

A Study of Teaching Effectiveness of College Teachers In Relation To Their Sense of Humour

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ABSTRACT:

Teaching at present has made the work of teacher more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentations of subject matter, the modern teacher's responsibility is to see that everything that goes on in the class room is for all round development of child. The pivotal role of teacher in nation building is universally recognized. According to Crow and Crow "A good teacher and the quality of his teaching has always being of paramount to a free man and to a free society". Teachers pave the way for enlightened society. So, effective teachers do it effectively. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be an effective teacher.

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. 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. Using humor in teaching is a great way to keep students' attention. Teachers should be motivated to use advanced technology which will help teachers to teach more effectively. Teachers should be asked to contribute in the various planning in the school by giving their valuable suggestions. Teachers can foster classroom magic through improved communication with students by possessing a playful attitude and a willingness to use appropriate humour.

KEYWORDS: Teaching Effectiveness and 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.

Sense of Humour for Teachers:

Teaching and learning are serious business, but T.S. Elliot once said, “Humour is also a way of saying something serious”. Teachers who value wit within the classroom are seen as more interesting and authentic, as opposed to those who keep levity out of their lessons. Humour can even help to foster the student-teacher relationship, which in turn creates a positive and welcoming classroom environment. When meeting with a new group of students, a well-placed joke or quip can go a long way towards setting the tone for the rest of the term. The best thing about the teacher use of humour in the classroom is that even if your joke bombs, it still

accomplishes the goal of appearing light-hearted – as long as you can laugh at yourself. Self-deprecating humour can be effective in demonstrating that the instructor is fun and approachable.

Teachers must be creative because of the critical role they play in creating an environment conducive to optimal student learning. Humour is often identified as a teaching technique for developing a positive learning environment (Ferguson & Campinha-Bacote, 1989; Hill, 1988; Schwarz, 1989; Warnock, 1989; Walter, 1990). When an instructor establishes a supportive social climate, students are more likely to be receptive to learning. Humour is a catalyst for classroom "magic," when all the educational elements converge and teacher and student both are positive and excited about learning. Instructors can foster classroom "magic" through improved communication with students by possessing a playful attitude and a willingness to use appropriate humour (Duffy & Jones, 1995).

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. Interestingly, one element of human development that has been proven to edify familial relationships and encourage academic excellence is often overlooked by teachers. That element is humour. Dr. Robert Provine, professor of psychology and neuroscience at the University of Maryland, answers for parents and teachers can be found in the same, simple approach: plenty of feel-good, hearty and infectious humour-induced laughter (2000).

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

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 maximizing 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 COLLEGE TEACHERS IN RELATION TO THEIR SENSE OF HUMOR.”

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:

1. To study teaching effectiveness of male and female College teachers.
- 1 To study teaching effectiveness of College teachers in relation to their high sense of humour and low sense of humour.
- 2 To study teaching effectiveness of male College teachers in relation to their high sense of humour and low sense of humour.
- 3 To study teaching effectiveness of female College teachers in relation to their high sense of humor and low sense of humour.

HYPOTHESES OF THE STUDY:

H₀₁ There is no significance difference in teaching effectiveness of male and female College teachers.

H₀₂ There is no significance difference in teaching effectiveness of College teachers in relation to their high sense of humour and low sense of humour.

H₀₃ There is no significance difference in teaching effectiveness of male College teachers in relation to their high sense of humour and low sense of humour.

H₀₄ There is no significance difference in teaching effectiveness female College teachers in relation to their high sense of humor and low sense of humour.

DELIMITATIONS OF THE STUDY:

The present study is delimited to the following aspects:

1. The study was delimited to the teachers teaching in Colleges only.
2. The study was delimited to 80 College teachers only.
3. Only one independent variable i.e. sense of humour and; one dependent variable teaching effectiveness were taken for the present study.

DESIGN AND PROCEDURE OF THE STUDY:

The present investigation was conducted including the following variables:

(A) Dependent Variable

- Teaching Effectiveness

(B) Independent variable

- Sense of Humour

RESEARCH METHODOLOGY:

In 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 college teachers teaching in Rohtak district 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 80 college teachers.

TOOLS USED IN THE STUDY:

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 college teachers from Rohtak District. First of all the investigator decided the schools for data collection according to the requirement of her study. Then she visited the schools, contacted the head of schools and fixed up the dates for administering the questionnaire. Before administering, the testees 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 College 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 and 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 College teachers.

