Chapter-II
REVIEW OF RELATED LITERATURE
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The review of related literature is a crucial aspect of the planning of the study and time spent in such a survey, invariably is a wide investment. Best (2010) opined his views for the review of related literature that effective research is based on past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation. Citing studies that show substantial agreement and those that seem to present conflicting conclusions helps to sharpen and define understanding of existing knowledge in the problem area, provides a background for research project and makes the reader aware of the status of the issue.

Thus the survey of related literature implies locating, studying, evaluating reports of relevant researches, study of published articles, going through related portions of encyclopedias and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through related manuscripts if any. A review of literature must precede any well planned research study. It promotes greater understanding of the problem and its crucial aspect, calls for deep insight and clear perspective of the field. The review of related literature is an essential and important part of research work. Keeping in view the importance of reviewing the old literature, certain national and international related studies are reviewed and presented here under the three sections:

2.1 Studies pertaining to teaching effectiveness.
2.2 Studies pertaining to sense of humour and teaching effectiveness.
2.3 Studies pertaining to emotional maturity and teaching effectiveness.

2.1 STUDIES PERTAINING TO TEACHING EFFECTIVENESS

Mutha (1980) studied attitudinal and personality of effective teacher. The study attempted to identify the attitudinal, motivational and personality factors which differentiated effective teachers from ineffective ones. The major findings of the study were that sex, professional training, nature of schooling and income levels were significantly associated with the teacher’s effectiveness.
Versinaya (1981) studied relationship between organizational environment and teacher effectiveness. Result findings explored that open school environment produced very favorable attitude towards the teachers, where as the familiar environment produced the least favorable attitude towards the teachers, also open, autonomous and controlled environments were more favorable for the teacher effectiveness than the other categories of environments. Organizational environment was significantly and positively related to the pupil’s attitude towards the teachers and scholastic achievement but its relationship with the pupil’s attitude towards the school was not significant. However, it was significantly and positively related to social environment and composite teacher effectiveness.

Rushton et al. (1983) examined personality, research creativity, and teaching effectiveness in university professors. Fifty two professors at the university of Western Ontario were evaluated on 29 trait dimension using four assessment techniques; faculty peer ratings, student ratings, self rating, and objective questionnaires. Results revealed that the effective teacher was best described as liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive.

Wangoo (1984) attempted to study teacher personality correlation and scholastic competence as related to teacher effectiveness. Results explored that (i) intelligence and effective teaching are positively correlated (ii) humble teachers are more effective than teachers with assertive character. (iii) Tough minded teachers have positive and significant co-relation with effective teaching than tender minded teachers (iv) Teachers who possessed an experimental outlook are more successful than teachers with conservative outlook (v) teachers with group dependent attitude possessed positive and significant co-relation with effective teaching than self-sufficient and relaxed teachers.

Subbarayan (1985) examined relationship between teacher effectiveness, research, publication and self-concept. Results revealed that male and female teachers did not differ significantly in respect of teacher effectiveness. Teachers who had more years of experience did not differ from less experienced teachers in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors.
Teachers of 45 years or above did not differ significantly from those who were below 45 years of age in case of teacher effectiveness. Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.

Padamanabhalah (1986) noticed job satisfaction and teaching effectiveness of secondary school teachers. Results had shown that 72% teachers were dissatisfied with their job. Male and female teachers were not significantly different in the level of their overall job satisfaction. Rural and urban teachers were not significantly different in the level of their overall job satisfaction. The multiple correlations between job satisfaction and the four independent variables-job discrimination index, job involvement, family satisfaction and life satisfaction-put together was found to be 0.373.12. The multiple correlations between teaching effectiveness and job satisfaction were 0.078.13. All the four variables-job satisfaction, job involvement, life satisfaction and family satisfaction-put together could obtain a multiple correlation of 0.109 with teaching effectiveness.

Gupta (1988) studied intelligence, adjustment and personality needs of effective teachers in science and arts stream. The research explored that teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline and also that teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing.

More (1988) explored relationship between personality, aptitude for teaching and effectiveness of secondary teachers. It was found that out of the 16 personality factors; only six factors were found to be positively correlated with teaching effectiveness. The total personality of the teacher was found to be affecting his teaching.

Prakasham (1988) examined teacher effectiveness as a function of school organizational climate and teaching competency. The study attempted to compare the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The findings indicated that teachers of urban schools located in
industrial area significantly excelled over teachers employed either in semi urban schools or schools located in non-industrial areas on both teaching competency and teacher effectiveness and that there existed a significant relationship between teaching competency and teacher effectiveness.

Sheela (1988) conducted a study to observe the change in teaching behaviour as a function of inculcation of values predicting teachers’ effectiveness. The findings of the study showed that the value confrontation treatment was found effective in improving the qualitative teaching behaviour of the student-teachers of all teaching subjects. However, the improvement in the teacher-trainers of social science and mathematics was significantly higher than that of the language and mixed subject groups.

Sarvis (1989) compared the attitude of 150 elementary school teachers and 25 principals towards the importance of teacher effectiveness characteristics, in evaluating teachers. The findings revealed that there was a strong agreement between teachers and principals with respect to which teacher effectiveness characteristics are important for use in conducting teacher evaluations.

Deshpande (1991) determined the effectiveness of teachers in terms of student’s achievements through the modified version of Popham’s performance test. The findings indicated that teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like students' rating, heads' ratings or teacher behaviour indices.

