

## Classroom performance of senior secondary school teachers in relation to their sense of Humour

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### Abstract

The study has been conducted on a sample of 600 Govt. Senior Secondary School Teachers of Haryana State to examine the effect of sense of humour on classroom performance of senior secondary school teachers. In this study classroom performance was treated as dependent variable whereas sense of humour was treated as independent variable. The random sampling technique was used to select the sample. The data were analyzed statistically by using mean, S.D. & t-test. The findings of the study revealed that significant difference exists between the classroom performance of senior secondary school teachers with high and low sense of humour. Significant difference was also found between the classroom performance of male, female, rural and urban senior secondary school teachers with high and low sense of humour.

**Keywords:** Classroom performance, Sense of Humour

### 1. Introduction

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. Today teachers' performance becomes a very important question before the educationalists and researchers. Teachers' performance in the classroom matters a lot. Senior Secondary Stage is a very decisive stage of education in a student's life, because at this stage new vistas are opened up before the students. So the role of the teacher has become more important as he/she provides guidance, counselling and inspiration to students for their career development. The teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children. He is the real architect of a nation. Therefore, his performance is crucial factor in the field of education.

It is very important to mention that today candidates are getting entry into the teaching profession having relatively superior qualifications and adequate professional degrees; yet the problem of deteriorating educational standards both qualitatively and quantitatively seems to be increasing at alarming rate. It indicates that there must be some other important determinants of deteriorating educational standards besides academic and professional qualifications of teachers. Such determinants appear to be job satisfaction, sense of humour, level of aspiration, organizational climate, job stress, job security, working conditions, work motivation, teaching competence, teacher accountability for the child's educational outcomes etc. as these factors have direct relationship with the performance of the teacher in the classroom, which is an important factor for enhancing the quality of education imparted. Almost all the teachers make use of humour at one point of time or another in their lesson. Positive humour in the class room helps in increasing motivation and self-confidence among students and creates a positive classroom atmosphere. Humour in the class-room can also help to foster the student-

teacher relationship, which in turn creates a positive and welcoming classroom environment.

The best thing about use of humour in the classroom by the teacher is that even if your joke bombs, it still accomplishes the goal of appearing light-hearted – as long as you can laugh at yourself. Malik & Kapoor (2014) classified sense of humour into six areas: (a) Use of Affiliative humour, (b) Self-Enhancing humour, (c) Laughing at yourself, (d) Enjoyment of humour, (e) Attitude towards humour, and (f) Production of humour.

### Variables Used

**Independent Variable:** Sense of Humour.

**Dependent Variable:** Classroom Performance of teacher.

### 2. Objectives of the study

1. To study the classroom performance of senior secondary school teachers with high and low sense of humour.
2. To study the classroom performance of male senior secondary school teachers with high and low sense of humour.
3. To study the classroom performance of female senior secondary school teachers with high and low sense of humour.
4. To study the classroom performance of rural senior secondary school teachers with high and low sense of humour.
5. To study the classroom performance of urban senior secondary school teachers with high and low sense of humour.

### Hypotheses of the study

1. There is no significant difference in classroom performance of senior secondary school teachers with high and low sense of humour.
2. There is no significant difference in classroom performance of male senior secondary school teachers with high and low sense of humour.

3. There is no significant difference in classroom performance of female senior secondary school teachers with high and low sense of humour.
4. There is no significant difference in classroom performance of rural senior secondary school teachers with high and low sense of humour.
5. There is no significant difference in classroom performance of urban senior secondary school teachers with high and low sense of humour.

**Method:** In the present study Descriptive survey method was used.

**Sample:** 600 Govt. Senior Secondary School Teachers were selected on the basis of simple random sampling.

**Tools Used**

1. **Teacher’s Performance Scale** by Pandya (1996) was used for assessing the performance of senior secondary school teachers. Split-half and test-retest reliability of the scale were 0.85 and 0.79 respectively. The validity of the scale was established by adopting content validity. Discrimination indicates of the items included were more than 0.20.
2. **Teacher’s Sense of Humour Scale (TSHS)** by Malik and Kapoor (2014) was used to measure the sense of humour of teachers. The Spearman-Brown co-efficient of correlation was 0.863, Guttman Split-half co-efficient of correlation was 0.859 and the Cronbach’s Alpha was 0.759 suggesting the high reliability of the scale. The scale was validated against the criteria of content validity.

