an effective teacher. Besides, they need to feel responsible for the students learning process, regardless the students’ aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education. Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conductive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity.

Teachers have questions about the most effective ways to relate to students and ensure their academic success. For these teachers, success may be found in approaches that make relevant connections and encourage higher-order thinking (Gurtler, 2002). Interestingly, one element of human development that has been proven to edify familial relationships and encourage academic excellence is often overlooked by teachers. That element is humour.

Overall effectiveness is an aspect of total personality of good teacher and the contributing factors are: emotional stability, a good disposition, democratic and co-operative attitudes, kindliness, empathy, patience, humour and fairness. In addition, there is a need for professional competence, for ability to make effective use of sound personality patterns and professional insight in relating to children and in promoting their all-round growth.

1.2 CONCEPT OF SENSE OF HUMOUR
“A Sense of Humour” is the ability to experience humour, a quality which all people share, although the extent to which an individual will personally find something humorous depends on a host of absolute and relative variable including geographical location, culture, maturity, level of education, 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. Often times when you read about the relationship between humour and health the term of "sense of humour" is thrown about without much clarification. Many types of behaviour or sensibilities can be labeled as attributes of a "good" sense of humour. By saying that another person has a good sense of humour, little or nothing more than one can easily get him to laugh whenever one want him to. A person has a good sense of humour means, that the person has an excellent repertoire of good jokes, that he has memorized a large number of funny stories, and that he is skilled at repeating them for the amusement of others. In this sense, he is able to make others laugh at his stories and/or actions.

At the communicative level, humour is “any communication perceived by any of the interacting parties as humourous and leads to laughing, smiling, or a feeling of amusement” (Robinson 1977). At the social level, humour is a form of behavior that is needed in our society, simply because the life we lead is demanding and stressful. As Robinson (1977) puts it, humour can ease the “tension of a troubled world”. Etymologically, and according to Weaver & Cotrell (2001), the word “humour” comes from the Latin word “humour.”

Eysenck (1972) pointed out three different possible meanings, conformist, quantitative and productive. In conformist meaning of humour, the person laughs at the same things that we do. In quantitative sense, humour means that the person laughs a great deal and is easily amused. Third, productive meaning that the person is the "life and soul of the party", telling funny stories and amusing other people. Eysenck went on to argue that these three different "senses of humour" are not necessarily correlated across individuals.

Hehl and Ruch (1985) expanded on Eysenck’s list, noting that individual variation in sense of humour may relate to differences in the degree to which individuals
comprehend jokes and other humourous stimuli, the way in which they express humour and mirth, both quantitatively and qualitatively, their ability to create humourous comments or perceptions, their appreciation of various types of jokes, cartoons, and other humourous materials, the degree to which they actively seek out sources that make them laugh, their memory for jokes or funny events and their tendency to use humour as a coping mechanism. 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 humourous capacity.

A great many theories of humour, laughter, and comedy have been advanced by philosophers and theorists over the centuries, ranging from Plato and Aristotle to Hobbes, Descartes, and Kant, and, more recently, Freud and Bergson. Interestingly, however, the great majority of these theories have not specifically addressed individual variability in sense of humour. They have attempted to explain why we laugh at certain situations and not at others, and what kinds of mental, emotional, and motivational processes are involved in the perception and experience of humour. By and large, though, they have had little to say about why it is that some people laugh and engage in humour more than others, or why people differ in the sorts of things that amuse them. Although theorists occasionally make reference to the fact that some people show more humour than others, there has been surprisingly little systematic theoretical or empirical work done on developing a comprehensive definition and description of habitual humour behaviour. Nonetheless, it is often possible to extrapolate from the various theories of humour to see how they might account for such individual differences.

In order to ensure broad coverage of the relevant literature "sense of humour" is used in the widest sense, as a sort of catch-all term to refer to habitual individual differences in all sorts of behaviours, experiences, affects, attitudes, and abilities relating to amusement, laughter, jocularity, and so on. Sense of humour here includes all the various uses of the term outlined above, such as humour appreciation, creation, comprehension, and so on. In addition, "humour" here comprises a wide range of concepts such as amusement, wit, ridicule, comedy, whimsy, and satire, and no a priori evaluative assumptions are made concerning the desirability, adaptiveness, or healthiness of a sense of humour.
Another meaning commonly associated with sense of humour is the notion of not taking oneself too seriously and the ability to laugh at one's own foibles and weaknesses. These differences in the ways in which people use the term "sense of humour" in everyday life are also reflected in the wide range of theoretical approaches to sense of humour in the research literature.