Gangopathyay (1991) studied relationship between effectiveness of classroom teaching techniques and students’ achievement. Effectiveness of four techniques of teaching lecturing (T1), lecturing and explanation (T2), lecturing and explanation with question answering (T3), and lecturing and explanation with question-answering by using feedback (T4) – in relation to development of knowledge (X1), comprehension (X2) and application ability (X3) as well as the total achievement (X4) of the pupil in the given teaching-learning situation was studied. The study explored that (i) Technique T2 (lecturing and explanation) showed more effectiveness than T1 (learning) for knowledge, comprehension and total achievement at the post-test level, (ii) Technique T3 (lecturing
and explanation with questioning-answering) showed more’ effectiveness than T2 (lecturing and explanation) and T1 (lecturing) at the post-test level, (iii) Technique T4 (lecturing and explanation with questioning-answering by using feedback sequence) showed more effectiveness than T3, T2 and T1 at the post-test level.

Kumar (1991) attempted to examine relationship of teacher effectiveness among different groups of teachers in relation to personality traits. The findings of the study showed that teacher effectiveness and personality traits of Arts, Science and Commerce teachers had no relationship.

Singh (1991) explored the relation of teaching effectiveness of secondary school teacher with creativity and intelligence. The findings indicated that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence.

Vashistha and Verma (1991) attempted to study and identify specific qualities and characteristics of effective and ineffective teachers. The major findings of the study were; (i) Effective and ineffective teachers had sharp distinction in relation to the following personality traits : emotional construction, marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection; (ii) Effective teachers were superior in emotional construction; (iii) Effective teachers had marked inhibition of sexuality as their personality trait, while ineffective teachers were ruled by the immediate needs of gratification and they tended to act on impulse without inhibition, and; (iv) Effective teachers had depended on personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship.

Patil & Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teacher. The objective was to find out the relationship between the score of teaching aptitude and teaching efficiency of pupil teacher. The major findings were the male and female pupil teachers differed significantly on their teaching aptitude in favour of female pupil teachers. The experienced and inexperienced pupil teachers also differed significantly on their teaching aptitude in favour of
experienced one. When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly with regard to teaching efficiency.

Sharma and Kumar (1993) attempted to identify relevance of teaching skills suitable for effective teaching at the secondary stage. The findings were: (i) Promoting pupils’ participation had been viewed as the most important teaching skill at the secondary level, followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing instructional objectives, stimulus variation, set induction, pacing the lesson and closure; and (ii) The least important skill according to the teachers are: set induction, pacing the lesson and closure.

Singh (1993) studied teachers’ effectiveness in relation to their sex, area and adjustment. It was found that (i) There was a significant difference between male and female teachers in their adjustment; (ii) The co-efficient of correlation between teachers’ effectiveness scores and adjustment of the rural teachers were not significant; and (iii) Among the urban teachers, the coefficient of correlation between the teachers’ effectiveness scores and adjustment was significant.

Anyalewchi (1994) attempted to identify characteristics traits of effective teachers and factors that teachers and principals consider influential in teacher effectiveness. There were 13 broad categories under which the items were classified i.e. Instructional Methods, Managerial Skills, Educational Background, Planning, Resources, Administrative Support, Teaching Experience, Class Size, Salary Benefits, Staff Development, School Environment, Characteristics/Traits of the teacher, Understanding Students. The findings revealed that there was an agreement in 7 of the 13 categories identified as either characteristics/traits of effective teacher or factors influence the teaching effectiveness. These are the characteristics of the teacher, influential understanding student, managerial skills, planning, educational background, administrative support and instructional method.
Babu and Gnanaguru (1995) attempted to examine teacher effectiveness and involvement in teaching of commerce teachers at higher secondary level in Tamil Nadu. It was found that (i) The traits directly related to teacher effectiveness have more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness; (ii) Sex and locality of the commerce teachers had no effect upon teacher effectiveness; (iii) the commerce teachers with a ‘research degree have been found with greater effectiveness in teaching; and (iv) the involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

Biswa et al. (1995) attempted to explore climate of secondary school and its effect on teacher professional stress. Results found that only male and female teachers differ significantly on teacher effectiveness and the female teachers had comparatively greater mean for teacher effectiveness scores indicating that the female teachers were comparatively more effective. Further the girl school teachers had more mean in teacher effectiveness scores than that of co-educational school teachers.

Ganeswara (1995) evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of interpersonal relationships. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. Significant relationships were found between teacher effectiveness, creativity and inter-personal relationships. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Gupta (1995) studied co relational of teachers’ job satisfaction and their teaching effectiveness. The findings revealed that the coefficient of correlation between overall dimension of job satisfaction of teacher viz. Salary Benefits, Community Aspect Supervision, Family Life, Polices and Practices, Growth and Practices were significantly related with teacher effectiveness.

Rao (1995) studied teaching effectiveness in relation to creativity and interpersonal relationship. The findings revealed that no significant relation was found
between teacher effectiveness and the income or years of service of the teacher. However significant relations were found between teacher effectiveness, creativity and interpersonal relationships of teachers and significant differences existed between rural and urban teachers with reference to interpersonal relationship.

Sugiratham et al. (1995) studied teaching effectiveness of women teachers in girls’ higher secondary school in Tuticorin. Findings explored a significant difference among the different classes handling respondents on teacher effectiveness. As regards mean score, there was significant difference among the medium of instruction of respondents on teacher effectiveness and among different qualifications of respondents on teacher effectiveness.

Lopez (1995) studied the relationship between teacher effectiveness and classroom experience of teachers. In his opinion, 6 to 7 years of classroom experience is required for the development of teaching skills and teacher attain maximum effectiveness after 18 to 19 years of teaching.

Indira (1997) attempted to investigate teacher effectiveness in relation to work orientation and stress. Result found that the general level of teacher effectiveness prevailing among college teachers was far greater than the mid-point of the scale.