**Statistical Techniques:** Mean, Standard deviation and ‘t’ test were used to analyse the data.

**3. Results**

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

**i) To study the classroom performance of senior secondary school teachers with high and low sense of humour:** For the purpose of studying the difference between classroom performance of senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of senior secondary school teachers with high and low sense of humour.

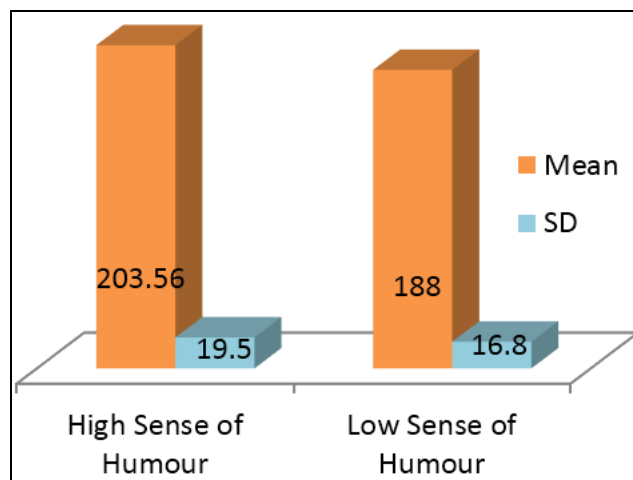
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 1.

**Table 1:** Descriptive statistics related to classroom performance of senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	‘t’
High	168	203.56	19.5	7.7**
Low	156	188.00	16.8	

\*\* Significant at. 01 level

\* Significant at. 05 level NS-Not significant



**Fig 1:** Sense of humour wise mean Classroom Performance scores and SDs of Senior Secondary School Teachers

From the Table 1 and Fig.1, it can be observed that the t-value of 7.7 was found significant at 0.01 levels with 322 degree of freedom, which indicates that the classroom performance of senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of senior secondary school teachers with high sense of humour and low sense of humour, is rejected. Thus, we can say that classroom performance of senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of senior secondary school teachers with high sense of humour i.e. 203.56 has been found higher than that of senior secondary school teachers with low sense of humour i.e. 188.00. This difference in the mean scores can be due to the reason that a teacher with high sense of humour is able to deal with the various classroom problems with ease which helps him in making classroom teaching less stressful and ensures his good performance.

**ii) To study the classroom performance of male senior secondary school teachers with high and low sense of humour:** For the purpose of studying the difference between classroom performance of male senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of male senior secondary school teachers with high and low sense of humour.

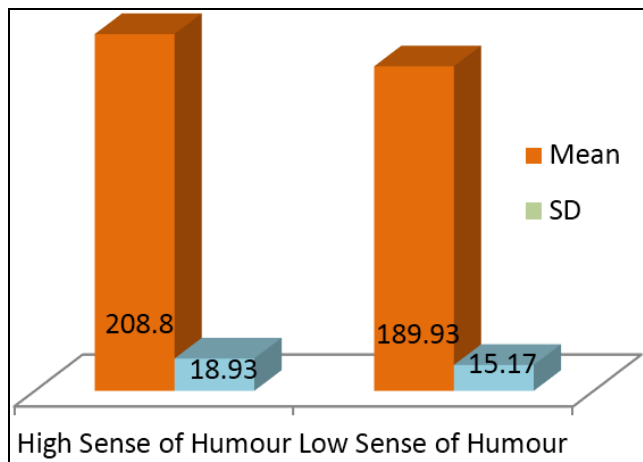
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 2.

**Table 2:** Descriptive statistics related to classroom performance of male senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	‘t’
High	88	208.80	18.93	7.15**
Low	80	189.93	15.17	

\*\* Significant at. 01 level

\* Significant at. 05 level NS-Not significant



**Fig 2:** Sense of humour wise mean Classroom Performance scores and SDs of Male Senior Secondary School Teachers

From the Table 2 and Fig.2, it can be observed that the t-value of 7.15 was found significant at 0.01 levels with 166 degree of freedom, which indicates that the classroom performance of male senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of male senior secondary school teachers with high sense of humour and low sense of humour, is rejected. Thus, we can say that classroom performance of male senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of male senior secondary school teachers with high sense of humour i.e. 208.8 has been found higher than that of male senior secondary school teachers with low sense of humour i.e. 189.93. This difference in the mean scores can be due to the reason that male senior secondary school teachers with high sense of humour are able to create love, interest and enthusiasm for learning as well as a taste in the subject and thus, they can perform better than their counterparts.