Humour can have many positive or negative effects. Most people have witnessed or have used any type of humour like Self-Deprecating Humour in which there is poking fun of oneself can provide a much needed relief from tense situations. Conversely, an excess of this type of humour may make other people uncomfortable and lead to serious low self-esteem issues. Also there is put-down humour which involves teasing, sarcasm and ridicule and it tends to be a popular form of humour around the water cooler. If aimed at politicians, actors etc. it is harmless and can help to form social bonds, although if aimed at fellow workers, it can become a form of social aggression. James Thurber has stated, “Humour is emotional chaos remembered in tranquility”. There is another type of
humour called bonding humour. People who exhibit bonding humour are generally fun to be around. They tell funny jokes, lighten the mood and partake in witty banter. Bonding humour can either provide a sense of togetherness or it can isolate individual employees. One can also use observational humour which is the healthiest types of humour. People who use this type of humour have a unique outlook on life. They are always able to see the bright side of things and they don't take themselves too seriously. This enables them to deal more easily with daily stress in their life at work and at home. Observational humour is the only type of humour which can be enjoyed alone. As a result, studies linking humour with health have tended to concentrate on this type of humour. What jogging does for the body, humour and laughter do for our emotional, mental, and physical health. Yes, it is true laughter, the best medicine, so we can become our best medicine.

Use the acronym **L.A.U.G.H.T.E.R.** to remind you of some of its benefits.

'L' stands for LIVE life to the fullest. When we share humour, we are living in the moment and spreading joy.

'A' stands for an AWARENESS and APPRECIATION for the incongruities of life. The inconsistencies and ironies you face offer unlimited opportunities to laugh at them.

'U' stands for USE your brain to drain pain with laughter. USE humour to discover delight, joy, and peace of mind.

'G' stands for GOOD HUMOR at all times.

'H' stands for HEALTH. Laughter detaches us from our problems and releases negative emotions; it is the best medicine.

'T' stands for TRANSFORM. Laughter transforms our thoughts, which in turn transforms our feelings for the better.

'E' stands for EXUBERANCE, which is the zest that laughter brings to our lives.

'R' stands for the RESILIENCE we acquire by learning to deal with hardship and pain, for humour is the strongest weapon against adversity.

Summarizing, a sense of humour keeps us light hearted, and hopeful.
A person who has a "good sense of humour" in the creative sense is one whose creativity manifests itself in the production of new, original humourous remarks, stories, jokes, plays, etc. Professional writers of jokes and other humourous material display this talent to a more conspicuous degree than most of their fellow human beings, but people with such talent is obviously found in all walks of life. A person with a good sense of humour is one who can, we say, "take a joke", or "laugh at himself", or "enjoy a joke at his own expense." In a way, what one is saying when one makes such a remark about another person is more a statement about something he doesn't do; namely he doesn't blow up into a rage, pout and fume, or become overtly defensive or hostile when someone else "kids" him. Finally, there is another, still broader meaning of the phrase; a person with "a good sense of humour" is one who can see himself and others in the world in a somewhat distant and detached way. He views life from an altered perspective in which he can laugh at, yet remain in contact with and emotionally involved with people and events in a positive way. Such a person has the ability to perceive life comically without thereby losing any love or respect for himself, for humanity in general.

1.2.1 Humour in Classroom

Humour is the characteristic that makes something laughable or amusing but humour in the classroom has more than just the 'effect to induce laughter'; it brings together a chain-reaction by increasing the learner's motivation and self-confidence which creates a positive classroom atmosphere for the smooth acquisition of the language.