Raja et al. (1998) focused on teacher effectiveness and school organizational climate of boys’ higher secondary schools in Tuticorin. The sample comprised of 279 teachers of eight higher secondary schools of boys and four rural schools of Tuticorin. Findings revealed that the teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, medium of instruction, qualifications and nature and locale of the school where they were working. As regards organizational climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences and private schools and area of location of the schools, i.e. urban and rural, they did not have any impact on the organizational climate. Efficiency of teachers was low in schools
having controlled climate whereas it was average or above average in schools having autonomous climate.

**Trader (1998)** tried to compare the attitude of effective and typical teachers towards inclusion of students with special needs in regular education classroom and found that more effective teacher indicated greater interaction with special needs students and also indicated higher level of promotions of inclusion practices at their schools.

**Kumar (1999)** studied teacher effectiveness among scheduled caste and non-scheduled caste teachers in relation to their teaching aptitude and self-concept. Results explored that; (i) Caste have no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept. (ii) Significant difference exists in the teachers belonging to different levels of teaching aptitude (iii) Teachers having high teaching aptitude as well as ideal self concept are more effective (iv) There is no significant interaction among the variables of caste, teaching aptitude and social concept on teacher’s effectiveness.

**Mishra (1999)** attempted to find the relationships between teacher effectiveness of elementary school teachers in relation to their attitude towards teaching, level of aspiration and job satisfaction. It was found that: Teacher effectiveness has significant positive correlation with job satisfaction and there exists a significant two-factor interactional effect in teacher’s attitude towards teaching and their job-satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers- with low attitude towards teaching and low job-satisfaction show lowest mean teacher effectiveness score.

**Pandey and Maikhuri (1999)** in their study attempted to study the attitude of effective and ineffective teachers towards teaching profession. Result findings revealed that; (1) there was no significant difference between effective teachers having high or low experience in terms of their profession. (2) high experienced teacher’s attitude was positive towards teaching profession than low experience ineffective teachers (3) age of effective teacher was not a differentiating factor in their attitude towards teaching
profession. (4) young ineffective teachers had a negative attitude towards teaching than ineffective old teachers.

**Young and Shaw (1999)** conducted a study consisting of 912 college students of both undergraduate and graduate levels of 152 different areas to investigate multiple dimensions of teaching effectiveness. Their results revealed that “value of interest, motivating students to do their best, comfortable learning atmosphere, course organization, effective communication, concern for student learning, and genuine respect for students were highly related to the criterion of teacher effectiveness.

**Raj (2000)** conducted a study on teacher effectiveness of secondary school teachers in relation to motivation to work and job satisfaction. The findings of the study showed that teacher motivation to work has significantly effect upon teacher effectiveness, i.e. those having higher level of motivation to work do effective teaching. The conclusions drawn from the study were that teacher effectiveness was positively correlated with the level of motivation to work and teacher effectiveness was not significantly related to job satisfaction.

**Jayaramanna (2001)** conducted a study on teacher effectiveness in relation to work orientations and academic achievement of students. He studied teacher effectiveness giving priority to personal aspect, professional aspects intellectual aspect, teaching strategies and social aspect of teacher effectiveness. He found all the above mentioned factors strongly influenced teacher effectiveness and that teacher effectiveness influenced academic achievement of students. He also reported that work orientation and teacher effectiveness were positively correlated.

**Ford (2002)** attempted to determine the relationship among teachers induction programme variable, namely content, personnel and delivery modes employed and the perceived effectiveness and satisfaction. The findings revealed that there is a positive correlation between new teacher induction content addressed during teachers' first years and their levels of self-perceived effectiveness. Next, direct input on a specific task was the most common way new teachers were supported and produced a strong correlation with effectiveness and satisfaction while lectures, although used seldom, produced the
least effect on teacher effectiveness and satisfaction. Finally, principals were most frequently involved in the induction of new teachers, while other teachers were also highly involved. The principals’ involvement produced the strongest relationship with effectiveness and satisfaction.

Kagathala (2002) studied teacher effectiveness of secondary school teachers of in Gujarat in relation to area of their schools, sex, educational qualifications, experience of teaching, type of school personality and caste. Result of the study revealed that: Teacher effectiveness of teachers of secondary schools in Gujarat was found to be of average; The teachers of urban area are superior than rural area in teacher effectiveness; Sex of the teacher does not affect the teacher effectiveness; The teachers with masters degree possess more teacher effectiveness than bachelor degrees holders; The effect of experience of teaching on the teacher effectiveness is found increasing up to the experience of 19 years but it found decreasing after that level of experience; The teachers of boys schools are found to be effective than girls and coeducational school; The teacher having high creative personality are found superior to the teacher having how creative personality in their teacher effectiveness; No effect of caste of teacher on the teacher effectiveness was found.

Vijaylakshmi and Mythill (2004) studied the influence of personal variables (Age, Marital Status, sex) and professional variables (Experience, qualification, subject of teaching, designation, level of college, type of college management) on the teacher effectiveness and work orientation of teachers working in junior colleges, degree colleges, and professional colleges of Viziangaram district of Andhra Pradesh. Results showed that there was significant difference between the teachers’ up to 35 years and above 35 years of age, married and unmarried, teachers with different designation and working in junior and degree colleges with regard to their teaching effectiveness. Regarding their work orientation, significant difference existed between married and unmarried, male and female teachers, teachers of different cadres, between junior and degree college staff and government and private college teachers. Positive and moderate relationship was present between teacher effectiveness and their work orientation.
Teachers of above 35 years age, married teachers, female teachers, assistant professors and degree college teacher are more effective than their counterparts.

**Amandeep and Gurpreet (2005)** in their study conclude that (1) female teachers are more effective in their teaching than male teachers (2) male and female teachers do not differ significantly as far as their teaching competency is concerned; (3) thus variable of teaching competency plays significant role in teacher effectiveness of teachers.

