Relationship of humour styles of Secondary School Teachers with their Teaching Effectiveness, Family Type and Streams

A

Project Report

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Raj Rajeshwari Education Society,Vill. Chorab (Mansui) Mansui P.O. Bhota, Tehsil Basar, Distt. Hamirpur

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Certificate

It is hereby certified that the research work incorporated in the present Project entitled, **"Relationship of Humour styles of Secondary School Teachers with their Teaching Effectiveness, Family Type and Streams"** was conducted by Dr. Manoj Kumar(Assistant Professor) in the capacity of investigator.This Research Project is his own original work. He is employee of Raj Rajeshwari College of Education, Governed by Raj Rajeshwari Education society, Vill. Chorab (Mansui), P. O. Bhota, Tehsil Barsar, District Hamirpur (H.P.) -176041 . The said Project was financed by Raj Rajeshwari Education Society and submitted to us after completion on dated March, 30, 2024. Hence approved by Raj Rajeshwari Education Society.

Date: March 30, 2024   **Kulbir Singh**

                                                                              Secretary

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Place: Bhota   **(Dr. Manoj Kumar)**
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THEORETICAL ORIENTATION

INTRODUCTION

Humour framed a way to be nurse and to practice health-care which optimize interventions and is indeed a competence in health care. Being one of the burning topics in psychology, various researches correlated to humour have been done. Most people like humorous person. Humorous people are amusing, active, funny and striking. However, not everybody knows the mechanism behind the charisma. We cannot escape from getting touch with humour, because it is commonly used every day and appears in daily events, parties and media. Humour not only serves for societal purpose, but also gives the way to strengthen our abilities in coping with stress. The sense of humour is the capacity of perception what allows us to experience serenity and felicity even when faced adversities. Studies on humour demonstrate that humour is ideal for health, increases defences and balances people biologically and psychologically in their interpersonal relationships and enlarge creativity. Humour is a way of survival which improves the contact and communication with other human beings. It affects openly the individual's wellbeing. The smile is facilitator of positive benevolent and democratic communication. In these research investigations, humour was found to be connected with physical and psychological well-being. Greater sense of humour was assumed to be relevant to several positive characteristics (Kuiper & Martin, 1998). Humour was found to be positively related to the dimension of self-esteem. In addition, higher scores of humour scales were reported to be correlated to higher levels of emotional health, positive mood and zest of life (Celso et al., 2003).

Just like the notion of humour, quality of life is a difficult concept to define concisely and precisely. Quality of life contains several domains including physical health, mental health, social status and environmental elements. The WHO's Quality of life group (1998) describes quality of life as "individuals' perceptions of their position in life in the context of the culture and value systemin

which they live in and in relation to their goals, expectations, standards and concerns". It is observed quality of life is comprised of various domains including physical health, psychological health, social relationships and environmental concerns (Skevington, Lofty & Connell, 2004). Most of the work done with regard to humour and psychological well-being has been correlation in nature Kuiper & Mchale (2009), Stieger, Forman & Burger (2011), Yue, Hao & Goldman (2010).

Humour in educational system serves numerous positive functions beyond just making people laugh. Humour develops group cohesion. Individuals counter more optimistically to each other when humour is present,establish healthy environment and brings individuals together. Humour facilitates cohesion by softening disparagement. Researches revealed that humour helps individuals to cope with stress and relaxes them but, not all the functions of humour are positive. If humour is applied divisively or to criticize others, it weaken the group consistency and has negative and adverse impacts when it is exercised as a means of control. Fun helps us forget about our problems,ourselves, our troubles, our fears and allows us to lose ourselves temporarily. This momentary loss may be interpreted by various educators as a loss of control, poor classroom management, cause of indiscipline, cause of hurdle in teaching-learning and therefore, something to be avoided.

Research shows that it is difficult to accurately identify In–Effective teachers, that teachers are rarely dismissed for employment for In-Effective and   that dismissal of ineffective teacher as a mean of improving students, academic performance has received that attention and mixed relations. However, humour as with all activities in the communicative language classroom and other teaching learning programs, must be well organized and have a specific objective. Teaching is the influence of a matured personality (Educator/Teacher) upon immature personality (Educand / Learner) through experience, knowledge andeducational qualification which leads to the modification of behaviour of the learner in the direction of the teacher. Mastery over the content/subject lonely cannot make teaching effective of any individual or an effective teacher. There is need of more skills besides teaching skills and mastery over the content matter

which are pre-requisite to become an effective teacher. Teaching can be skilled moreeffectively by injecting humour in teaching and promoting / securing wellness of teachers. Teachers must be humorous in their teaching, so that teaching can also be made effective as fun makes learning easy and have long lasting impact on the minds of learners.

CONCEPT OF HUMOUR

Humour is a uniquely human ability with which virtually everyone has experience. An exact definition of humour is elusive because people typically have their own idea of what humour is. In the early years lot of emphasis were given on the curriculum in secondary schools but not on the effective and convenient methodology of delivery of the same. Being social individual, we have the ability to laugh at others and ourselves, to make funs, to add humour to situations which are seemingly without humour and to be ridiculous. Humour is very common of everyone's experience and those who have no sense of humour would possibly not admit it. Humour has also been frequently used by teachers in educational process.

Teacher and teacher educators of all levels and disciplines have praised the ability of humour to aid the learning process, to help students, understanding of key points of topic taught and to relax students in moments of nervousness and increased anxiety. Neuliep (1991) examined the effects of humour by soliciting teacher (rather that student) perceptions of their humour practice and its effects in the classroom. Injecting the humour in the classroom proceeding can make teaching effective and interesting. When humour is considered as element of the teaching strategy, a caring and attractive environment is established, also develops an attitude of flexibility and good communication between student and teacher as wellas contributes freedom and openness. The positive attitude is developed allowing for human error with freedom, to explore alternatives in the learning situation which normally reduces the authoritarian position of the teacher, allowing the educator to be a facilitator of the learning process. Fear and anxiety, very common in a new and unknown situation, becomes less of a threat, as a partnership between teacher and learner develops. "In order to take risks, we need a learning environment in which we do not feel threatened or intimidated. In order

to speak, we need to feel we will be heard and that what we are saying, is worth hearing. In order to continue language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high"(Kristmanson, 2000). One cause for using humour is that as a human trait, it is a self-effacing behaviour. It can allow the shy or timid student in class to participate with the group. If it is used properly in the class room, it allows the learner to feel a part of the class and possibly contribute without losing face, feeling exposed or vulnerable. It is very important particularly in a communicative classroom where the pronunciation is on verbal authentic communication, participation and interaction. It is a effective way of reaching out to those students who are too afraid or nervous to attempt expressing themselves in their second language. Humour is human's as authentic, as the need to communicate with others. As with other facets of our lives, it plays a major role in our everyday social interaction. We should therefore, not ignore it but instead this make it part of our everyday classroom learning (Provine, 2000).