Joseph Gatt (2000) explains it best: "It is the 'breathing-out of the soul'. When during the lesson the pupils only listen to the teacher, who may be teaching in the same tone, then it is as if they only breathe in and have no opportunity to breathe out. They need humour, which the teacher can find in very different places. Therefore the teacher must bring in humour during his lessons and this humour should result from the vitality and momentum of the lesson." Clabby (1979) examined humour as a reinforcing tool. His study indicated that humour significantly facilitated intentional learning for the learners. Brunner (2002) shows how humour can change the way individuals think about problems and situations. The new way in which individuals view problems and situations is called the chemical element that transforms the individual’s mood (Lin Yutang 1976). Larson
(1982) suggested that humour could be effective in maintaining students attention, providing mnemonic examples, and aiding the relationships between teachers and students. Colwell and Wigle (1984) argued that the value of humour should be understood in a reading/language art program. They suggested that the use of humour is supported by many learning theories and that it has probable affective and cognitive benefits. Crvikly (1986) also indicated that humour in teaching could promote a positive and cohesive class atmosphere, but could also have unintended results if the teacher could not first develop a supportive relationship with the students.

Regarding the humour in pedagogy, Kher, Molstad& Donahue (1999) stated that humour is often identified as a teaching technique for developing a positive learning environment. 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 are both 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. Humour in the classroom has two aspects:-

**Effective Uses of Humour in the classroom**

- Introductions that include humour act as an ice-breaker and set the tone of the classroom.
- Discipline-specific anecdotes, jokes, word-play, etc. can be used to explain challenging content
- Occasional self-deprecating humour can help the instructor appear more approachable, personable, and authentic.
- Humour can help to deal with student-resistance or challenging students.
- It can relax students during stressful times of the semester.

**Ineffective Uses of Humour in the classroom**

- Using humour that is unrelated to the course-content can distract and confuse student learning. Humour is not a substitute for traditional instruction.
Targeting selected groups (e.g., race, gender, and sexual-orientation) or sensitive topics (e.g., evolution, mental illness, sex) breeds an unsafe learning environment.

Students should never be selected as the target of the joke. You run the risk of alienating or offending your audience.

Beside its definition, humour in the classroom can take many forms. In a classic study of humour in the college classroom, Bryant et al. (1979) classified humour in lectures as jokes, riddles, puns, funny stories, humorous comments and other humourous items. Professors have discovered other creative ways to incorporate humour in class such as cartoons, top ten lists, comic verse, and phony or bogus experiments.

Shade (1996) provided a more clear classification for humour in classroom. Based on his classification, humour is classified into four major categories:

(i) Figural humour that includes comic strips, cartoons and caricatures. This form of humour appears in a variety of media and involves the use of drawing to deliver the humour.

(ii) Verbal humour that consists of jokes, puns, riddles, satire, parody, irony, wit, limerick and anecdote. This form involves the use of language and often depends on the use of incongruity as demonstrated through contradiction, understatement and exaggeration.

(iii) Visual humour that includes sight gags, practical jokes, clowning, impersonation, impressions, etc. This category depends on visual cues for the humour to be effective.

(iv) Auditory humour that includes impersonations, impressions, noises and sounds. This form depends on auditory cues for the humour to be effective.

Hativa (2001) provided a similar classification of humour in teaching. She classified humour in three main categories. The first category is verbal humour that consists of jokes, anecdotes, language play, etc. The second one is nonverbal humour such as cartoon, caricature, photon and visual pun. The last one is combined verbal and nonverbal humour that consists of impersonation, parody, satire, monologue and skit.

1.2.2 Teacher Sense of Humour
Teaching and learning are serious business, but T.S. Elliot once said, “Humour is also a way of saying something serious”. Teachers who value wit 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. When meeting with a new group of students, a well-placed joke or quip can go a long way towards setting the tone for the rest of the term. The best thing about the teacher use of humour in the classroom is that even if your joke bombs, it still accomplishes the goal of appearing light-hearted – as long as you can laugh at yourself. Self-deprecating humour can be effective in demonstrating that the instructor is fun and approachable.

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). There is also a considerable amount of research that has acknowledged the association of pedagogically appropriate humour with: (a) positive teacher evaluations, (b) greater student enjoyment of the subject, and (c) greater student retention (Martin, 2007). Teacher use of humour has also been shown to be appropriate for students at all levels and remains to be a powerful, positive, effective instructional tool for advancing learning (Berk, 2002; Polio & Humphreys, 1996). Empirical studies have concluded that students learn more from teachers who have a strong humour orientation than those with a weaker orientation (Korobkin, 1988; Martin, 2007; Torok, McMorris, & Lin, 2004). It has also been shown that teachers who effectively use humour are able to convey course content more effectively (Downs, Javidi, & Nussbaum, 1988). Humour in the classroom is not the answer to all classroom management issues, but it is an excellent preventive measure and can often diffuse tense
situations (Loomans & Kolberg, 1993). Humour, in fact, may be one way to decrease teacher burnout caused by unmediated stress (Abel, 2002; Kuiper & Martin, 1998; Talbot & Lumden, 2000).