For the purpose of studying the difference in teaching effectiveness of male and female College teachers, the following null hypothesis was formulated:

H₀₁ There is no significance difference in teaching effectiveness of male and female College 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

Table
Descriptive statistics related to the teaching effectiveness of male and female College teachers

Dependent variable	Groups	N	Mean	SD	't'
Teaching Effectiveness	Male	37	261.69	20.12	3.75**
	Female	43	279.34	21.99	

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

Table Value = 1.99 (at 0.05 level), 2.63 (at 0.01 level)

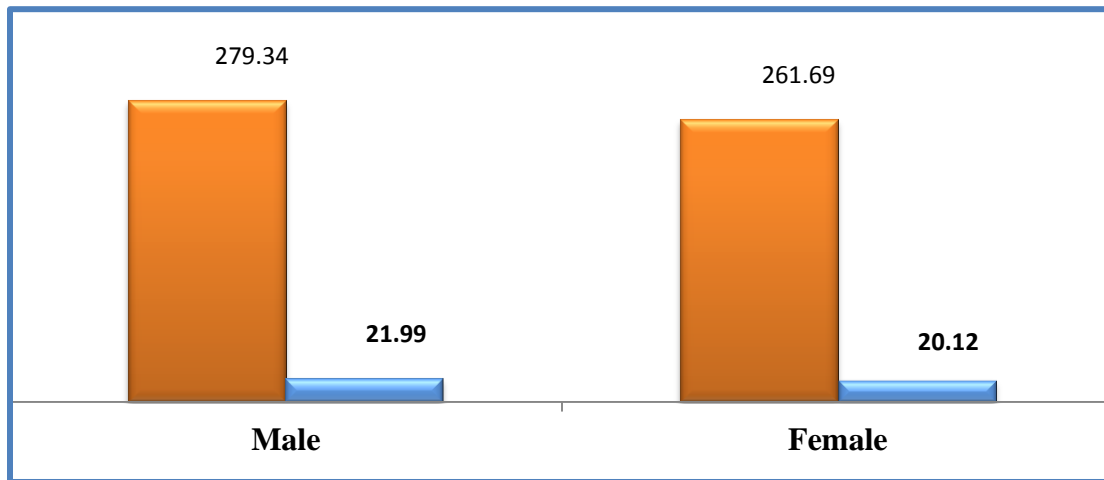


Fig.1: Gender wise Mean Teaching Effectiveness scores and SDs of College teachers

From the Table and Fig.1, it can be observed that the t-value of 3.75 was found significant at 0.01 level, which indicates that teaching effectiveness of male and female College teachers differ significantly. So, the null hypothesis i.e. “There is no significance difference in teaching effectiveness of male and female College teachers” is rejected. But in terms of mean scores, it can be seen that teaching effectiveness of male college i.e. 261.69 has been found lesser than female college i.e. 279.34. So, it can be concluded that female college teachers have higher teaching effectiveness as compared to male college teachers.

Objective 2: To study teaching effectiveness of College 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 College 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 College 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 College 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	28	261.54	20.89	2.87**
	Low Sense of Humour	24	245.39	19.63	

**Significant at 0.01 level of Significance

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

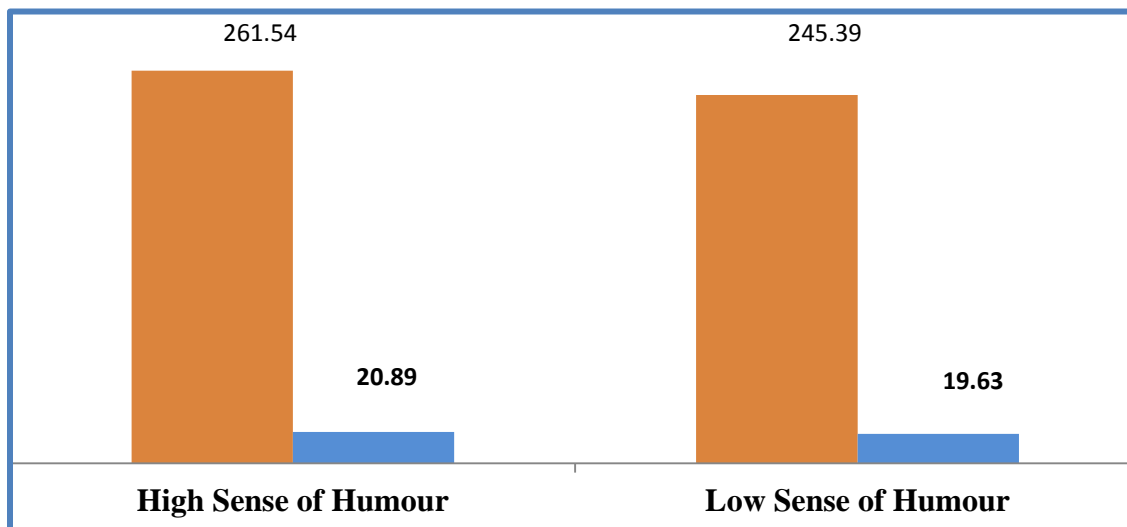


Fig.2: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of College teachers

From the Table and Fig.2, it can be seen that the t-value of 2.87 was found significant at 0.01 level, which indicates that teaching effectiveness of College 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 College teachers in relation to their high sense of humour and low sense of humour” is rejected. But in terms of mean scores, it can be seen that teaching effectiveness of college teachers having high sense of humour i.e. 261.54 has been found higher than that of college teachers having low sense of humour i.e. 245.39. So, it can be concluded that college teachers having high sense of humour possess higher level of teaching effectiveness than their counterparts.