**Arokiadoss (2005)** conducted a study to examine teacher effectiveness of 275 college teachers from Madurai Kamraj University in Tamil Nadu. The study explored that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

**Rai (2005)** found the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self – evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of teaching effectiveness and attitude scale by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self – rating of teaching in respect of overall teaching effectiveness was significantly higher than student rating of the same. Significant correlation was found in the teaching effectiveness score of male and female teachers.

**Srivastava (2005)** studied teacher effectiveness of upper primary school teachers of different age groups. The findings revealed that the teacher effectiveness of male teachers dilutes with their increasing age. The teacher effectiveness of female teacher increased to some extent with their increasing age. The age variable did not produce a
significant impact on teachers’ effectiveness. The male and female teachers did not differ significantly with one another at different age-level. Thus, age was a mild determinant of teacher effectiveness.

Jain (2006) attempted to study teaching effectiveness of teachers trained through formal and distance mode. Result findings explored that one of the five aspects, i.e. development of the lesson of the teaching effectiveness is not being properly utilized in the classroom. The skills required for ‘development of the lesson’ play a major role in determining the effectiveness of teachers. The study further revealed a significant relationship between the attitude and the teaching effectiveness of the teachers.

Carlo and Josefina (2007) tested two models on the interaction of teacher variables using Structural Equations Modeling. In the first model, the effect of teacher's personality characteristics and teaching efficacy on teacher's performance and effective teaching was tested. In the second model, the effects of learner-centered practices on teacher's performance, effective teaching, and teaching efficacy were included. It was found that the teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching, but it was also found that being effective did not result in high teaching performance ratings.

Newa (2007) examined teacher effectiveness in relation to work satisfaction, media utilization and attitude towards the use of information and communication technology among secondary school teachers of Nepal. Result finding explored that secondary school teachers belonging to government and private schools exhibited comparable teacher effectiveness. The secondary school teachers belonging to different academic streams viz, Language Science and Mathematics and Social Sciences exhibited comparable teacher effectiveness. No significant interaction was found between school type and teachers of different academic stream with regard to teacher effectiveness.

Rajeev and Raghuveer (2007) comprehend the students’ behavioural attitudes and attributes in referring to a teacher as ‘bad or good’ so as to establish a better communication between the teachers and the taught and promote more effective teaching and learning in medical school. Q-methodology questionnaire was distributed randomly
on open-call to 94 final year medical students, who had been exposed to about 160 teachers of various departments of a medical college, to recognize Q-factors. Three Q-factors have been constructed on distinct items. Teachers’ recognition stands on different traits and trends. In fact, universal acceptance is still elusive. Factor-1 Teacher is practical and up-to-date, neither too strict nor witty and shows no evidence of favour. Factor-2 Teacher is a disciplinarian and is intolerant to misbehaviour and relies on examination performance to label students good/bad. Factor-3 Teacher is dynamic and enthusiastic but not very knowledgeable and do not mind misbehaviour of students in the classroom and do not impose workload.

Sridhar and Badiei (2007) examined teacher efficacy and emotional intelligence of 100 primary school teachers of urban district in south Mysore. Teacher Efficacy Scale (TES) and Emotional Intelligence Test were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and emotional intelligence would be correlated with student achievements, job satisfaction, teachers’ willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age.

Dandapani (2008) in his study, “Effective teaching through feedback” concluded that immediate as an integral component of instruction might benefit storage of information and shortening of the instruction time might increase the attentiveness of students.

Dawson (2008) studied use of information and communication technology by early career science teachers in Western Australia to improve teaching efficacy. The study revealed that the most frequently used ICTs were word processing, ‘e’ mail, internet research power point. The least used techniques included palm top computers, webpage design online discussions and virtual excursion. ICT uses were enhanced by factors like access to the computer, internet and teacher confidence. The inhibiting factors in using ICT were behavioral management issues and workload. The study concluded that use of ICT helped teachers in increasing their self efficacy.
Indira (2008) examined burnout and stress among secondary school teachers in relation to their teaching effectiveness. Ninety three secondary school teachers were drawn from eleven secondary schools of Greater Bombay, using stratified sampling technique. The Maslach Burnout Inventory, Teaching Stress Survey of Mishra, Teaching Effectiveness – Teachers’ Self Evaluation Rating Scale of Silva and Students’ Evaluation of Teaching Effectiveness Rating Scale of Silva were used. Teaching effectiveness as perceived by teachers and burnout due to intensity and frequency of emotional exhaustion as well as personal accomplishment were significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment were significantly correlated. Teachers had the perception that teaching effectiveness was not influenced by the level of stress. Students also had the perception that teaching effectiveness was not influenced by the level of stress that teachers perceive. Teachers had shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between experienced / inexperienced teachers, qualified / overqualified teachers, aided / unaided school and subjects taught (Language / Social science / Science) with the exception of age of teachers, single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between experienced / inexperienced teachers, age of teachers, single sex / co-ed school, aided / unaided school with the exception of qualified / overqualified teachers and subjects taught (Language / Social science / Science). Teachers had shown that their Stress and teaching effectiveness on the basis of qualification, experience, subjects taught, type of school and age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of qualification, experience, subjects taught, type of school and age of teachers were not related.

Kaur (2008) studied job satisfaction, occupational, stress and value dimensions as correlates of teacher effectiveness. The result of present study reflected that: The government secondary school teachers are average in their effectiveness; highly effective teachers were more satisfied with their jobs than less effective teaches. Further the study has shown that job satisfaction is a positive correlate of teacher effectiveness; Occupational stress is a negative correlate of 60 teacher effectiveness. Also the teachers
who are under high occupational stress are less effective; Theoretical, aesthetical and social values are found to be positive correlate and economic and political values are found as negative correlates of teacher effectiveness.