Meaning and Definitions of Humour

With regard to the relationship of humour with teaching it will be important and significant to define and know the meaning of the humour. Literally, from The Oxford English Dictionary (Simpson & Weiner, 1989), the meaning of humour is "quality of action, speech, or writing which excites amusement," which is "the faculty of perceiving what is ludicrous or amusing, or of expressing it in speech, writing, or other composition; jocose imagination or treatment of a subject." Since long time ago, humour has caught attentions of various psychologists. Humour was referred as the important and highest defence mechanisms by Freud and other psychologists. Many researchers considered humour is an acceptable, suitable and means of expressing sex and aggressive impulses (Andrews & Arnoult(1989), (Vaillant, 1977). Moreover, humour may be referred exclusively to a sympathetic, caring, tolerant and benevolent form of amusement but not wit (Wickberg, 1998). Both cognitive and emotional elements are integrated in humour, hence humour could be a state or a trait (Martin, 2000). In addition, it is believed that humour is beneficial and useful tool to our psychological wellbeing. Individuals tend to think more constructively by seeing

humour in disasters. This positive thinking approach helps in coping difficulties (Lyubomirsky & Tucker, 1998). However, some humours are very damaging to both individuals and social relationship. For example, some persons may enjoy ridiculous humour when they have positive feeling toward the jokers even they have unconstructive feeling toward the victims of the jokes (Zillman & Cantor, 1976). Easily frustrated persons are more likely to perform aggressive humour than the other individuals (Grziwok & Scodel, 1956). In addition, Allport (1961)reflected that a mature person should practice a non-hostile, self-deprecating humour with self-acceptance. All in all, humour can be hostile, aggressive, disparaging and philosophical at the same moment (Ruch 1998). Some other experts have defined the humour and humour style in following ways:

"Humour is a three-step process that begins with arousal, is followed by problem solving, and ends with resolution" Soloman (1996).

"Humour is consisted of non verbal and verbal communication which produce a "positive cognitive or affective response from listeners" Crawford (1994).

"Humour style is the frequency with which the individual smiles, laugher and otherwise displays amusement in a variety of situations" Martin & Lefcourt (1984).

Humour is described as a universal human trait, whether we find something funny or not is as straightforward, but dependent on a variety of factors. Accordingly, humour seems to be an on-going area of research, where new aspects for study are infinite. Overall, humour as a term is difficult to define, since it is an interactive and social phenomenon that is highly dependent on the social situation and the people involved in that situation. People tend to laugh more when they are with others than when they are alone, and the ones who laugh alone mostly do so in a situation that imitates a social experience, such as watching television or reading a book. The nature of humour used also depends on the people and situation. A funeral for example is not considered an appropriate place to be humoristic in comparison to a birthday party. Also, a humoristic conversation between best friends at one of their homes would likely differ from that of a boss

and an employee in a conference room. Consequently, the use of humour is also connected to one's social status. A person with a higher status is more likely to use more humour than someone with a lower status, such as the boss in comparison to the employee or a teacher in comparison to students. Overall, we seem to weigh the appropriateness of the use of humour according to different social situations and participants' roles and identities in that situation.

Types of Humour

Humour is one of the major components for effective teaching learning process. Various authors and educationists have classified humour in their own way but Martin et al. (2003)has given four styles of humour as under:

Affiliative Humour

This humour style is used to enhance one's relationships with others in a benevolent and positive manner. This manner of humour is typically used in a benevolent, self-accepting way. Affiliative individuals often use humour as a way to charm, to attract and amuse others, reduce anxiety among others and improve relationships. They are frequently spontaneous in their joke telling, comic stories, frequently participate in humorous teasing and enjoy laughing with others. Affiliative humour is alike to self-defeating humour because both styles of humour improve the relationships with others. On the other hand, unlike self-defeating humour, affiliative humour is not used at one's own expense.

Self-Enhancing Humour

This humour style is linked to having a good-natured mind-set toward life, having the talent to laugh at yourself, your circumstances and the idiosyncrasies of life in positively, non-detrimental way. It is used by persons to boost the self in a benevolent and positive way. This kind of humour is preeminent understood as a style of coping or emotion-regulating humour in which people use humour to look on the bright side of an unpleasant situation, find the silver lining domain or maintain a positive attitude even in frustrating times.

Aggressive Humour

It is a manner of humour which is potentially negative and detrimental towards others. This style of humour is characterized by the use of teasing,sarcasm, put-downs, disparagement, ridicule, criticism and other types of humour practiced at the expense of others. Aggressive humour style often disregards the impact it might have on others. Prejudices such as racism, racial discrimination and sexism are considered to be the aggressive approach of humour. This type of humour may at times appear like playful enjoyment, but sometimes the primary intent is to harm, to put down or belittle others.

Self-Defeating Humour

This style of humour may characterized by the use of potentially detrimental and unfavorable humour mode towards the self in order to gain appreciation from others. Persons high in this dimension of humour engage in self-disparaging humour in which amusement is often at their own expense. Self-defeating humour style often appears in the form of pleasing others by being the "butt" of the joke. This style of humour may sometimes appear in a form of denial in which humour is practiced as a defense mechanism for hiding negative and unconstructive feelings about the self. A variety of variables are linked with self-defeating humour style. People who more frequently use self-defeating humour show increased depressive symptoms in their behaviour pattern. Self-defeating humour is linked with higher levels of depression, anxiety, apprehension, hesitation and psychiatric symptoms. Furthermore,it is associated with lower levels of self-esteem, psychological well-being, confidence and intimacy. This style of humour also tends to be more common in men than in women.

EFFECTIVE TEACHERS

Effective Teachers are made not born, if you have desire and will power, you can become an Effective Teacher.

Meaning and Definitions of Effective Teachers

An Effective Teacher is that one who conducts effective teaching which produces beneficial and purposeful students learning through the use of appropriate procedures. Effective teachers   involve   two   important   components   in

teachingprocess   called "teacher knowledge of the subject to be taught" and "skill in how to teach the subject".

Those teachers are effective teacher who being skilled, knowledgeable and experienced. Effective teacher know how to create an effective learning environment by being organized, prepared and clear. Experts have defined the effective teacher in following ways:

Deo (1980), "Effective teachers   consistently achieve goals that focus on desired outcomes for these students."

Diamond (1998),   " The one who conducts effective teaching which produces beneficial and   purposeful student   learning through   the   use   of appropriate procedures."

Beishuizenetal. (2001)   "Effective teachers   are   being   skilled knowledgeable and experienced."

Walls et al. (2002)   "Effective teacher know how to create an effective learning environment by being organized, prepared, and clear."

A teacher is one who shapes the personality and entire life of children. It is one of the noble professions as it contributes   in building the future of the countries and overall society.

Teacher plays a significant and a valuable role as they influenced by the teacher's character, his affection and a commitment, his competence and his morals and ethics. So it is important that only best and the intelligence human beings are allowed to become teachers so that the safe future is ensured.

Main features of Effective Teachers

(i)   Connection

An Effective   Teacher is one who can connect with his or her student. A teacher who merely enters a   classroom, stands there for an hour, reads aloud or dictates   from textbooks.

(ii)   Communication

Communication   is   vital   for anyone with a teaching job to success at his or her place of work. An Effective Teacher should be both, effective as well as efficient when it comes to communicating with his   or her students. Lack of

communication skill will only and up with students either not understanding it correctly. Remember, all good communicators may not be effective, but all effective teacher are always effective communicators.