Ronald Berk in his book “Humour as an Instructional Defibrillator” shows that the psychological and physiological benefits of laughter can have a direct impact on teaching and learning, especially in five significant areas: teacher-student rapport, classroom atmosphere, student responsiveness, test performance, and student attendance. Some of the physiological benefits include muscular relaxation, stimulated circulation, improved respiration and exercise of lungs, chest muscles as well as lower pulse rate and blood pressure, which act as a key factor for teacher to get rid of their stressful situations of life. For those who don’t like exercise, laughter has even been suggested as possible extremely tempting alternative (Berk, 1998). Positive psychological effects of humour include reduce anxiety and stress, greater self esteem and increase self motivation (Berk, 1998). Moreover the use of humour has been recommended as a business management tool that promotes a productive work environment (Kushner, 1990), an effective health care tool (Clifford, 1996) and as a possible tool to improve interpersonal relationships (Sidey, 1994). Teacher sense of humour not only enables teachers to get rid of their difficult situations of life but it also enables them to establish healthy relation with students and their parents, peer teachers, principal and school authorities.

While there are these noted physiological and psychological benefits associated with the humour, the main reason for requirement of teacher’s sense of humour in the classroom is to improve students’ learning. The creative development and expression of humour by the teacher in the classroom deals with “how” to teach not “what” to teach. Using humour by the teacher can have very definite positive effects in this regards for following reasons:

I. The use of humour by the teacher in the classroom can have positive learning environment by breaking down barriers to communication between the teachers and the students (Hill, 1998. Berk, 1998).

II. Use of humour can help students to retain subject matter, especially if the humour reinforces the class (Hill, 1998).
III. The use of humour may give students reason (hopefully another reason) to attend class (Berk, 1998).

IV. Other reported benefits of humour in the classroom (Hill, 1998. Berk, 1998) include increased comprehension and cognitive reaction (presumably due to less stress and anxiety), reduce student negativism or hostility regarding potentially confrontational issues in classroom.

V. One reason for using humour is that as a human trait it is a self-effacing behaviour (Provine, 2000). It can allow the shy or timid student in classes to participate with the group. If it is used properly, humour allows the student to feel a part of the class and possibly contribute without losing face, feeling exposed.

VI. An instructor who effectively prepare and uses humour in the classroom will find that teaching is more fun and enjoyable. Trying to achieve excellence in how to teach.

It is therefore important for the teacher to create a “positive atmosphere” for learning. Humour, by decreasing anxiety and stress can contribute to class unity and learning. It builds rapport between the students and teacher. “When teachers have a sense of humour and aren't afraid to use it, students relax and become listeners. Having a sense of humour is an indication that the teacher is human and can share with the group. Humour and laughter help the shy students in our class to participate with the group, to feel a part of the class and possibly contribute without feeling exposed. This is of particular importance in a communicative classroom where the accent is on verbal authentic communication, participation and interaction.

Effective higher learning utilizes a variety of techniques, and if you as a teacher are comfortable injecting a bit of humour into your teaching style, this could be your opportunity to bring some laughter into the classroom. Teachers are constantly in search of creative and invigorating teaching strategies that can compete with the internet, media and other forms of home entertainment for the attention of their students (Cornett, 2001). Research shows that in addition to having students learn curriculum, most teachers wish to have students enjoy time in their classes (Burgess, 2000). Teachers have questions about the most effective ways to relate to students and ensure their academic success. For these teachers, success may be found in approaches that make relevant connections and
encourage higher-order thinking (Gurtler, 2002). Interestingly, one element of human
development that has been proven to edify familial relationships and encourage academic
excellence is often overlooked by teachers. That element is humour. Dr. Robert Provine,
professor of psychology and neuroscience at the University of Maryland, answers for
parents and teachers can be found in the same, simple approach: plenty of feel-good,

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.