**Laxmi et al. (2008)** attempted to explore the relationship between non-verbal classroom communication and teaching effectiveness. Findings of the study revealed that; non-verbal classroom communication behaviour of pupil teacher was found to be of moderate level, teaching effectiveness and non-verbal communication are highly positively correlated and high and low effective teachers’ non-verbal classroom communication behaviour was scientifically different from one another.

**Shukla (2008)** examined burnout and stress among secondary school teachers in relation to their teaching effectiveness. Result findings explored that teaching effectiveness as perceived by teachers and burnout due to intensity & frequency of emotional exhaustion as well as personal accomplishment are significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment are significantly correlated. Teachers have the perception that teaching effectiveness is not influenced by the level of stress. Students also have the perception that teaching effectiveness is not influenced by the level of stress that teachers perceive. Teachers have shown positive relationship between stress and burnout due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) qualified / overqualified teachers, (iii) aided / unaided school and (iv) subjects taught (Language / Social science / Science) with the exception of (i) Age of teachers, (ii) single sex / co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between (i) experienced / inexperienced teachers, (ii) Age of teachers, (iii) single sex / co-ed school, (iv) aided / unaided school with the exception of (i) qualified / overqualified teachers and (ii) subjects taught (Language / Social science / Science). Teachers have shown that their Stress and teaching effectiveness on the basis of (i) qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of (i)
qualification, (ii) experience, (iii) subjects taught, (iii) type of school and (iv) age of teachers are not related.

**Satwinderpal (2008)** studied occupational stress in relation to teacher effectiveness among secondary school teachers. Results revealed that the values of correlation coefficients between teacher effectiveness and occupational stress were - .871, -.468 and -.892 for the highly effective, less effective and total group of teachers. All the values were negative and significant. The findings indicated that with the increases in the level of occupational stress the effectiveness of the teachers reduced.

**Sridhar and Badiei (2008)** examined and compared the teacher efficacy of higher primary school teachers in India and Iran by surveying 225 Indian teachers and 222 Iranian teachers. Overall participant teacher efficacy scores were almost high. Iranian male teachers had high personal efficacy than counterparts in India. Results also revealed that no significant differences regarding efficacy beliefs on both dimensions for number of years of teaching experience even when compared as a function of country.

**Dhillon and Navdeep (2009)** studied relation of teaching effectiveness with value patterns. Findings of the study explored that there does not exist any relationship between teacher effectiveness and value pattern of teachers. Moreover no significance difference was found in the level of teacher effectiveness of male and female teachers.

**Kaur and Brar (2009)** studied impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of prospective teachers. It was found that B.Ed. programme was effective in bringing positive changes in teacher effectiveness, teaching aptitude, attitude towards teaching and personality traits of prospective teachers. The study revealed that B.Ed. programme had more favourable effect on teacher effectiveness of female prospective teachers as compared to male prospective teachers. It further added that B.Ed. programme was equally effective in enhancing teaching aptitude and attitude towards teaching of both female and male prospective teachers. The study also concluded that male teachers were more tense and frustrated as compared to female prospective teachers.
Kumar (2009) compared personality characteristics of most effective and least effective prospective teachers. Findings revealed that most effective prospective teachers were found to be high on factor less intelligence vs. high intelligence, in comparison to least effective prospective teachers. Most effective and least effective prospective teachers did not significantly with regard to personality factor lower ego strength vs. high ego strength. Most effective and least effective prospective teachers did not significantly with regard to personality factor submissiveness vs. dominance. Most effective and least effective teacher did not differ significantly with regards to personality factor weaker super ego strength vs. stronger super ego strength.

Shukla (2009) carried out an investigation with the objective of finding out the relationship among teaching competency professional commitment and teacher effectiveness. The study revealed that there exists a high positive relation between professional commitment and teacher effectiveness but the relation between teaching competency and professional commitment came to be positively very low.

Dakshinamurthy (2010) designed a study to examine the effect of teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on academic achievement in social science. Results concluded that the teachers with introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching.

Kauts et al. (2010) explored the relation of teacher effectiveness and occupational stress with emotional Intelligence among teachers at secondary stage. Results of the study revealed that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.
Jonah et al. (2011) attempted to explore subjective and objective evaluations of teacher effectiveness. Findings showed that subjective evaluations have substantial power, comparable with and complementary to objective measures of teacher effectiveness taken from a teacher’s first year in the classroom.

Sawhney and Kaur (2011) examined teacher effectiveness in relation to self-concept of elementary school teachers. Results of the study revealed that there was no significant difference found in the teacher effectiveness of male and female teachers. A significant difference was found between self concept of male and female elementary school teachers. There existed significant relationship between teacher effectiveness and self concept of male and female elementary school teachers.

Agarwal (2012) conducted a correlation study of teaching effectiveness and job satisfaction of higher secondary school teachers. The study concluded that all type of government school teachers were endowed with more teaching effectiveness then all type of aided and non-aided school teachers, besides findings government school teachers have better professional academic knowledge and better relationship with pupil, principle and parents.

Jha and Singh (2012) conducted a study to understand the correlation between emotional intelligence and teaching performance in the case of faculty members at medical and engineering colleges, as courses related to these two fields are quite extensive and demanding which often leads to stress among students. Gender differences on the scores of emotional intelligence and teacher effectiveness was insignificant. The emotional intelligence and self-reported teacher effectiveness of engineering faculty members were relatively higher than those of medical faculty. However, according to students’ rating there was no significant difference in teacher effectiveness among the two groups. Implications of this research from the perspective of training faculty members are discussed.

Sreenivasulu et al. (2012) studied relation of teaching effectiveness with mental health, stress and emotional intelligence. The present study aimed at investigating the impact mental health and stress on teaching effectiveness of high school teachers. The
study explored that there is no significant impact of mental health and stress on teaching effectiveness. However study found that there is significant impact of emotional intelligence on teaching effectiveness.