(iii)   Love for Teaching

This is the biggest factor to differentiate between to average Teachers and great Teachers. All great Teachers are people who teach simply because they love along so. It is all about the love for teaching. It has always been that way and it always will.

(iv)   Humility

This is an important quality of effective teacher and unfortunately, a quality that one gets to see very rarely.

(v)   Teaching Skill

An Effective teacher is always a great listener. He or she not only talks, but also keenly listener to all that that his or her students have to say. If a certain topic or pivot is found to be debatable, an effective teacher does not hesitate to throw open the topic to the whole class and invite individual opinion on the matter.

IN-EFFECTIVE TEACHERS

In-effective teachers are inept in pedagogy, deliver boring lectures and create an unproductive learning environment.

Meaning and Definitions of In-effective Teachers

An In–effective teacher believes that teaching is a job. An In-Effective Teacher arrives late to school and class on a regular base. An In-Effective Teacher is not sensitive to a student's culture and heritage.

Research shows that it is difficult to accurately identify In–Effective teachers, that teachers are rarely dismissed for employment for In-Effective and that dismissal of ineffective teacher as a mean of improving students, academic performance has received that attention and mixed relations. Experts have defined the effective teacher in following ways:

Walls et al. (2002)" An-Effective college level teachers are inept in pedagogy, deliver boring lectures and create an unproductive learning environment."

Dr. J.R. Ouyand "In-Effective teachers does not accept responsibilityfor what occurs in the class room.

REVIEW OF LITERATURE

Review of related literature is significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypotheses for the study. As Fox (1969) pointed out, it becomes part of the accumulated knowledge in the field. A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic. The review of the related literature is an essential aspect of research, the planning of the study and time spend in such a survey is invariably a wise investment and a substantive through sophisticated research. **"**Good research is good because it advance our collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies and what they might been literature review are secondary sources, and as such, do not report and new or original experiment work."

John W. Best (1977) stated that, "a brief summary of previous research and the writing of recognized experts provide evidence that is already known, and what is still unknown and untested. Since effective research must be based upon past knowledge, this step is to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestion for significant investigation". In view of the significance of related studies as stated by John W. Best, an attempt has been made to review the related literature variable-wise for conducting meaningful piece of research.

Research Studies Related to Humour and Effective & In-Effective Teachers

Kurian (1994) in a study, 'Teacher perception of effective classroom instruction atsecondary school level' found that male and female teachers differ significantly in their perception of effective classroom instruction.

Kagathala (2002)found that area of schools and higher qualification affects teacher effectiveness.

Johnson (2004) in a project study identified a number of supports for teacher effectiveness. They are mentoring curriculum that is adaptable and supportive of teacher learning and a professional culture in which there is deep and sustained interaction between novice and veteran teachers.

Friedman et al. (2002) argued that humour can enhance the teacher-student relationship, makes potentially boring subject matter more interesting, reduces stress felt by students during classes and examinations, promotes attendance at classes, creates interest in the course, and improves the ability of students to learn and recall material.

Neumann, Hood & Neumann (2009) found that humour is extremely useful resource for teachers who wish to introduce humour into the statistics classroom. Humour can be used from the start of the course and used regularly during classes and on assessment items, although it is important that it is not over used. Various types of humour can be used, thus encouraging teachers to incorporate the type of humour that best suits their personality or teaching style. The application of humour in the classroom can potentially improve student engagement and learning, and increase positive perceptions of the teacher.

Strong (2010) investigated that use of humour by teacher can capture the interest of the student and reduce tension. The removal of distracting material can increase attention and decrease classroom disruption. It makes teachers' teaching effective.

Kandir, Ozbey& Inal (2010) found that in early childhood education, providing children with effective learning process in which they construct new understandings by interacting with other people, objects and events depends on the teacher's integration of technical knowledge gained during the pre-service education and personal characteristics. Apart from the professional qualifications such as a broad and comprehensive knowledge in the field and in the implementation of the program, both of which are a pre-school teacher should possess, a pre-school teacher at the same must have personal characteristics such as enthusiasm, confidence, achievement expectation, encouragement and assistance, orderliness, flexibility, warmth and humour.

Wu & Chan (2013)indicated that the use of humour was related more closely to escaping and/or avoidance as coping strategies, but more differentiable from problem-focused/task-oriented and emotional/social coping. Further the results of this study echoed those of a previous cross-cultural comparison between Chinese and Canadian university students, in which the Chinese university students reported less use of humour in coping with stress than did their Canadian counterparts. These results have provided some empirical support for the notion that "humour has been traditionally given little respect in Chinese culture mainly due to the Confucian emphasis on keeping proper manners in social interactions" As teachers in Chinese societies are regarded as persons who are full of wisdom and capable of problem-solving, it is expected that they should act as role models to their students. These social expectations on Chinese teachers could further mould their perceptions on the use of humour in coping with stress.

Sahin (2021) found that using positive humor types in the styles of affiliative humor and self-enhancing humor can be useful for managerial and pedagogical efficiency in schools. As for the results of the metaphorical analysis, participants mainly use positive humor and, to some extent, situational humor. Affiliative humor style was the most preferred one. The results also implied that some participants use self-enhancing humor style and aggressive humor style as well.

Bansal et al. (2014) conducted theStudy on socio demographic pattern of different types of family of Indian society and to know the attitude of members of different family type towards their family composition and to know whether current family pattern has any effect on their health status. The overall health status of members of nuclear families was poor as compared to members of joint families. Awareness about health care facilities is more in nuclear families.

Dhiman & Chandel (2014) investigated the humour styles among teacher educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher

educator with regard to their overall humour, self-enhancing, aggressive and self defeating humour styles.

Neumann, Hood & Neumann (2009)found that humour is extremely useful resource for teachers who wish to introduce humour into the statistics classroom. Various types of humour can be used, thus encouraging teachers to incorporate the type of humour that best suits their personality or teaching style. The application of humour in the classroom can potentially improve student engagement and learning, and increase positive perceptions of the teacher. Afterhavingmostoftheresearcherandtheirfindingindicates that the humour in teaching is very important and makes teacher and his/herteaching effective.

Kumar (2012) found that Effective Secondary Teacher's were found more humourous as compared to their In-Effective counterparts. No significant difference in Affiliative humour of Effective and In-Effective Secondary Teachers was found. The Effective Secondary School Teachers were found to be more oriented towards Self-Enhancing Humour as compare to their ineffective counterparts. The effective secondary school teachers were found to be more oriented towards Aggressive Humour as compare to their In-Effective counterparts. No Significant difference in Self-Defeating Humour of Effective and In-Effective Secondary Teachers was found. No relationship between Teaching Effectiveness and humour style of effective and In-Effective Secondary Teachers was found.

Dhiman & Chandel (2014) investigated the humour styles among teacher educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher educator with regard to their overall humour, self-enhancing, aggressive and self defeating humour styles

Pachaiyappan and Raj (2014) have conducted a study on "Evaluating the Teacher Effectiveness of secondary and higher secondary school teachers". The findings of the study reveal that the male and female school teachers did not differ significantly in their Teacher Effectiveness. The study also reveals that there is a significant difference in Teacher Effectiveness among the school teachers with respect to locale, arts and science stream, secondary and higher level, teaching experience and type of school management.

