

“A Study of Teaching Effectiveness of Teachers in Relation to their Sense of Humour”

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ABSTRACT

The role of 21st 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 21st century generation. Teachers display significant differences in their responses to cope with the complex environment. The present teacher is expected to be updated and conscious of various explosions. It is 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. Teachers have questions about the most effective ways to relate to students and ensure their academic success. 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. 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. Good sense of humour as a strong personality characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities.

Keywords: Teaching Effectiveness, Sense of humour.

Introduction

Teaching Effectiveness

The term, 'teaching effectiveness' seems to imply effectiveness of teaching within the unit, whereas 'teacher effectiveness' addresses individual teacher performance. i.e. an effective teacher succeeds in producing desired changes among the students through his/her teaching. He/she is satisfied with teaching as a profession and able to accomplish the prefixed goals of teaching effectively.' 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.

Techniques to Make Teaching More Effective

Several techniques can be adopted to make more effective. These techniques are:

- To use suitable teaching methods like conducting small group
- To make use of proper instructional materials like audiovisual aids, books activities, peer tutoring and cooperative teaching, brain storming, active participation of students, etc.
- To develop own instructional materials
- To be democratic as well as assertive.
- To make use of library regularly.
- To adjust teaching to suit the classroom factors.
- To be receptive to new ideas and practices.
- To develop healthy attitudes towards profession.
- To be realistic in ambitions and aspirations.

- To help students to resolve their problems.
- To experiment new methods of teaching.
- To cultivate intellectual capabilities.
- To improve educational and professional qualifications.
- To understand the student's misconceptions of what one is teaching.
- To perform action research on own teaching problems.

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, kindness, 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.

SENSE OF HUMOUR

Humor is a social phenomenon that had been extensively explored throughout centuries, whereas sense of humor is an aspect of personality that was hardly explored and defined around 1970. It 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. Many types of behaviour or sensibilities can be labeled as attributes of a "good" sense of humour. *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.*

NEED OF THE STUDY

The efficiency and competency displayed by teachers determine their effectiveness in their profession. This leads to the conclusion that teachers' effectiveness specifies their capability to work for the achievement of the aims and objectives of education and to further strengthen their teaching profession in this endeavor and maximising the effectiveness of a teacher in teaching is a major goal of education. The Secondary Education Commission, Indian Education Commission and National Policy on Education categorically pointed out the need for

improving the teacher training programmes for increasing the teaching effectiveness of prospective teachers. It is the teacher himself who plays important role in making teaching more effective. Several internal and external factors are responsible in making teaching effective or in-effective. Most studies tend to emphasise qualities such as knowledge and organisation of the subject matter, skills in instruction, and personal qualities and attitudes that are useful when working with students (Braskamp, Brandenburg, and Ory, 1984; Cashin, 1995). Teachers' effectiveness is influenced by socio-economic status of the teachers (Linda, 1990).

It is 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. 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). It has also been shown that teachers who effectively use humour are able to convey course content more effectively (Downs, Javidi, & Nussbaum, 1988).

Various studies have been conducted taking these variables separately, but no study is there having all these variables in the combination. So the researcher decided to take the present study.

STATEMENT OF THE PROBLEM

“A Study of Teaching Effectiveness of Teachers in Relation to their Sense of Humour.”

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.

OBJECTIVES OF THE STUDY

- To study teaching effectiveness of male and female C.B.L.U. university teachers.
- To study teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.
- To study teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.
- To study teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour.

HYPOTHESES OF THE STUDY

- There is no significance difference in teaching effectiveness of male and female C.B.L.U. university teachers.
- There is no significance difference in teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.
- There is no significance difference in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.
- There is no significance difference in teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour.

DESIGN OF THE STUDY

(A) Dependent Variable

- Teaching Effectiveness

(B) Independent variable

- Sense of Humour

RESEARCH METHODOLOGY

Method of research is also determined by the theory and objectives of the problem to be studied. Methodology makes the most important contribution towards the enrichment of any study. To undertake any research it is necessary to design and plan the procedure and the methods to be used. In research, there are numerous methods and procedures to be applied. But it is the nature of the problem under investigation which determines the adaptation of a particular method and procedure. Procedure helps the investigator to achieve economy in time and coordination of efforts. For the present study, descriptive survey method was employed because it is considered as one of the important method in education as it describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

POPULATION

A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1977). It refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas or salaries etc. All University teachers teaching in C.B.L.U University constituted the target population for the present study.