Objective 3: To study teaching effectiveness of male College 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 College 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 College 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

Table
Descriptive statistics related to the teaching effectiveness of male College 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	14	248.54	20.01	2.92**
	Low Sense of Humour	11	225.68	18.88	

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

Table Value = 2.07 (at 0.05 level), 2.81 (at 0.01 level)

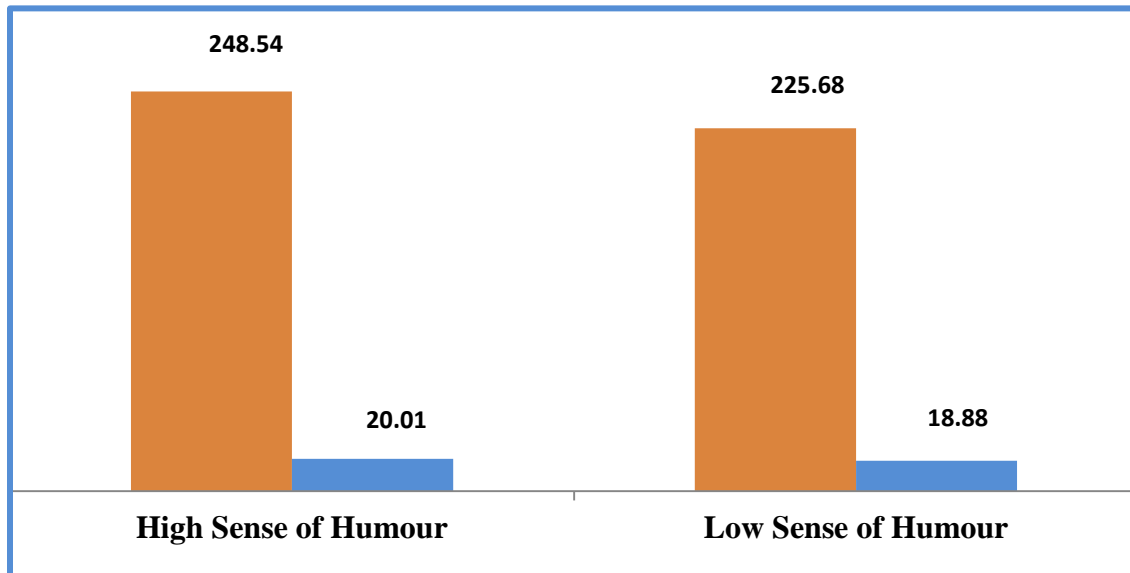


Fig.3: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of male College teachers

It is evident from Table and Fig.3 that the t-value of 2.92 was found significant at 0.01 level, which indicates that teaching effectiveness of male college 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 male college teachers in relation to their high sense of humour and low sense of humour” is rejected. From the comparison of mean scores, it can be observed that teaching effectiveness of male college teachers having high sense of humour i.e. 248.54 have been found higher than male college teachers of low sense of humour i.e. 225.68. So, it can be concluded that male college teachers having high sense of humour have higher teaching effectiveness as compared to male college teachers having low sense of humour.

Objective 4: To study teaching effectiveness of female College 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 College 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 College 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 College 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	15	255.34	21.56	4.49**
	Low Sense of Humour	13	220.64	19.29	

**Significant at 0.01 level of significance*

Table Value = 2.06 (at 0.05 level), 2.78 (at 0.01 level)