Fikret (2015) found that though there is no significant relationship between the attitudes of pre-service teachers toward teaching and aggressive and subversive humour, there is a negative relationship between the attitudes of pre-service teachers toward teaching and altruism, social comparison, life satisfaction, extraversion, docility, responsibility, positive emotions, affiliative humour, self progressive, openness to experience, while positive significant relations between the attitudes of pre-service teachers toward teaching and neuroticism, self-esteem. Life satisfaction, neuroticism, responsibility, positive emotions and affiliative humour was found to be significant predictors of attitudes toward teaching. The other variables were not found to be a meaningful predictor.

Dogra and Singh (2015) explored on "A comparative study on Teaching Effectiveness of regular and contractual tertiary teachers." The nature of appointment did not influence the teaching effectiveness of tertiary teachers. Gender did not produce any significant effect on the teaching effectiveness of regular and contractual tertiary teachers. Regular teachers of undergraduate level are found to be more effective in their teaching than contractual teachers of same level of teaching. Contractual teachers of non-professional courses were found to be less effective in their teaching as compared to regular teachers.

Kumar & Dhiman (2016) in their study found that tribal secondary school teachers were found to be more oriented towards self-enhancing humour and affiliative humour styles as compare to their non-tribal counterparts.

Ford, Lappi & Holden (2016) found that happiness was positively correlated with four personality traits: extraversion, locus of control, self-esteem, and optimism. Further, happiness positively related to self-enhancing and affiliative humour styles; it related negatively to self-defeating and aggressive humour styles. Happy people habitually engage in positive uses of humour and avoid engaging in negative uses of humour in daily life. Study concluded that People of high in extraversion, locus of control, self-esteem, and optimism are happier because they engage in positive humour in dailylife.

Pourghaz, Jenaabadi & Ghaeninejad (2016) the results obtained from this study reveal that the personality types and sense of humour affect the teachers' organizational performance and create a positive atmosphere for them to do their job. Indeed, being aware of the impacts of the extraverted personality type and sense of humour on teachers' organizational performance can aid principals and authorities to pay more attention to this personality type and create a lively atmosphere in the organization. Creating such an environment not only is effective in creating appropriate behaviours and enhancing employees' effectiveness and dependence, but also, since it promotes their motivation, leads to an increase in the level of efficiency of the organization. In this regard, to increase organizational performance, principals and managers are highly recommended to apply mechanisms that are aimed at improving and promoting the extraverted personality type and creating a lively and cheerful atmosphere.

Amadi & Allagoa (2017) showed that age, educational qualification, and years of teaching experience had significant influence on teachers' classroom management effectiveness, though, gender and educational discipline of teachers had significant influence on their class room management effectiveness.

Chandel (2018) in his study found that male senior secondary school teachers were found to be more oriented towards self-enhancing humour as compared to their female counterparts. No significant difference in affiliative, aggressive and self defeating humour of male and female senior secondary school

teachers was found. Furthermore, senior secondary teachers belonging to low age and average age groups were found more oriented towards using self-enhancing humour as compare to their high age counterparts. However senior secondary school teachers belonging to high age and average age groups were found more prone to the use of aggressive humour style as compare to their low age counterparts. No significant difference between high age, average age and low age group of senior secondary school teachers with respect to affiliative humour and self-defeating humour was detected.

Halder& Roy (2018) in their study, found positive correlations among job satisfaction and teacher effectiveness and its various aspect of Teacher Effectiveness are significantly and positively interrelated.

Halder & Roy (2018) revealed similar result for the interrelation among the teacher adjustment and teacher effectiveness and its various aspects namely, personal aspect, professional aspect, intellectual aspect, strategies aspect and social aspect of Teacher Effectiveness.

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their in-effective counterparts.

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their in-effective counterparts.

Chandel (2018) predicted that senior secondary school teachers with High level of Total wellbeing were found more inclined towards using Affiliative and Self-Enhancing humour styles as compared to their Low level Total wellbeing counterparts. On the other hand, senior secondary school teachers having Low level of Total wellbeing were found more prone to the use of Aggressive humour

style as compared to their High level Total wellbeing counterparts. No significant difference was found among senior secondary school teachers having High and Low levels of Total wellbeing with respect to their Self-Defeating humour style.

Dhiman &Kumar (2020) indicated that the Private Secondary Teachers were found to be more oriented towards Self-Enhancing Humour as compared to their Government counterparts. The Government Teachers found to be more prone to the use Aggressive Humour Style as compared to their Private counterparts. Further no significant differences were found in Affiliative and Self-Defeating Humour Styles among Government and Private Secondary Teachers.

Dhiman & Mehta (2021) The purpose of presents study was to determine the sense of humour among senior secondary teachers from both Science & Non Science backgrounds in the Hamirpur District of Himachal Pradesh. A sampl e of 100 seniorsecondary teachers was selected through simple random sampling technique. Thorson and Powell (1993)Multidimensional Sense of Humour Scale (MSHS) was used to collect data from the subjects. For data analysis, descriptive statistical procedures such as Mean, Standard Deviation, and the 't'-test were used. According to the findings of the study, there is no significant difference in sense of humour among science and non-science background seniorsecondary teachers in the Hamirpur district of Himachal Pradesh.

Dhiman & Mehta (2021) conducted a study on sense of humour among science and non-science background senior secondary teacher and explore that science background senior secondary school teacher were found to be more oriented towards generation & use of humour or humour production (HP) and overall sense of humour as than their non-science background counterparts. However no significant difference was found in coping/adaptive humour (CH), attitude towards humourous people (ATPH) and appreciation of humour (HA) among science and non-science background senior secondary teachers.

Kumar & Dhiman (2021) found that the government secondary school male teachers were found to be more oriented towards affiliative, self-enhancing and aggressive humour as compared to their female counterparts. However no significant difference was found in self defeating humour of government secondary school male and female teachers

Dhiman & Kumar (2021) Finding - No significant differences were found in Sense of Humour among College Teachers based on their Gender, Age, Experience, Education, Residence, Management Type, Type of Institutions, Economic Status and Family Type.

Kumar & Dhiman (2021) found that the government secondary school male teachers were found to be more oriented towards affiliative, self-enhancing and aggressive humour as compared to their female counterparts. However no significant difference was found in self defeating humour of government secondary school male and female teachers

RESEARCH QUESTIONS

In view of the review of the related literature it becomes crystal clear that there is scarcity of studies on humour styles in relation to personality traits and wellbeing on teachers in general and senior secondary school teachers in particular in India and abroad. Hence, the present study is very much needed and justified. The present study has addressed the following research questions:

I   Is there any relationship between humour styles and Teaching Effectiveness of Senior Secondary School Teachers?

II   Is there any impact of Teaching Effectiveness on humour styles of Senior Secondary School Teachers?

III Is there any impact of streams on humour styles of Senior Secondary School Teachers?

VI Is there any impact Family Type on humour styles of Senior Secondary School Teachers?