There is little or no doubt that humour is an invaluable teaching aid in the
classroom and that almost all teachers use humour at one point of time or another in their
lesson. As a matter of fact, students have listed humour as an essential quality of a good
teacher and the best teachers are known for their ability to release tension in class with
humour. Positive humour in the class room helps in increasing motivation and self-
confidence among students and creates a positive classroom atmosphere. Humour can
help to reduce the 'distance' between teachers and students, who would remember more if
they are enjoying themselves; however, inappropriate humour can also increase this distance. Therefore, it is vital that the lesson is well prepared and that only positive humour is adopted in the classroom.

Schools are making efforts to ensure that their teachers are effective in every way in subject delivery. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. The main focus of this study was to investigate the extent to which secondary school teachers’ use humour while teaching and the effect that the use of humour gives to their teaching. The study aimed to identify the variables that are positively or negatively affected by teachers’ use of humour in teaching.

1.3 CONCEPT OF EMOTIONAL MATURITY

Emotional maturity is the characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. It is generally assumed that all adults are matured. But without maturity in emotions, life would be mechanical and dull. After attaining emotional maturity, an individual is able to demonstrate a well-balanced emotional behaviour in his day to day life. A person may said to be emotionally matures if he has in his possession almost all types of emotions-positive or negative and is able to express them at the appropriate time in an appropriate degree.

The concept “Mature” emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. Like all major concepts of maladjustment and mental health, the concept of emotional maturity also happens to be a by-product of therapeutic intervention in the psychiatric setting.

Emotion is the complex psycho physiological experience of an individual state of mind as interacting with biochemical or internal and environmental or external influences. In human emotions fundamentally involves “physiological arousal, expressive behaviour and conscious experience”. Emotion is associated with mood, temperament, personality, disposition and motivation. According to Baron (1998), “Emotions are the
reactions consisting of cognitive changes, physiological reactions and expressive behaviour”. Emotions are broadly classified into positive which improves physical and mental health and negative emotions which impairs physical and mental health.

The word emotional means " of or relating to emotion," "dominated by or prone to emotion," "appealing to or arousing emotion" and "markedly aroused or agitated in feeling or sensibilities”. One of the major aims of any good educational programme is to help the learners to gain 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 adolescent’s development.

Emotional maturity means suppression of one’s emotions. Scientifically, a person is said to be emotionally mature when he, in a proper situation, feels proper emotion and express it in a proper form and in proper quantity.

According to Dictionary of Psychology, emotional maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children.

According to The Penguin Dictionary of Psychology, emotional maturity is the state in which one’s emotional reactivity is considered appropriate and normal for an adult in a given society. The clear connotation in most cultures is one of self-control and the ability to suppress extreme emotional reactions.

According to Smitskon, W.D. (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally.

Bhatia (2005) state, “Emotional maturity is having, proper emotion at proper time and to express it in proper form and in proper quality”. Emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at any level of his development.
Emotional maturity, then, is not a state in which all problems are solved but, instead, is a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behaviour. Emotional maturity is closely associated with self-esteem and seems to be a prerequisite for greater happiness, integrity, and success. People who are emotionally mature tend to be responsible, self-disciplined, and realistic, and therefore better able to meet genuine needs and achieve worthwhile goals. The truly emotionally mature control the emotions. They do not freeze them but they do express, at the right time, and in proper degree, enthusiasm, happiness, joy. Emotionally healthy behaviour is reflected in characteristic ways of thinking, identifying, managing, expressing feelings, and choosing effective behaviours. Becoming an emotionally mature teacher is a journey and process, not an arrival state or end result. Emotionally mature teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions.

1.3.1 Dimensions of Emotional Maturity

Singh and Bharagava (2012) have given a list of five broad factors of emotional maturity which are given below:

i. **Emotional Stability:** - It refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person is able to do what is required of him in any given situation. Contrary to it, emotional unstability is tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose of problems and seek help for once day to day problem.

ii. **Emotional progression:** - Emotional progression is the characteristic of a person that refers to a feeling of adequate advancement and growing vitality of emotions in relation to the environment to ensure a positive thinking imbued with righteousness and contentment. Whereas emotional regression is also a broad group of factors representing such syndromes as feeling if inferiority, restlessness, hostility, aggressiveness and self-centeredness.
iii. **Social adjustment:** Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment in any given situation, so that they can maintain and adapt a desire relationship with environment. Therefore, it may be describe as a person’s harmonious relationship with his social world. Whereas socially maladjusted person shows lack of social adaptability and shirker.