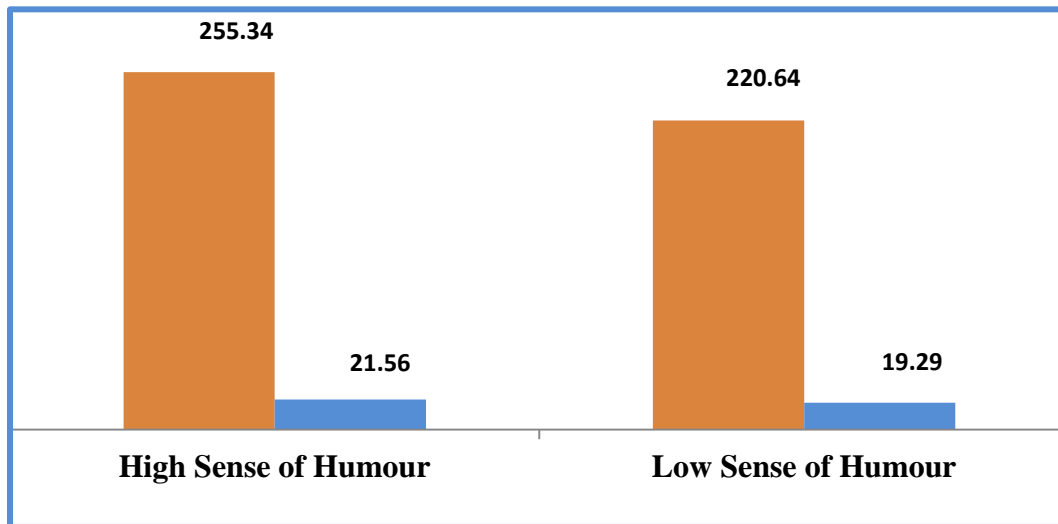


Fig.4: Sense of Humour wise Mean Teaching Effectiveness scores and SDs of female College teachers

From the Table and Fig.4, it can be observed that the t-value of 4.49 was found significant at 0.01 level, which indicates that teaching effectiveness of female college 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 College teachers in relation to their high sense of humor and low sense of humour” is rejected. But in terms of mean scores, it can be seen that teaching effectiveness of female college teachers having high sense of humour i.e. 255.34 have been found higher than female college teachers of low sense of humour i.e. 220.64. So, it can be concluded that female college teachers having high sense of humour have higher teaching effectiveness as compared to female college teachers having low sense of humour.

MAJOR FINDINGS OF THE STUDY:

1. A significant difference was found in teaching effectiveness of male and female college teachers. So, the null hypothesis i.e. “There is no significance difference in teaching effectiveness of male and female College teachers” is **rejected**. But in terms of mean scores, female college teachers have higher teaching effectiveness as compared to male college teachers.
2. It was found that teaching effectiveness of College 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 College teachers in relation to their high sense of humour and low sense of humour” is **rejected**. But in terms of mean scores, it can be seen that teaching effectiveness of college teachers having high sense of humour has been found higher than that of college teachers having low sense of humour.
3. A significant difference was found in teaching effectiveness of male college teachers in relation to their high sense of humour and low sense of humour. So, the null hypothesis i.e. “There is no significance difference in teaching effectiveness of male college teachers in relation to their high sense of humour and low sense of humour” is **rejected**. From the comparison of mean scores, it can be observed that teaching effectiveness of male college teachers having high sense of humour have been found higher than male college teachers of low sense of humour.
4. It was found that teaching effectiveness of female college 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 College teachers in relation to their high sense of humor and low sense of humour” is **rejected**. But in terms of mean scores, it can be seen that teaching effectiveness of female college teachers having high sense of humour have been found higher than female college teachers of low sense of humour.

EDUCATIONAL IMPLICATIONS:

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

- Teachers pave the way for enlightened society. So, effective teachers do it effectively. Teaching profession is not just about delivering the course material to the students but it is a systematic approach to develop those skills which helps in to prepare, plan and organize the teaching in accordance with the need of the pupils. Therefore, seminars, workshops and refresher courses for college teachers should be organized to improve their teaching effectiveness.
- ✓ Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year. Effective communication in the class room between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment.
- ✓ Humour in the class room allows teachers to create supportive social climate, where students are more likely to be receptive to learning. Pupils with widely different backgrounds, different abilities and interests attend school today. Further the teacher has to manage with the vast explosion in knowledge.
- ✓ Students have too little time to explore the vast subject matter included in the curriculum in depth. To meet these challenges the teacher has to make use of new and improved communication and improved communication devices in the class room.
- ✓ Teachers can foster classroom magic through improved communication with students by possessing a playful attitude and a willingness to use appropriate humour. A sound

knowledge of the use of humour during instruction should be provided to teachers. School should encourage their teacher for effective use of humour during instruction.

- ✓ Adequate facilities should be provided to teachers so that they can generate and present their content material in creative way. The humour can act as means of creation of creative state of health and as means of emotional support for student as well as for teacher himself/herself. It is a key factor for teacher to get rid of their stressful situations of life. Good sense of humour as a strong personality characteristic allows teachers to improve interpersonal relationships with their peer teachers, principal and higher authorities.
- While this study is no panacea, it will help educational leaders create learning environment that allow teachers and students to be more successful. The teachers who use humor in teaching tend to be rated moderately high in terms of motivation of the students, reduction of their anxieties in the classroom, stimulation of their thoughts and interest and fostering of a positive relationship between them and the teachers and affective learning.
- ✓ The study is a useful guide for the promising and the aspiring teachers. His way of teaching shouldn't be monotonous and should seek active participation of the pupils in the class. He should be able to make cordial relations with the students, fellow teachers, principal and the parents.

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