IMPORTANCE OF PRESENT RESEARCH STUDY

There is the great significance of the present research in the present scenario as more emphasis were given on the academic talent of the students. Therefore most of the educational institutions are trying their best to uplift it through different measures, in relevant to this context humour styles plays very significant role. Present time is the time of strife, stress and acute struggle. Complexities of current life affect person's mental, physical and emotional wellbeing. In this scenario it is imperative to develop proper and positive attitude of life. The personality as well as the whole life of a child is influenced by the teacher's behaviour, humour styles, personality and wellbeing. According to Dr. K.G. Saiyidain, "the teacher is the single most important key factor in the success of an education programme". He says "The most I see of an educational work – good work and bad work. The more insistently I feel that the quality of teacher is an educational system is more important factor than all of other educational factor put together – syllabus, text books equipment and building. Teacher deals with human beings. Teaching is considered as one of the noblest profession. It is said that real democracy flourishes through proper education, which can be imparted only through healthy, happy, prosperous and successful class teaching. A good teacher is one who is dedicated, skilled, proficient and satisfied. If teacher is dissatisfied with life, he may always be surrounded by various problems and hurdles in the performance of his duty. Instead of becoming a good teacher, he becomes an irritable person and a worried teacher cannot help himself and his students as being satisfied with life. A dissatisfied teacher cannot do justice to his duty". Hargreaves (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not merely a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines but, they are emotional, passionate beings

who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy". Thus, the main focus of current study was to investigate the extent to which level secondary school teachers uses humour while teaching and to explore the impact of humour styles in teaching-learning process. Investigator has also tried to examine the importance of humour styles and their effects on senior secondary teachers in relation to their Stream, Family type (Nuclear /Joint) and Stream (ScienceV/S Arts & Com.). Moreover, the study tried to find out the solutions and strategies, through which teachers will form the opinion to use the humour in delivery of subject matter while teaching, so as to be interesting as well as effective. A review of literature shown that Humour Styles of senior secondary school teachers have not been studied significantly with their effectiveness,Family type (Nuclear /Joint)and Steams collectively. Consequently, in the present study investigator kept these important objectives of the research study, so that he would be able to explore unstudied area.

STATEMENT OF THE PROBLEM

In view of the above mentioned research questions the problem of the study was stated as, **"Relationship of humour styles of Secondary School Teachers with their TeachingEffectiveness, Family Type and Streams"**

OBJECTIVES AND HYPOTHESES

This section deals with objectives and hypotheses which were framed to carry out the present study:

Objectives

The following objectives were achieved:

I   To study the significant relationship between humour styles and teaching effectiveness of senior secondary school teachers.

II   To study the impact of teaching effectiveness on humour styles of senior secondary school teachers.

III   To Study the impact of family type on humour styles of senior secondary school teachers.

VI To Study the impact of stream on humour styles of senior secondary school teachers.

Hypotheses

Following hypotheses were tested:

H1 There will be significant relationship between humour styles and teaching effectiveness of senior secondary school teachers.

H2 There will be significant difference in humour styles among Effective and In-Effective senior secondary school teachers.

H3 There will be significant differences in humour styles of senior secondary school teachers belongs to Joint and Nuclear family type.

H4 There will be significant differences in humour styles of senior secondary school teachers based on their stream.

DELIMITATIONS OF THE STUDY

The present study was delimited in its scope and extent with respect to the followings:

D1 The study was delimited to the teachers teaching 10+1 and 10+2 standards in Govt. Senior Secondary Schools of Districts Hamirpur, and Mandi in Himchal Pradesh only.

D2 The study was delimited to only one dependent variable i.e. Humour Style and three independent variables i.e. Effectiveness, Family Type and stream.

D3 The study was delimited with regard to the size of sample. The study involved the sample of 137 teachers teaching 10+1 and 10+2 standards.

D4 The study was delimited to random technique of probability sampling.

D5 The study was delimited to the use of two research tools viz. Humour Style Questionnaire (HSQ) By Martin et al. (2003), Teacher Effectiveness ScaleByDr.Shallu Puri &Prof. S. C. Gakhar (1929)

D6 The study was delimited to Descriptive Survey Method of research.

D7   The study was delimited to statistical techniques of Mean, Standard Deviation, the 't'-Test and Karl Pearson's Product Moment coefficient of Correlation 'r'.

D8   The study was delimited in terms of time and money resources.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

The terms which were frequently used in the present study has been defined operationally as follows:

Humour Styles

Humour style is the frequency with the individual smiles, laugh and other wise display amusement in a variety of situation and as measure by humour style questionnaire and as measured by Humour Style Questionnaire by Martin et al. (2003).

Affiliative Humour

Individuals who possess this style of humour indented to say funny things, to tell jokes, comic stories and to engage in spontaneous witty banter to amuse others, to facilitate relationship and to reduce interpersonal tension, frustration and anxiety.

Self-Enhancing Humour

This humour style is linked to having a good-natured mind-set toward life, having the talent to laugh at yourself, your circumstances and the idiosyncrasies of life in positively, non-detrimental way. It is used by persons to boost the self in a benevolent and positive way.

Aggressive Humour

It is a manner of humour which is potentially negative and detrimental towards others. This style of humour is characterized by the use of teasing, sarcasm, put-downs, disparagement, ridicule, criticism and other types of humour practiced at the expense of others.

Self-Defeating Humour

This style of humour may characterized by the use of potentially detrimental and unfavorable humour mode towards the self in order to gain appreciation from others. Persons high in this dimension of humour engage in self-disparaging humour in which amusement is often at their own expense.

EFFECTIVE TEACHERS

An Effective Teacher is that one who conducts effective teaching which produces beneficial and purposeful students learning through the use of appropriate procedures. Effective teachers involve two important components in teaching process called "teacher knowledge of the subject to be taught" and "skill in how to teach the subject"effective teachersare those teachers who havehigher scores onTeachers Effectiveness Scale (TES).

IN-EFFECTIVE TEACHERS

An In–effective teacher believes that teaching is a job. An In-Effective Teacher arrives late to school and class on regular bases. An In-Effective Teacher is not sensitive to a student's culture and heritage. An-Effective college level teachers are incompetent in pedagogy, deliver boring lectures and create an unproductive learning environment. In-effective teachers are those Teachers who have lower scores on Teach Effective Scale (TES).

Stream

It refers to series of area-specific courses that teacher take as part of his degree. It allows the teacher to specialize in a particular field of study.

Gender

It simply refers to the sex of subjects i.e. male and female.

Educational of Qualification

It refers to the academic qualification of the subjects.

Locale

It refers to Rural and Urban residential backgrounds.

Govt. Senior Secondary School Teachers

Govt. secondary school teachers refer to those trained and untrained teachers who used to teach 11th & 12th standards in government senior secondary schools of Himachal Pradesh.

CHAPTER-II

METHODOLOGY AND PROCEDURE

Webster has viewed methodology as, "The science of method or arrangement". Research methods are of extremelysignificant in research process. Theorists describe the various steps of the plan to be implemented in solving a research problem such as, the manner in which the problems are formulated, the definition of terms, the selection of subjects for investigations, the validation of data gathering kind of tools, the collection of the data for investigation and the process of drawing inferences and generalization of findings of research. Methodology and procedure is very essential for the success of any work and it is very important for the success of research. After having received the literature related to the research problem, next task of the investigation was to select a method and procedure suitable for the research study. The present chapter describes the methodology and procedure, which has been followed in the present study.