SAMPLE

Sample is a small proportion of population selected for gathering data and performing its analysis. To do this, the researcher wants the sample or the individuals that are actually involved in the research, to be representative of the larger population. Random sampling technique was used to select a sample of 50 C.B.L.U. university teachers.

TOOLS USED IN THE STUDY

Like other disciplines various tools are used in educational research too. Selection of appropriate tools enables the researcher to accomplish the objectives in an effective manner; otherwise, it will distort the entire findings of the study. Generally, selection of tools depends upon the objectives of the study and the size and nature of the sample. Gathering specific information on variety of topics and sub topics from a large number of samples which are available at one place is possible only with the help of appropriate tools. The investigator has used the following tools for her study:

1. **Teacher Effectiveness Scale (TES)** by Kumar & Mutha (1974).
2. **Teacher's Sense of Humour Scale (TSHS)** by Malik and Kapoor (2014).

PROCEDURE FOLLOWED

The investigator made her best effort to collect reliable and valid data. The data for the present study was collected from C.B.L.U. university teachers from Bhiwani District. For collecting the data following procedure was adopted:

- ❖ First of all the investigator decided the schools for data collection according to the requirement of her study. Then he visited the schools, contacted the head of schools and fixed up the dates for administering the questionnaire.
- ❖ On the fixed dates he visited the schools and contacted the teachers.
- ❖ Before administrating, the testes a brief introductory talk were given indicating the purpose of the test. Then the rapport was established with the teachers and they were requested to co-operate with the work.
- ❖ After establishing rapport and creating proper environment, the questionnaire was distributed to the teachers. The teachers were asked to read out the instructions mentioned on the first page. Then they were asked to fill the questionnaire.
- ❖ After being filled up properly the questionnaire were collected one by one. The researcher expressed thanks to the staff members and to the teachers for being helpful in administration of the testing work and collection of data.

STATISTICAL TECHNIQUES USED

Statistics is the heart of research. Statistical techniques are employed on the raw score to make it meaningful and to test the significance of the scores. Without use of statistical techniques raw scores do not have their own meaning and weight. Having obtained scores on all the variables, the investigator adopted appropriate statistical design to analyze the data. These statistical designs were chosen keeping in the view the requirement of the objectives and corresponding hypotheses of the study. Means, SDs and 't' test were employed to study the Teaching Effectiveness of C.B.L.U. Teachers in Relation to their Sense of Humor.

DATA ANALYSIS AND INTERPRETATION

The collected data were analyzed both quantitatively as well as qualitatively. After the scoring procedure Mean, Standard Deviation, 't' values were calculated to find out the significance of difference between variables of the study. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

Objective 1: To study teaching effectiveness of male and female C.B.L.U. university teachers.

For the purpose of studying the difference in teaching effectiveness of male and female C.B.L.U. university teachers, the following null hypothesis was formulated:

H₀₁ There is no significance difference in teaching effectiveness of male and female C.B.L.U. university teachers.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from teaching effectiveness scale were calculated with respect to gender. The results are presented in Table 4.1.

Table
Descriptive statistics related to the teaching effectiveness of male and female C.B.L.U. university teachers

Dependent variable	Groups	N	Mean	SD	't'
Teaching Effectiveness	Male	23	261.87	20.43	3.47**
	Female	27	282.65	21.87	

****Significant at 0.01 level of significance**

Table Value = 2.01 (at 0.05 level), 2.68 (at 0.01 level)