iv. **Personality integration:** It is a process of firmly unifying the diverse element of an individual’s motives and dynamic tendencies, resulting in harmonious coactions and de-escalation of the inner conflicts (English and English, 1958) in the un daunted expression of behaviour where as disintegrated personality includes all those symptoms, like reactions, phobias formation, rationalization, pessimism, immorality etc. Such a person suffers from inferiorities and hence reacts to environment through aggressiveness, destruction and has distorted sense of reality.

v. **Independence:** Independence is the capacity of a persons’ attitudinal tendency to be self reliant or of resistance to control by others, where he can take his decisions by his own judgements based on facts by utilizing his intellectual and creative potentialities. He would never like to shoe any habitual reliance upon another person in making his decisions or carrying out difficult actions, whereas a dependence person shows parasitic dependence on other is erotic and lacks ‘objective interest. People think of him an unreliable person.

### 1.3.2 Characteristics of Emotionally Mature Person

Kaplan and Baron (1986) elaborate the characteristics of an emotionally mature person; say that he has the capacity to withstand delay in satisfaction of needs. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. According to Bernard (1954) following are the criteria of mature emotional behaviour:

- Inhabitation of direct expression of negative emotions.
- Cultivation of positive, upholding emotions.
- Development of higher tolerance for disagreeable circumstances.
Increasing satisfaction from socially approved responses.
Increasing dependence of actions.
Ability to make a choice and not brood about other choices.
Freedom from unreasonable fear.
Understanding and action in accordance with limitations.
Awareness of the ability and achievement of others.
Ability to err without feeling disgraced.
Ability to carry victory and prestige with grace.
Ability to bounce back from disappointing experiences.
Ability to delay the gratification of impulses.
The enjoyment of daily living.

Thus a person can be called emotionally mature if he is able to display his emotions in appropriate degree with reasonable control. Almost all the emotions can be distinctly seen in him and the pattern of expression is easily recognized. He will express his emotions in a socially desirable way. He is able to exercise control over his emotions i.e. sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide. He is not a daydreamer and does not possess the desire to run away from realities. He is more guided by intellect than his emotions. He does not possess the habit of rationalization i.e. he never gives arguments in defense of his undesirable behaviour or improper conduct. He possesses an adequate self-concept and self-respect. He is not confined to himself. He thinks for others and is keen to maintain social relationship. His behaviour is characterized by greater stability. He shows no sudden shift from one emotion to another. Gibb et al (1942), described emotionally disturbed behaviour in the following: he reacts like a child, he looks for sympathy, conceited, quarrelsome, infantile, self-centered and demanding person, has preservative emotions, is emotionally excitable and feel very much upset to lose a game. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.
Therefore emotional maturity is not one who necessarily has resolved all conditions that aroused anxiety and hostility but is continuously in the process of seeing himself in clear perspective, continually involved in a struggle to gain healthy integration of feeling, thinking action. To sum up, 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.

Emotional maturity is not something that is automatically given to someone when they turn Adult. Emotional maturity is something that we must develop in our lives by knowing how to respond to situations in a mature and responsible manner.

Three factors that define emotional maturity according to Bohl (2008) are:

- **Ability to Face Reality – Acceptance** - We know that we need to stop smoking because it is not good for our health, but we don’t do it because we want to avoid having to face a difficult challenge in our lives. Many of us like to avoid difficulties and pretend that they don’t exist. We have to stop denying that situations exist and instead move towards assessing the risks of situations and taking actions based on those risks.

- **Ability to relate well With others** - This is a big world, and we need to get along with others – even those that are different from us or have beliefs that differ from ours. Instead of looking at people with a critical eye look for the good inside them. Try to be compassionate, not critical and must learn to forgive others and ourselves

- **Willingness to be Honest with ourselves** - We must be willing to do a self-appraisal of who we are and what we want from our life. None of us is perfect. Chances are that there are areas in your life that could use improvement. We don’t
have to be in control of everything in our life being honest with ourselves can lead us to understand that some things in our life just aren’t worth worrying about.