**iii) To study the classroom performance of female senior secondary school teachers with high and low sense of humour:** For the purpose of studying the difference between classroom performance of female senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of female senior secondary school teachers with high and low sense of humour.

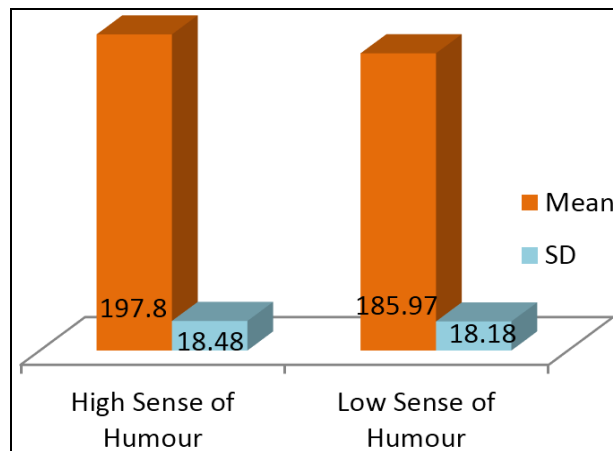
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 3.

**Table 3:** Descriptive statistics related to classroom performance of female senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	't'
High	80	197.80	18.48	4.02**
Low	76	185.97	18.18	

\*\* Significant at. 01 level

\*Significant at. 05 level NS-Not Significant



**Fig 3:** Sense of humour wise mean Classroom Performance scores and SDs of Female Senior Secondary School Teachers

From the Table 3 and Fig.3, it can be observed that the t-value of 4.02 was found significant at 0.01 levels with 154 degree of freedom, which indicates that the classroom performance of female senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of female senior secondary school teachers with high sense of humour and low sense of humour, is rejected. Thus, we can say that classroom performance of female senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of female senior secondary school teachers with high sense of humour i.e. 197.8 has been found higher than that of female senior secondary school teachers with low sense of humour i.e. 185.97. This difference in the mean scores can be due to the reason that female senior secondary school teachers with high sense of humour are able to create a positive and welcoming environment in the classroom and thus performance of those teachers will get positively affected.

**iv) To study classroom performance of rural senior secondary school teachers with high and low sense of humour:** For the purpose of studying the difference between classroom performance of rural senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of rural senior secondary school teachers with high and low sense of humour.

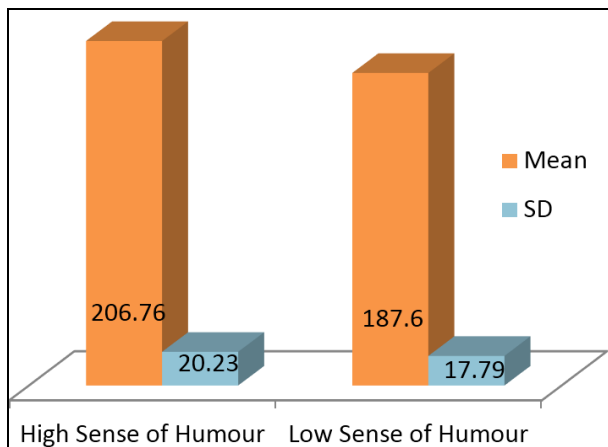
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 4.

**Table 4:** Descriptive statistics related to classroom performance of rural senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	't'
High	84	206.76	20.23	6.52**
Low	84	187.60	17.79	

\*\* Significant at. 01 level

\* Significant at. 05 level NS-Not significant



**Fig 4:** Sense of humour wise mean Classroom Performance scores and SDs of Rural Senior Secondary School Teachers.

From the Table 4 and Fig 4, it can be observed that the t-value of 6.52 was found significant at 0.01 levels with 166 degree of freedom, which indicates that the classroom performance of rural senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of rural senior secondary school teachers with high sense of humour and low sense of humour, is rejected. Thus, we can say that classroom performance of rural senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of rural senior secondary school teachers with high sense of humour i.e. 206.76 has been found higher than that of rural senior secondary school teachers with low sense of humour i.e. 187.60. This difference in the mean scores can be due to the reason that rural teachers with high sense of humour can use humour in the teaching-learning situation which help the shy students to feel a part of the class and possibly contribute without feeling inferior and it results in his more effective performance in the classroom.