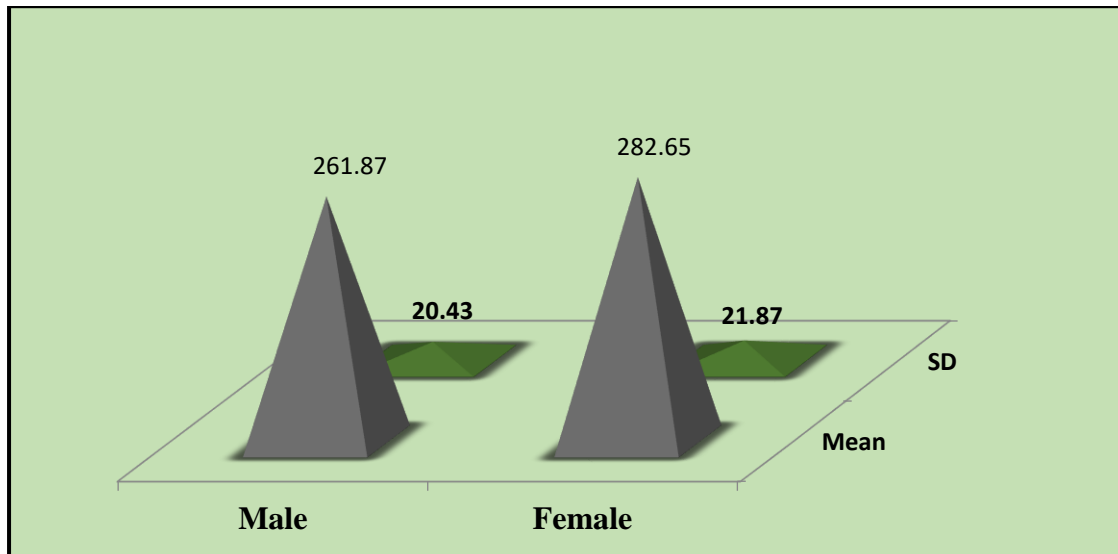


Fig.1: Gender wise Mean Teaching Effectiveness scores and SDs of C.B.L.U. University teachers

From the Table and Fig.1, it can be observed that the t-value of 3.47 was found significant at 0.01 level, which indicates that teaching effectiveness of male and female C.B.L.U. university teachers differ significantly. So, the null hypothesis i.e. There is no significance difference in teaching effectiveness of male and female C.B.L.U. university teachers, is not retained. But in terms of mean scores, it can be seen that teaching effectiveness of male university teachers i.e. 261.87 has been found lesser than female university teachers i.e. 282.65. So, it can be concluded that female university teachers possess higher teaching effectiveness as compared to male university teachers.

Objective 2: To study teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.

For the purpose of studying the difference in teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, the following null hypothesis was formulated:

H₀₂ There is no significance difference in teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from teaching effectiveness scale were calculated with respect to sense of humour. The results are presented in Table 4.2.

Table

Descriptive statistics related to the teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour

Dependent variable	Group	N	Mean	SD	't' Value
Teaching Effectiveness	High Sense of Humour	15	245.94	19.76	2.15*
	Low Sense of Humour	18	231.32	18.90	

**Significant at 0.05 level of significance*

Table Value = 2.03 (at 0.05 level), 2.72 (at 0.01 level)

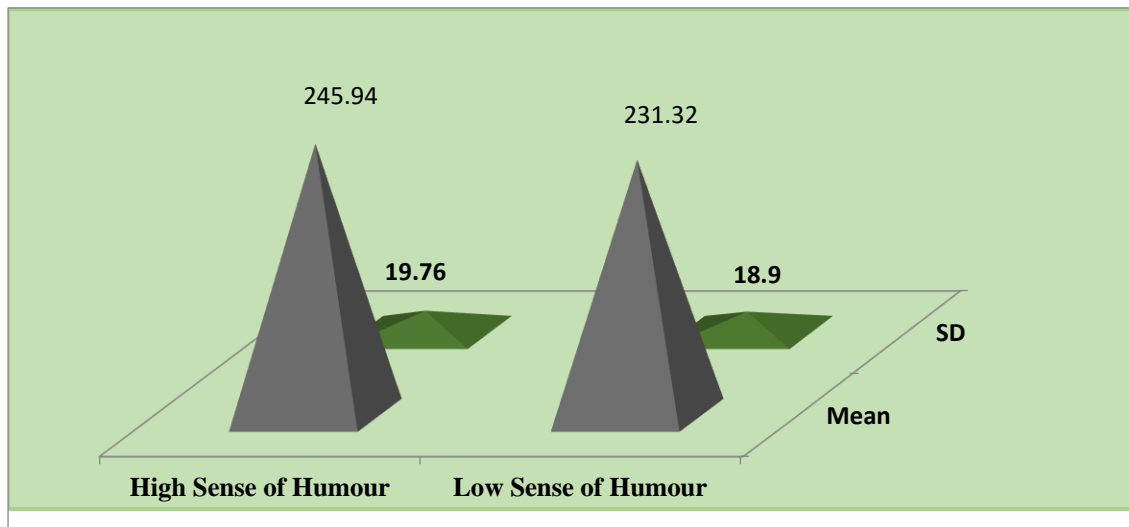


Fig.2: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of C.B.L.U. University teachers

It is clear from the Table and Fig.2 that the t-value of 2.15 was found significant at 0.01 level, which indicates that teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour differ significantly. So, the null hypothesis i.e. There is no significance difference in teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, is not retained. But in terms of mean scores, it can be seen that teaching effectiveness of university teachers having high sense of humour i.e. 245.94 has been found higher than of university teachers having low sense of humour i.e. 231.32. So, it can be concluded that teachers having high sense of humour possess higher teaching effectiveness as compared to teachers having low sense of humour.