**Darshana et al. (2013)** attempted to explore essentials of job satisfaction in effective teaching. This study found that there is very strong relationship between job satisfaction and teachers effectiveness in teaching and thus, points out at the essentials required in teaching.

**Kumar et al. (2013)** conducted a study on teaching effectiveness of self-financing engineering college teachers in Kerala. The objective of this study was to evaluate the level of teaching effectiveness attributes and to find out the attribute that most contributes to teaching effectiveness. The teaching effectiveness of the engineering teachers was proved to be medium. The study highlighted those teaching attributes to be enhanced and suggestive measures were also mentioned to improve the performance of teachers and thereby increase the quality of education and students.

**Rani (2013)** conducted a comparative study of the relationship between emotional intelligence and teacher effectiveness of degree and B.Ed. college teachers of Rajasthan in relation to gender. This study aimed to find out relationship and difference between emotional intelligence and teacher effectiveness of degree and B.Ed. College teachers of Rajasthan. The present study revealed that there is no significant relationship between emotional intelligence and teacher effectiveness of degree and B.Ed. College teachers of Rajasthan.

2.2 STUDIES PERTAINING TO SENSE OF HUMOUR AND TEACHING EFFECTIVENESS

The literature on sense of humour among high school and college teachers has shown significant role of use of humour in the class room. Humor is often identified as a teaching technique for developing a positive learning environment (Ferguson and Campinha-Bacote, 1989; Hill, 1988; Schwarz, 1989; Warnock, 1989; Walter, 1990). Instructors can foster classroom magic through improved communication with students by possessing a playful attitude and a willingness to use appropriate humor (Duffy and
Jones, 1995). Lowman (1994) found that effective college teachers were often described by their students as “enthusiastic” and those who use humor in their instruction were rated more highly. When asked to describe the positive attributes of quality teachers, frequently students mention a sense of humor (Brown & Tomlin, 1996; Kelly and Kelly, 1982).

Moreover, instructors’ use of effective humor in the classroom can foster mutual respect (Kher, Molstad, and Donahue, 1999), provide commonalities and connections between the instructor and students (Pollio and Humphreys, 1996) and even increase class attendance (Devadoss and Foltz, 1996; Romer, 1993; White, 1992). According to Bergen (1992), “teachers who use strategies that promote the connection between humor and learning usually provide students with their best school experiences”.

Fisher (1975) suggested that humor could be a very effective tool to make students remember what they should know about the traditions and beliefs, manners and institutions of a culture. Clabby (1979) examined humor as a reinforcing tool. His study indicated that humor significantly facilitated intentional learning for the learners. Larson (1982) suggested that humor 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 humor should be understood in a reading/language art program. They suggested that the use of humor is supported by many learning theories and that it has probable affective and cognitive benefits. Crvikly (1986) also indicated that humor 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. Thus the crucial role of teacher sense of humor in the classroom cannot be denied. Most of the research work on sense of humor of teacher has examined the pivotal role of humor during instruction. However, a brief review of studies related to sense of humor and teaching effectiveness is given under.

Bryant (1988) reviewed the literature for empirical support of the use of humor in classroom teaching. Concluded that the judicious use of humor by a teacher can facilitate student learning, and offers guidelines for its use.
Gorham (1990) attempted to explore the relationship of teachers' use of humour in the classroom to immediacy and student learning. Reported that, amount and type of humour influenced learning, students were particularly aware of tendentious humour, an overdependence on tendentious humour diminished affect, male and female students perceive humour differently and effects of humour on learning differ by student gender.

Chi (1992) examined the relationship of sense of humour and burnout among secondary school teachers. Result finding showed that burnout among secondary school teachers was related negatively to sense of humour and use of humour in coping with stress. Regression analyses revealed that the degree of sense of humour in school setting and the use of humour in coping with stress were good predictors of emotional exhaustion and personal accomplishment levels. Results also showed that a number of teachers' background characteristics were related to level of humour and burnout. Specifically, male teachers had greater sense of humour in school setting and they used humour in coping with stressful events more frequently. On the other hand, female teachers who were younger and with fewer years of teaching experience were less likely to be humourous in school setting. Teachers who were single, younger and with few years of teaching experience had a higher level of burnout.

Gordon (1992) reviewed the role of humour in the instructional process. Highlights include theories of humour; variables associated with humour; health benefits derived from humour; developmental stages and humour; effects of humour in children's educational television; and humour in the college environment.

Martin et al. (1993) in their research, “Coping Humour, Stress, and Cognitive Appraisals” founded that humour was negatively related to both perceived stress and dysfunctional standards for self-evaluation. Overall, these results support the proposal that a sense of humour may facilitate coping and adjustment.

Kuiper (1994) studied cognitive appraisals and individual differences in sense of humour as motivational and affective implications. Results showed that more humourous individuals changed their perspective more often for stressful events, and found such changes to be beneficial. Participants in the second study provided cognitive appraisals
both before and after completing two drawing tasks. Higher levels of humour were associated with more positive challenge appraisals for both drawing tasks, and lower threat appraisals prior to the first task. In further accord with a positive enhancement effect for humour, this study also found that higher levels of task motivation and positive affect were evident for those individuals with a greater sense of humour. The findings from Study 2 also provided empirical support for several of the basic underlying relationships that are fundamental to cognitive appraisal theory. Discussion focused on the enhancing effects of sense of humour, along with a need to further integrate individual difference research with cognitive appraisal theory. It was also recommended that future research focus more specifically on the multidimensional aspects of sense of humour.