RESEARCH METHOD

There are several research methods- the Historical, Normative Survey, Experimental, the Casual –Comparative, the Case Study and Genetic Method. Each method is used in appropriate situation depending upon the nature of the problem. The present study was conducted through descriptive survey method of research. This research method is most commonly used in educational research. The investigator collects the data to explore the nature of existing conditions to decide the relationship that exists between specific events. Many times, survey study intends to understand and explain the phenomena in a natural setting to provide information to government and other organization or compare different demographic groups or see the cause and effect relationship to make exact prediction. For this purpose it needs responses directly from the respondents of selected population. In general the kind of information required, determines the

nature of geographical area of data collection for investigation and whether it is a extensive or intensive, one extensive survey is carried out when investigators intends to make generalization, whereas, intensive survey was practiced for making estimation. Survey research methods demand various tools to collect the data from samples and these ranges from observation, interview and questionnaire. In the present study data regarding the relationship of humour styles of senior secondary teachers of Himachal Pradesh with their personality traits, wellbeing, gender and age was collected through cluster technique of sampling.

SAMPLING

Sampling is essential for every research work, as one cannot take the entire population since it consume much time, energy and adds to difficulties and cost. Nevertheless a sample can yield reliable result, if it is a true representative of the population which is unbiased and of adequate size. Sampling is a technique of significant small group, from a population which included the entire essential element needed for the investigation in hand. A sample is the representative of the whole universe. Sampling is a kind of indispensible technique in behavioural research; the research work can't be undertaken without the process of sampling. The concept of sampling has been introduced with a view to making the research findings economical, precise and accurate.

W.G. Cochran: reflected about the term sampling as, "In every branch of science we lack the resources, to study more than a fragment is the sample and a phenomenon is the population." The sample observations are applied to the phenomena i.e. generalization.

David, S. Fox: revealed regarding the term sampling as, "In the social sciences, it is not possible to collect data from every respondent to our society but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling."

Types of Sampling

There are two types of sampling viz. probability sampling and non-probability sampling.

Probability Sampling: Probability samplings methods are those where the units are drawn randomly by providing equal probability to all. The probability sampling can be made by using the following techniques:

(i)   Simple random sampling

(ii)   Systematic sampling

(iii)   Stratified sampling

(iv)   Multistage sampling

(v)   Cluster sampling

Non-Probability Sampling: Non-Probability sampling methods are those where the units are selected on the considerations of convenience of judgment of the researcher. The techniques of Non – Probability Sampling includes:

(i)   Incidental or Accidental sampling

(ii)   Purposive Sampling

(iii)   Quota Sampling

(iv)   Judge mental Sampling

In the present study cluster technique of probability sampling was used for data collection.

Population

Population is a group of individuals or items that share one or more characteristics from which data can be collected and analyzed. Population is the statistical concept which means a group of large number of units from which a smaller group of a few units is selected and used for achieving some purpose. According to Kerlinger (1978) population is generally defined as "all the

members of any defined class of people, events or object". The Population is defined in term of their specific characteristics. In educational researches they are called "Target Population," more often defined as "all the members of a real or a hypothetical set of people, event objects or other units". It is a large group scattered over a small group concentrated in limited narrow area. Population is homogeneous with regard to characteristics. Hence, each heterogeneous population can have homogeneous population means the totality of these units. On the other hand when population is vaguely defined, it becomes difficult to judge what units are to be considered when taking the sample. Van Dalen (1973)suggested that "conclusions cannot be drawn concerning a population until the nature of units that comprise it, is clearly identified". He further observed that many investigators produce disappointing results because they use available population frame without investigating the units that were used to compile and without ascertaining whether all members of population were included. Sometimes, they select unit list that are out of data, or duplication or do not adequately represent the population of the study. Keeping in the view of the above, all the teachers teaching 10+1 and 10+2 standard in government senior secondary schools of District Mandi and District Hamirpur in Himachal Pradesh constitute the population of current study.

SAMPLING FRAME

Selection of a sample from a given population for investigation it is very essential to comprise a complete, accurate and up to-date list of the entire units in the population. Such a list is known as sample frame. In the current study all senior secondary school teachers serving in government senior secondary schools belonging to two districts of Himachal Pradesh namely Mandi and Hamirpur formulated the sample frame.

The Sample

Dictionary.com describes the meaning of sample as "The sample is a portion, piece or segment that is representative of a whole". It is an entity which shows the representative of a class, a group, a specimen etc. Bias in sample

selection can be made representative of the population by selecting it randomly. A random sample comprises small error in predicting value of population and this error can be estimated as well. Thus, the objective should always be to draw a representative sample. A sample plan has to be prepared. If the plan guarantees will enough that the chances are more occurring that selected sample in representative of the population, it is called a representative sample plan. It makes sure selecting diverse element and making sure that these diverse elements are represented adequately in the sample. In the present study simple random technique of probability sampling was used to draw sample from the schools of Districts Hamirpur and Mandi in Himachal Pradesh. Investigation of the present study comprised the sample of 140 government senior secondary school teachers.

Sample Structure

The institution wise distribution of the sample pertaining to different districts has been given in the following tables -1.1, and 1.2:

Table-1.1

Institution –Wise Distribution of the Sample of District Mandi (H.P)

Sr. No.	Name of the Institution	Gender		Age			Locale		Caste				Stream				Sample Drawn
		M	F	L.A	A.A.	H.A.	R	U	Gen	SC	ST	OBC	Sci	Com	Arts	Others	
1	G. S.S.S. Masharan	5	03	0	03	05	06	02	08	0	0	0	03	0	05	0	08
2	G. S.S.S. Baldwara	08	02	03	05	02	10	0	07	02	0	01	04	01	03	02	10
3	G. S.S.S. Gopalpur	06	06	03	04	05	12	0	08	01	0	03	03	01	07	01	12
4	G. S.S.S. Bhambla	03	05	02	02	04	06	02	04	02	0	02	03	01	04	0	08
5	G. S.S.S. Paunta	10	01	05	04	02	10	01	09	02	0	0	02	01	07	01	11
6	G. S.S.S. Nawahi	02	09	05	04	02	10	01	09	01	0	01	04	02	04	01	11
7.	G. S.S.S. Paplog	04	02	01	03	02	06	0	04	01	0	01	01	0	04	01	06
	Grand Total																66

Table -1.2

Institution –Wise Distribution of the Sample of District Hamirpur (H.P)

Sr.No.	Name of the Institution	Gender		Age			Locale		Caste				Stream				Sample Drawn
		M	F	L.A.	A.A.	H.A.	R	A	Gen	SC	ST	OBC	Sci	Com	Arts	Others	
1.	G.S.S.S. Ladrour	07	0	0	06	01	07	0	03	0	0	03	03	01	03	01	07
2.	G.S.S.S. Bhoranj	03	01	01	01	02	03	01	01	01	0	02	01	01	01	0	04
3.	G.S.S.S. Kharwar	04	08	09	02	01	12	0	08	02	0	02	05	02	04	01	12
4.	G.S.S.S. Patta	05	04	04	03	02	08	01	05	01	0	03	01	0	06	02	09
5.	G.S.S.S. Jahu	09	02	01	04	06	11	0	10	0	0	01	04	01	05	01	11
6.	G.S.S.S. Manoh	04	01	02	0	05	5	0	04	0	0	01	0	0	05	0	05
7.	G.S.S.S. Bhareri	05	01	01	03	05	09	01	07	0	0	02	01	01	07	01	06
8.	G. S.S.S. Mundkhar	12	0	04	04	04	12	0	07	04	0	01	04	02	04	02	12
9.	G. S.S.S. Bhota	05	0	03	01	01	01	04	04	01	0	0	02	02	01	0	05
	Grand Total																71

RESEARCH TOOLS USED

John Beat (1977)observed, "Like the tool in the carpenter's box each research tool is a appropriate in a given situation to accomplish a particular purpose. Each data gathering device has both merits and hazards or limitations". In the present study following tools were used for data collection:

(I) Humour Style Questionnaire (HSQ) By Martin et al. (2003).