Emotions are an integral part of education and of organizations more generally. Teachers, learners and leaders all, at various times, worry, hope, enthuse, become bored, doubt, envy, brood, love, feel proud, get anxious, are despondent, become frustrated, and so on. Such emotions are not peripheral to people’s lives; nor can they be compartmentalized away from action or from rational reflection within these lives. Emotion, cognition and action, in fact, are integrally connected. Emotion and impulse narrow down the infinite range of choices we have in human action enabling us to choose, to judge, to act, by introducing a bias in the values and preferences that guide us (Oatley, 1991). In this sense, teaching, learning and leading are (like many other activities involving human interaction) all what Denzin (1984) calls emotional practices in that they arouse and color feelings in ourselves and in those around us. As emotional practitioners, teachers can make classrooms exciting or dull and leaders can turn colleagues into risk-takers or cynics. Teaching, learning and leading may not be solely emotional practices, but they are always irretrievably emotional in character, in a good way or a bad way, by design or default. An emotionally safe classroom environment is necessary for students’ cognitive learning, growth, and creative expression. Teachers can create emotionally safe classrooms by affirming students’ accomplishments in noncompetitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback. Researchers have found that students’ emotional and academic functioning improve when caring and respectful teachers support students’ competence in a non comparative and noncompetitive way, and support students’ autonomy through meaningful curriculum (Roeser, Eccles, & Sameroff, 2000). The positive relationships that develop between students and teachers and that, in turn, influence academic performance are key to creating an emotionally safe classroom environment (Baker, Terry, Bridger, & Winsor, 1997; Charney, 2000; Noddings, 1992).

Thus 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. A good teacher will be someone who know and love his subject and want to communicate it
to others and who has the emotional maturity to do it successfully (O’Hear, 1988). A teacher with high emotional maturity is able to respond appropriately to workplace stress and to emotional behavior of his co-workers as well as of students. The quality of being emotionally mature teacher deals with various abilities to deal with different kinds of emotions. Theses abilities greatly enhance job satisfaction (Dong: 2006), lead to high job performance (Bar-On, Handley and Fund: 2006; Druskat, Sala and Mount: 2006), long term mental health (Ciarrochi and Godsell: 2006), better outcomes in work groups an leadership qualities (Lopes, Cote and Salovey, 2006), and organizational success (Mount, 2006), protect people from stress and lead to better adaptation (Ciarrochi, Chan and Caputi, 2000), moderates depression, hopelessness and suicidal ideation (Ciarrochi, Deane and Anderson: 2002; Chapman and Hayslip: 2005).

Mathews, et. al. (2002) reported that it requires competency to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others. 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 worries, anxieties and frustrations. An emotionally mature teacher may not have resolved all situations and factors leading to hostilities, anxieties and frustrations. He is however, perpetually seeing himself in clearer perspective. Consequently, he is continuously involved in a struggle to lead a matured, balanced and healthy emotional life.

1.4 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. 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. 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.

1.5 STATEMENT OF THE PROBLEM

TEACHING EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO SENSE OF HUMOUR AND EMOTIONAL MATURITY

1.6 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”.

Gupta (1984) defined teacher effectiveness as the capacity of a teacher to bring about the agreed change in his or her student.

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 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).
Operationally speaking in the present study sense of humour refers to the score of a teacher on Teacher Sense of Humour Scale.

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.

Operationally speaking in the present study emotional maturity refers to the score of a teacher on Emotional Maturity Scale.

SCHOOL TEACHERS

In the present study school teachers refer to all those teachers who are engaged in teaching secondary classes in government secondary schools of Haryana state.

As per the American Heritage Dictionary of the English language, secondary school means a school that is intermediate in level between elementary school and college that usually offer general, technical, and vocational or college preparatory curricula.

According to Webster’s Revised unabridged dictionary (1998) the word teacher refers to one who teaches or instructs, one who’s business or occupation is to instruct others, an instructor and a tutor.

1.7 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.
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 teachers in relation to their Extreme Emotional Maturity, Moderate Emotional Maturity, Emotional Immaturity and Extreme Emotional Immaturity.

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.

1.8 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.

1.9 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).

(iv) Only sense of humour and emotional maturity were taken as independent variables and teaching effectiveness as dependent variable.