Kuiper (1995) tried to explore the relationship between sense of humour and positive quality of life indicators, including personal role evaluations and positive affect in response to life events. To test these relationships, participants in this study completed a set of individual difference measures of humour and indicated the positive and negative life events that had occurred to them in the past month. Important self-descriptive roles were also selected from a large, representative set, with participants then rating the degree of satisfaction and pleasantness associated with these roles. Finally, participants completed separate measures of positive and negative affect each day for a 2-week period.

Berk et al. (1998) attempted to explored effects of jocular instructional methods on attitudes, anxiety and achievement in statistics courses. Findings suggested that using seven different forms of humor had a positive impact on students with the greatest impact being on the reduction of anxiety. The authors provided examples of humor used in the syllabus, first-day humor, spontaneous humor, planned in-class humor, humorous problems and data sets, review methods using the format of "Jeopardy," and the inclusion of humorous material on exams.

Loomax and Moosavi (1998) in an article on the use of humor in a university statistics class point out that anecdotal evidence in past studies consistently suggests that humor is an extremely effective tool in education. Such studies suggest that the use of
humor in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning.

**Kher et al. (1999)** in an article “Using Humor in the College Classroom to enhance teaching effectiveness in "Dread Courses” identified opportunities for incorporating humor in the college classroom. Article reviewed the impact of humor on learning outcomes, and suggests guidelines for the appropriate use of humor. Of particular interest is humor in "dread courses" which students may avoid due to a lack of self-confidence, perceived difficulty of the material or a previous negative experience in a content area. Appropriate and timely humor in the college classroom can foster mutual openness and respect and contribute to overall teaching effectiveness.

**Samuel (2001)** in his article, “The Great Humourists”, has mentioned about W.H Auden, who often quoted an example of Jewish humour that may be sight the Sage after a lifetime of contemplating human suffering, it would have been better not to have been born. But how many are so lucky? Not one in a thousand’. Probably, according to the author, it is the Yews who’re suffering the most. It is, therefore, sometime believed that people who suffer much develop a sense of humour as their defense against despair. Humour has something to do with hope. Ability to laugh is the victory of faith over fate. Perhaps laughter is our ability not to take ourselves too seriously is related to our ability take other things too seriously, indeed.

**Saroglou and Scariot (2002)** conducted research on “Humour Styles Questionnaire: Personality and Educational Correlates in Belgian High School and College Students” founded that students’ humour styles were neither direct nor indirect predictors of school performance, but self-defeating and hostile humour styles were typical of students with low school motivation.

**Gillian et al. (2003)** attempted to explore positive and negative aspects of sense of humor its associations with the constructs of individualism and relatedness. Results indicated the clear existence of a higher-order underlying positive sense of humor dimension relating to the socially skilled and adept use of humour. Also indicated were two higher-order negative dimensions. Bawdy humor encompassed both an appreciation
of boorish humor and an aggressive use of humor, whereas belabored humor reflected a strained and incompetent use of humor to gain the approval of others. Moreover the primary sense of humor dimension, socially skilled and adept humor, was broad based, as it demonstrated significant relationships with both positive relatedness and positive individualism. Bawdy humor, in contrast, was much more specific, showing associations only with negative individualism.

Wrench & Richmond (2004) studied the psychometric properties of the humour assessment instrument through an analysis of the relationships between teacher humour assessment and instructional communication variables in the college Classroom. The study examined the relationship between the Humour Assessment, which corrects the construct validity problem seen in the Humour Orientation, and affective learning, non verbal immediacy, cognitive learning, learning loss, student motivation, and teacher credibility.

Jones (2006) attempted to explore the effects of principals’ humor orientation and principals’ communication competence on principals’ leadership effectiveness as perceived by teachers. Results indicated a significant relationship between Humor Orientation Scale and Principal Leadership Questionnaire as well as each of the six domains of the Principal Leadership Questionnaire. A significant relationship was also found between Humor Orientation Scale and Audit of Administrator Communication as well as each of the four domains of the Audit of Administrator Communication. The analysis of variance yielded significant results for the Audit of Administrator Communication as a predictor of Principal Leadership Questionnaire however; Humor Orientation Scale was dropped from the equation, as it did not contribute any predictive power beyond the Audit of Administrator Communication. When the two independent variables were combined, their interaction effect was also proven to be a significant predictor of Principal Leadership Questionnaire. Therefore, principals who are perceived as both highly humor oriented and communicatively competent, will, over 50% of the time, also be perceived as an effective leader.

Teehan & Robert (2006) explored the relationship between emotional intelligence, sense of humor, and job satisfaction in masters of business students at a
Midwestern university. Findings presented no significant relationships between sense of humor, emotional intelligence, and job satisfaction.

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

**Ketabi & Simin (2009)** investigated Persian EFL teachers and learners' attitudes towards humor in class. Results of the study strongly confirmed a perceived effectiveness for humor as a very useful strategy to learning and teaching of foreign languages.

**Gorhan et al. (2009)** studied the relationship of teachers' use of humor in the classroom to immediacy and student learning. Results revealed that amount and type of humor influence learning, that students were particularly aware of tendentious humor, and that an overdependence on tendentious humor diminished affect. The effects of humor were more pronounced for male students and male teachers; however, indications of previous research that humor use negatively influenced evaluations of female teachers and that female teachers' humor was largely different than male teachers' humor were not supported.

**Narula et al. (2011)** studied humor as a learning aid in medical education. Finding revealed in group A there was no significant difference in marks obtained by students in class 1 and class 4, however in group B in which humor was used it was observed that in class 4 percentage of students getting marks above 50% increased as compared to class 1. We concluded that humor not only increases interest but also promotes learning.