(II) Teacher Effectiveness Scale(TES) By Sallu Puri & Prof. S. C. Gakhar (1929)

(I) Humour Style Questionnaire (HSQ) by Martin et al. (2003) Hindi Adaptation by Prof. B. P. Verma (2003)

This questionnaire has been designed and developed to assess 04 (four) dimensions relating to individual differences in use of humour. These dimensions of humour are self-Enhancing, Affiliative, Self-Defeating and Aggressive. The use of Self-Enhancing humour style enhances the self and Affiliativestyle enhances once relationship with others. Self-Defeating humour style makes use of the humour to enhance relationship as expense of others and Aggressive style uses humour to enhance the self at the expense of others. Original scale uses 7-point Likert scale ranging from 1=Totally Disagree to 7=Totally Agree. This questionnaire comprises 60 items. There are 08 items for each style. In case negative items scoring is done in reverse order. Test-retest reliabilities were computing by using data of 179 participants with one week interval. Reliabilities for Affiliative, Self-Enhancing, Aggressive and Self-Defeating humour skill respectively were .85, .81, .80 and .82. All were found significant at .01 probability level. All the 04 styles of humour showed adequate internal consistencies as demonstrated by Cronbac's Alphas ranging   .77 to .81. The internal correlatives were quite low indicating that all 04 styles of humour are distinct one. The questionnaire has satisfactory validity as revealed by factor analysis technique. It is significant to note that in the present study instead of 07-Point Likert Scale, 5-Point Likert Scale has been exercised in questionnaire. The items pertaining to different dimensions of Humour Styles in this questionnaire as given below:

(i) Self-Enhancing-2, 6, 10, 14, 18, 22, 26 & 30   =08 Items

(ii) Affiliative -1, 5, 9, 13, 17, 21, 25 & 29.   =08 Items

(iii)   Self-Defeating- 4, 8, 12, 16, 20, 24, 28 & 32.   =08 Items

(iv)   Agressive- 3, 7, 11, 15, 19, 23, 27 & 31.   = 08 Items

Negative test items are   1, 7, 9, 15, 16, 17, 22, 23, 25, 29, & 31. Scoring for negative test items are 5=Totally Disagree, 4=Disagree, 3=Neutral, 2=Agree, 1=Totally Agree.

Positive test items are 2, 3, 4, 5, 6, 8, 10, 11, 12, 13, 14, 18, 19, 20, 21, 24, 26, 27, 28, 30, & 32. Scoring for positive test items are 1=Totally Disagree, 2=Disagree, 3= Neutral, 4=Agree, 5=Totally agree.

(II)   Teacher Effectiveness Scale(TES) By Shallu Puri & Prof. S. C. Gakhar (1929)

Introduction:

According to Indian Education Commission (1946-66) "The Quality of nation depends upon the quality of education programme and good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Educational institutions may have excellent material resources, equipment, building, library and other facilities along with the curriculum suited to the community needs but if the teachers are not good the whole education programmed likely to be ineffective and wasted. Therefore the problem of identification of effective teachers is of prime importance for realizing desirable educational goals.

An effective teacher may be understood as one who helps in development of basic skills, understood as one who helps in development of basic skill, understanding, proper work habits, desirable attitudes value judgment, an adequate personal adjustment of the students (Ryans, 1969). This means that those teachers have attained the needed competence in their roles of functions, such as the preparation and planning for teaching, classroom management, and knowledge of subject of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be best teachers.

We have also been listening that some teachers are the least effective ones. They are inferior in respect of their roles and functions as well in their personality characteristics. They are said to be least effective ones from these parts of view, it may be perceived that the most effective and least effective teachers who are moderately effective. There are quite a few teacher effectiveness scales developed by other investigators to measure the effectiveness of teachers working at different levels. These scales have been developed abroad as well as in India. The review of these scales dine by those investigation helped the investigator in identifying the limitations of the scales developed in general on the concept of teacher effectiveness. Therefore the investigator took a decision construct a scale on teacher effectiveness by following standard procedures for developing scale.

Identification and Development of the First Draft of the Scale:

Initially the teacher Effectiveness Scale consisted of 77 statements selected on the basis of previous studies and interviews with 24 teacher educators working in college of education and Department of Education, Panab University, Chandigarh (Apppendix 1) . These statements belonged to the following teacher behaviour categories.

Sr. No	Category	Item wise serial No	Total
I	Academic and Professional knowledge	1,2,3,4,5	05
II	Preparation and presentation of lesson plan, classroom management	19,20,39, 40, 41, 42, 43, 44,45,46, 47, 48, 49, 50, 51, 52 53,45, 55,56, 57, 60, 63, 64, 65, 77	26
III	Attitude towards students, parents, colleagues, head of institution	6,7,12, 13,14, 15, 16, 17, 18, 23, 24, 25, 26, 34, 35	15
IV	Use o motivation reward and punishment and interest all round development of students	8,9,10,11, 36,37,38	07
V	Result, feedback accountability	61, 62	02
VI	Personal qualities	21, 22,27, 28, 29,30, 31, 32, 33, 58, 59, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76	22

Method of Scale Construction:

Method of Scaling attributing to Thurston and Chave (1929) Liker (1932) are the ones most commonly used. Although considerable controversy had occurred over the relative merits of Thurstone and Likert Methods, much of which has been technical , yet as per Edward and Kenny (1941) there is high correlation between the scales prepared by two methods, which suggested that they are necessarily much the same. Thus it was decided to use Thurstone's technique of scale construction for the Teacher Effectiveness scale.

These 77 statements belonging to six different teaching aspects were given to a group of six judges to seek their opinion and comments. Based on their opinion modification was made in 11 statements, i.e., 3,6,11,12,18, 38, 41, 46, 53, 54, 65. Also in view of their criticism and comments 10 statements were delete3d 14, 16 17, 26, 27, 44, 52, 59, 64, 68, Thus leaving with 67 statements. Further based on their opinion and agreement with six judges 11 more statements were added thus making total statements equal to 78.

Application of Thurstone Technique:

Seventy eight statements thus initially retained were put in the form of Test Booklet. The Thurstone technique requires a nine –point scale but the four extreme points were dropped.