**v) To study classroom performance of urban senior secondary school teachers with high and low sense of humour:**

For the purpose of studying the difference between classroom performance of urban senior secondary school teachers with high and low sense of humour, the following null hypothesis was formulated:

There is no significant difference in classroom performance of urban senior secondary school teachers with high and low sense of humour.

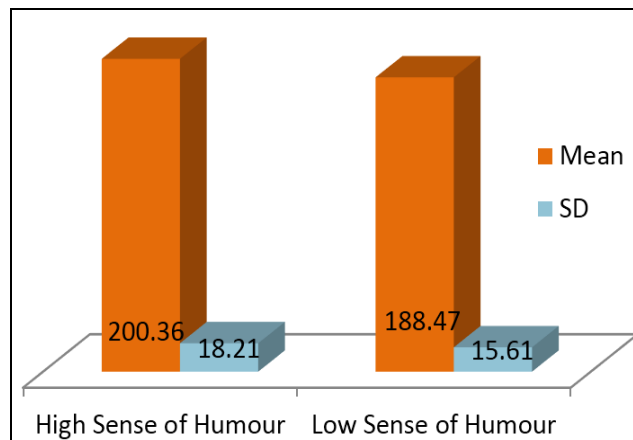
To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from classroom performance scale was calculated with respect to sense of humour. The results are presented in Table 5.

**Table 5:** Descriptive statistics related to classroom performance of urban senior secondary school teachers with high and low sense of humour

Group (Sense of humour)	N	Mean	SD	't'
High	84	200.36	18.21	4.39**
Low	72	188.47	15.61	

\*\* Significant at. 01 level

\* Significant at. 05 level NS-Not significant



**Fig 5:** Sense of humour wise mean Classroom Performance scores and SDs of Urban Senior Secondary School Teachers

From the Table 5 and Fig.5, it can be observed that the t-value of 4.39 was found significant at 0.01 levels with 154 degree of freedom, which indicates that the classroom performance of urban senior secondary school teachers with high and low sense of humour differ significantly. So, the null hypothesis i.e. there is no significant difference in classroom performance of urban senior secondary school teachers with high sense of humour and low sense of humour, is rejected. Thus, we can say that classroom performance of urban senior secondary school teachers is affected by their sense of humour. In terms of Mean, it can be seen that mean classroom performance score of urban senior secondary school teachers with high sense of humour i.e. 200.36 has been found higher than that of urban senior secondary school teachers with low sense of humour i.e. 188.47. This difference in the mean scores can be due to the reason that in the stressful life of urban areas, a teacher can make his student relax by using his sense of humour in the classroom and it help to foster the student-teacher relationship and will result in better performance of the teacher.

**4. Findings**

1. Significant difference was found between the classroom performance of senior secondary school teachers with high and low sense of humour.
2. Significant difference was found between the classroom performances of male senior secondary school teachers with high and low sense of humour.
3. Significant difference was found between the classroom performances of female senior secondary school teachers with high and low sense of humour.
4. Significant difference was found between the classroom performances of rural senior secondary school teachers with high and low sense of humour.
5. Significant difference was found between the classroom performances of urban senior secondary school teachers with high and low sense of humour.

**5. Conclusion**

Humour, by decreasing anxiety and stress can contribute to class unity and learning. So it should be an integral part of the class room teaching. The use of humour in the classroom can act as means for providing emotional support for student as well as for teacher himself/herself. Good sense of humour as a

strong personality characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities. It was found that significant difference exists between the classroom performance of teachers in relation to their sense of humour irrespective of their gender and locality. So, school should encourage their teacher for effective use of humour during instruction and adequate facilities should be provided to them so that they can generate and present their content material in creative way. They should be motivated for effective use of humour which will help them to teach more effectively.

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