**Makewa et al. (2011)** studied teachers’ use of humor in teaching and students’ rating of their effectiveness. The results indicate that the use of humour in teaching is generally good and that there is a significant, moderate relationship between the use of humour and students’ rating of teachers’ effectiveness. The results also indicate that the most commonly used styles of humour among the students are the positive styles of humour (Affiliative humour and Self-enhancing humour).
Golchi et al. (2011) investigated the effect of teacher's verbal humor on advanced English as a Foreign Language students' classroom anxiety. The results of this quantitative study revealed that there were significant differences between the students' anxiety before and after treatment. Actually, the students' anxiety was reduced after treatment.

Fernandez (2011) examined the role of teachers’ emotional intelligence and sense of humor and its impact on students' academic achievement. The findings of this research demonstrated that there are significant and positive relationships between all variables of the study. Through regression analysis and partial correlation, emotional intelligence, in comparison to sense of humor, was found to have a stronger relationship to students' positive score changes. This study has the possibility of changing hiring and evaluation practices of teachers, curriculums of teacher preparation programs in institutions of higher education, teacher professional development activities, and the relationships among school stakeholders.

Vaezi and Fallah (2012) attempted to explore sense of humor and emotional intelligence as predictors of stress among EFL teachers. Results explored that EFL teachers’ sense of humor and Emotional Intelligence were reversely correlated with their stress level. It was also found that, after accounting for the contribution of demographic variables, sense of humor and emotional intelligence could collectively add to the prediction of teacher stress, however, only emotional intelligence could separately predict teacher stress.

Dange & Jagannath (2012) investigated the association of sense of humour with job stress among the primary school teachers. The study found that, there was no significant difference in mean scores of sense of humour and job stress in relation to Gender and Type of the school. But significance difference was found between Rural and Urban primary school teachers sense of humour. There was negative high correlation between sense of humour and job stress among the primary school teachers.

The topic of incorporating humor into higher education classrooms has been studied extensively in the past 20 years. The position most, if not all, researchers and
authors have taken is that the appropriate use of humor in the classroom makes the environment not only fun, but conducive to learning. These authors argue that appropriate reduces stress, anxiety, and uncertainty in the classroom. The reduced level of negative factors creates a classroom environment that is comfortable, safe, and supportive for the students and the teacher.

2.3 STUDIES PERTAINING TO EMOTIONAL MATURITY AND TEACHING EFFECTIVENESS

Cole (1954) says, ‘The chief index of emotional maturity is the ability to bear tension’. This view lays stress upon ‘self-control’ and not on ‘self-fulfillment’.

Asha and Patel (1985) carried out investigation on creativity, intelligence, emotional maturity and self-acceptance in relation to teaching effectiveness. Result explored that teachers with high scores on creativity, intelligence and emotional maturity were more effective teachers than those with low scores on these variables.

Bansibihari et al. (2006) studied the effect of emotional maturity on teaching effectiveness. Results revealed that female teachers are emotional more mature/stable then the male teachers, emotionally mature/stable teachers are more effective in their teaching then the emotionally immature and there is no sex difference in emotionally mature group and emotionally immature group with respect to their teaching effectiveness.

Hameed et al. (2010) attempted to explore emotional maturity and social adjustment of student teachers. The 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 student teachers.

Balakrishnan (2013) studied emotional maturity of teachers in relation to subject area and years of experience. The study reveals that the post graduate teachers of Art subjects and science subjects do not differ significantly in their level of emotional maturity. Further, it is observed that the post graduate teachers with up to 15 years of
experience differ significantly in their level of emotional maturity from their counterparts with more than 15 years of experience.

Mohammad et al. (2013) studied impact of emotional maturity and job satisfaction on teaching effectiveness of school teachers. The present investigation was aimed to study the effect of emotional maturity and job satisfaction on teaching effectiveness of school teachers. Result finding showed that emotionally mature teachers were more effective as compared to emotionally immature teachers and job satisfied teachers scored higher on teacher effectiveness scale than job dissatisfied teachers.

Saner et al. (2013) conducted a comparative study on, emotional maturity of Primary School Teachers. Chief objectives of the study were to compare the emotional maturity of male-female, rural urban and aided- unaided primary school teachers. Result finding showed that rural primary school teachers possess more emotional maturity than the urban, female primary school teachers possess more emotional maturity than the male teachers and there is no significant difference between aided and unaided primary school teachers in the emotional maturity.

Meenatchii (2013) attempted to explore the relationship between religious attitude and emotional maturity of student teachers. Results show that there is a positive relationship between religious attitude and emotional maturity of student teachers.

Gopichand et al. (2013) provide a comparative study on, emotional maturity of Primary school teachers. The main objective of this research was to compare the emotional maturity of Primary school teachers. Result finding showed that rural Primary school teachers possess more emotional maturity than the urban, no significant difference between aided and unaided Primary school teachers in the emotional maturity and female Primary school teachers possess more emotional maturity than the male teachers.

2.4 OVERVIEW

The review of the related literature pertaining to different variables related with teaching effectiveness, sense of humour and emotional maturity under investigation provides certain indications. Researchers has attempted to explore the teaching
effectiveness and its relations with different psychological variables like job satisfaction, emotional intelligence, adjustment, personality, intelligence, attitude, mental health and stress. Personal and professional variables, related with teaching effectiveness were also explored by different researchers. Moreover researches by different foreign researcher explore the pivotal role of sense of humour in classroom to enhance learning, to develop effective classroom environment, as a coping mechanism, to develop social relationship, coping from stereotype threats and issues related with mental health. Nevertheless, studies of the relation between sense of humour with teaching effectiveness are largely absent from the teaching effectiveness literature. However, not only a single extensive study found till date in Indian context. Thus it was a compelling need of the hour to study sense of humour among teachers dwelling from Indian culture. On the basis of the above studies conducted in last few years it can be said that teacher effectiveness of school teachers at different level have been the area of interest among researchers in the field of education. Keeping in view of this, this study has been taken on secondary school teachers of Haryana District.