Objective 3: To study teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.

For the purpose of studying the difference in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, the following null hypothesis was formulated:

H₀₃ There is no significance difference in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from teaching effectiveness scale were calculated with respect to sense of humour. The results are presented in Table 4.3.

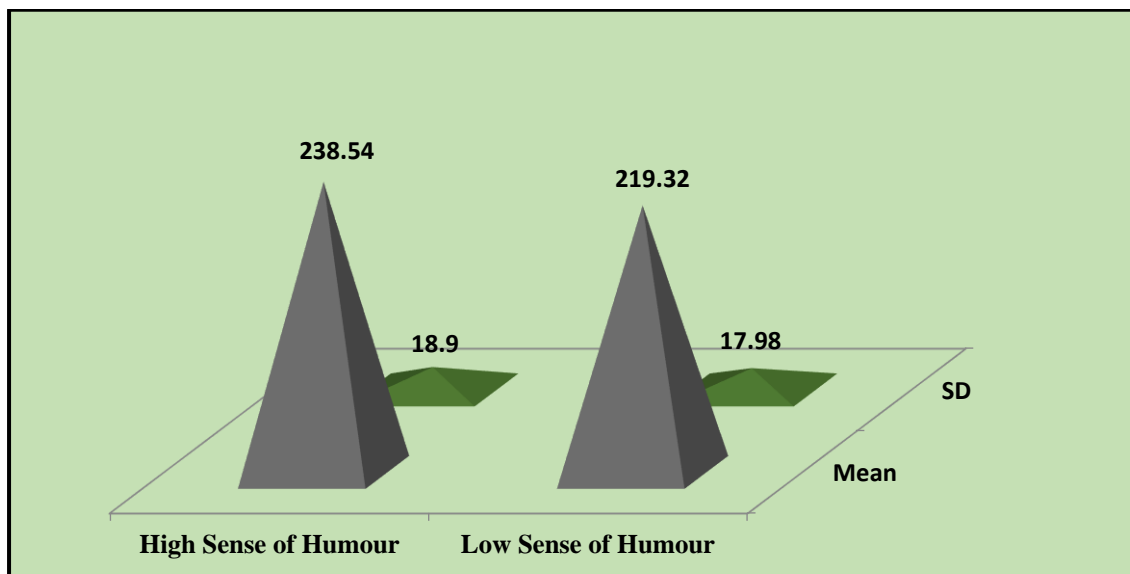
Table

Descriptive statistics related to the teaching effectiveness of male C.B.L.U. University teachers in relation to their high sense of humour and low sense of humour

Dependent variable	Groups	N	Mean	SD	't' Value
Teaching Effectiveness	High Sense of Humour	7	238.54	18.90	2.01 (NS)
	Low Sense of Humour	8	219.32	17.98	

NS= Not Significant

Table Value = 2.16 (at 0.05 level), 2.98 (at 0.01 level)



**Fig.3: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of male
C.B.L.U. University teachers**

From the Table and Fig it can be inferred that the t-value of 2.01 was not found significant at 0.05 level, which indicates that teaching effectiveness of C.B.L.U. male university teachers in relation to their high sense of humour and low sense of humour did not differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, is retained. So, it can be concluded that male teachers having high sense of humour and low sense of humour have same level of teaching effectiveness.

Objective 4: To study teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour.

For the purpose of studying the difference in teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour, the following null hypothesis was formulated:

H₀₄ There is no significance difference in teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour.

To test the null hypothesis, Mean, SD, t-value and level of significance of the scores obtained from teaching effectiveness scale were calculated with respect to sense of humour. The results are presented in Table 4.4.

Table

Descriptive statistics related to the teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour

Dependent variable	Groups	N	Mean	SD	‘t’ Value
Teaching Effectiveness	High Sense of Humour	9	241.78	21.56	2.23*
	Low Sense of Humour	10	220.43	19.87	

**Significant at 0.05 level of significance*

Table Value = 2.11 (at 0.05 level), 2.90 (at 0.01 level)

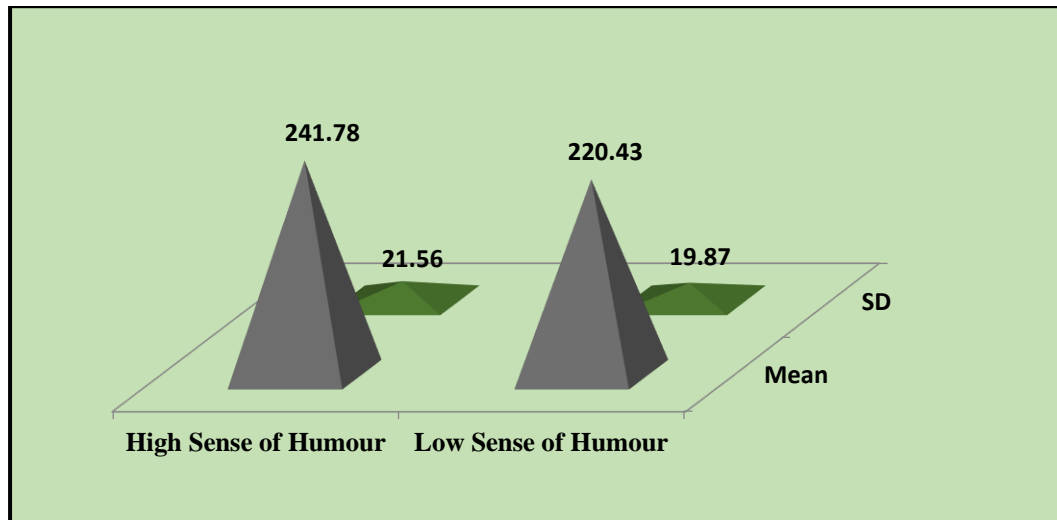


Fig.4: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of female C.B.L.U. University teachers

From the Table and Fig. it can be observed that the t-value of 2.23 was found significant at 0.05 level, which indicates that teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour, is not retained. But in terms of mean scores, it can be seen that teaching effectiveness of female university teachers having high sense of humour i.e. 241.78 have been found higher than female university teachers having low sense of humour i.e. 220.43. So, it can be concluded that female university teachers having high sense of humour have higher teaching effectiveness as compared to female university teachers having low sense of humour.

MAJOR FINDINGS OF THE STUDY

1. It was found that teaching effectiveness of male and female C.B.L.U. university teachers differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of male and female C.B.L.U. university teachers, is not retained.
2. It was found that teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, is not retained.

3. No significant difference was found in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour did not differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of male C.B.L.U. university teachers in relation to their high sense of humour and low sense of humour, is retained.
4. It was found that teaching effectiveness of C.B.L.U. female university teachers in relation to their high sense of humor and low sense of humour differ significantly. So, the null hypothesis i.e There is no significance difference in teaching effectiveness of female C.B.L.U. university teachers in relation to their high sense of humor and low sense of humour, is not retained.

EDUCATIONAL IMPLICATIONS

The findings of the present study will provide numerous educational implications that may be useful for teacher, teacher educators, psychologists, educational planners, policy makers and schools. These are:

- 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. 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.
- The pivotal role of teacher in nation building is universally recognized. Teachers pave the way for enlightened society. Seminars, workshops and refresher courses for government secondary school teachers should be organized to improve their teaching effectiveness, as only effective teachers can teach effectively.
- Teachers should be motivated to use advanced technology which will help teachers to teach more effectively.

- 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.
- Good sense of humour as a strong personality characteristic will allow teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities.
- Teachers should be asked to contribute in the various planning in the school by giving their valuable suggestions.

SUGGESTIONS FOR FURTHER RESEARCH

Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Based on the findings of current study some of the suggestions for future research are identified as follows:

- The present study can be conducted on large scale and more representative sample can be picked up from large area.
- The present study has been conducted on University teachers only. The study can be extended to teachers of other education level i.e. primary, secondary, senior secondary.
- The study was conducted on only C.B.L.U. university teachers. Similar study can be conducted other university like M.D.U., K.U.K. etc.
- Similar type of studies may be conducted in other states of India rather than Haryana.
- The present study has been conducted by using the statistical techniques like 't' test. Similar study can be conducted by using ANOVA, Multiple regression etc.

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