Considering the differentiation beyond the categories Strongly Agree or Strongly Disagree would have been difficult to make therefore the statements were presented o five- point scale, These five categories of responses varied as Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. These categories were presented and explained on the first page of the Booklet ad also on the subsequent pages.

Tryout:

Since the statements have reference to the Teacher Effectiveness of Teachers, therefore it was decided to have Teacher Educators of Colleges of Education as respondents for the tryout of this scale.

List of Teacher Educators Selected for the Try Out Teacher Effectiveness Scale

Sr. No.	Name of The College	Number of Teacher Educators
1	Satyam College of Education , Moga	13
2	Moga College of Education , Moga	11
3	S.K. college of Education, Moga	08
4	D.M. College of Eduction, Moga	14
5	Baba Mangal Siingh College of Education, Moga	08
6	Lala Hans Raj College of Education, Ferozepur	07
07	Surijit Memorial College of Education, Mudki	07
08	Dev Samaj College of Education, Ferozepur City	14
09	Babe ke College of Education, Mudki	11
10	Babe ke College of Education, Daudhar	07

In all 100 teacher educators were selected from ten college of education. These teacher educators contacted personally and after explaining the purpose for which scale was constructed they were given best booklets containing 78 statements. In addition to the instruction given on the cover page of the test booklet the teacher educators were specifically explained how to evaluate the statements by giving agreement or disagreement on five – point scale.

Sale Values:

The responses given by the teacher educators were the3n classified separately for each statement into five categories or responses used in the scale. These 5 points were quantified by giving a score raging from 5 for strongly agree to 1 for strongly disagree. The other categories of responses such as agree, undecided and disagree were given 4,3 and 2 scores. After noting down the frequency of responses in each category for each statement, scale values as required by Thurstone and Chave technique were worked out. The scale value for a particular item was calculated by finding the median and this represented the degree of agreement or disagreement among the respondents.

Scoring Procedure

Categories	Score
Strong agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Reliability:

As the scale being heterogeneous and items having been arranged logically, the two halves could not have been identical. Therefore, test- retest reliability was found to be most suitable for the scale. The test- retest reliability study of the scale was conducted on a sample of 30 Teacher Educators. The second administration of the test was given after a month.

The product moment coefficient of correlation for the two scores was computed. The coefficient of correlation between two test was found to be 0.76 and is significant at .01 level of significance and testifies the scale to be a reliable one.

Validity:

The scale was validated against the criterion of "Content Validity". The content validity is concerned with the adequacy of sampling of a specified universe of content.

To determine content validity, the scale items and a list of outcomes were given to the panel consisting of seven experts. The panel was asked to identify which test items corresponded to which outcomes. The experts agreed 92 Percent with the investigator on the assignment of scale items. This concurrence was taken as evidence of content validity.

Scoring:

Award scores as following:

Strongly Agree-5, Agree-4, Undecided-3, Disagree-2 and Strongly Disagree-1. Total up the total scores on 68 statements which form the Raw Scores for the whole test.

The maximum score could be achieved as 340 and the minimum score would be 68.

The Raw score, so obtained should be interpreted on the basis of effectiveness levels as given in Table of Norms.

Time Limit:

Time limit for the scale is 40 minutes.

Variate Structure

A Variable is anything that can be measured and that varies. They changes from person to person or situation to situation. A person's height, weight, intelligence and attitude towards education may all be measured. These can be termed as variables. According to H.E. Garrett, "Variable are attributes or qualities which exhibit differences in magnitude and which vary along some dimensions".

Types of Variables

Research variable can be divided in to two major categories:

(i)   Independent variables

(ii)   Dependent variables

(i)   Independent Variables: Independent variable is a stimulus variable or in put which operates either within the environment of a person to influence by behaviour. It is the variable which is measured, manipulated or selected by the researcher to determine its relationship to an experimental phenomenon. In the present research independent variables were Teaching Effectiveness, Stream and Type of Family.

(ii)   Dependent Variables: Dependent variable is an observed aspect of the behaviour of an individual that has been stimulated. It is that factor which is observed in the effect of independent variables. It will change as a result of variation in the independent variables. It is dependent because its value depends upon the value of independent variables. Humour styles of senior secondary school teachers were considered as dependent variable in the present research.

CLASSIFICATION OF SUBJECTS

In the present study the subjects were classified into Effective and In-Effective Senior Secondary Teachers Level groups were formed on the basis of M±1SD of scores obtained by the subjects respectively. On the basis ofFamily Type,subjects were classified simply as into Joint Family and Nuclear Familygroups. Subjects were also classifiedon the basis of Streams as into Science and Arts& Com. (Non- Science)Groups.

STATISTICAL TECHNIQUES USED

Statistics is a type of mathematical technique or a process of gathering, organizing, tabulating, analyzing and interpreting numerical data. In the present research descriptive statistical techniques Karl Pearson's product moment coefficient of correlation 'r' was employed for calculating coefficient of correlation between (i) Humour styles and Teachers Effectiveness And In-Effectiveness. Teachers Effectiveness difference on Humour Styles was done by't'-Test. Impact of Family TypeonHumour Styles were also ascertained by't'-Test. Impact of Streams on Humour Styles were determinedby't'-Test.

Karl Pearson Coefficient of Correlation or Product Moment Correlation 'r'

When we study bi-variate data we may like to know the degree of relationship between variables of such data. This degree of relationship is known as correlation. Sometime we have a large data, much time and energy will be saved by arranging the data in both variables 'X' and 'Y' in the form of a diagram. Moreover, the distributions of the variable are uni-modal and their variances are approximately equal. Some time it is also named as Pearson's Product Moment Correlation 'r' method. The values from the scatter gram may be used in the following formula:

The values from scatter diagram may be used in following formula:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

N   =   total number of scores

x   =   deviation of X measures from assumed mean

y   =   deviation of Y measures from assumed mean

$\sum xy$ =   sum of the products of paired scores

$\sum x$ =   sum of x scores

$\sum y$ =   sum of y scores

$\sum \mathbf{x^2}$ = sum of squared x scores

$\sum \mathbf{y^2}$ = sum of squared y scores

The 't'-Test

The 't'-Test was used in the present study to compare humour styles of secondary school teachers with their Personality Traits, Wellbeing, Gender and Age. The 't'-Test assesses whether the means of two groups are statistically different from each other. This analysis is suitable whenever we want to compare the means of two groups. The following formula was used to compute the 't' value:

$$'t' = \frac{|M_1 - M_2|}{\sqrt{\dfrac{(SD_1)^2}{N_1} + \dfrac{(SD_2)^2}{N_2}}}$$

Where:

M_1 = Mean score of first group

M_2 = Mean score of second group

SD= Standard deviation of first group

SD_2 = Standard deviation of second group

N_1 = Sample size of first group

N_2 = Sample size of second group

Df (degree of freedom) was calculated by subtracting 2 from $N = (N_1 + N_2) - 2 = N - 2$

The 0.05 and 0.01 levels of significance were used for determining the significance of obtained 't' – values.

(i) Mean

The mean of a distribution is understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average. The mean of a set of observed scores is obtained by dividing the sum of all the values of scores by the total number of scores.

The formula to find out the mean:

$$M = \frac{\Sigma x}{N}$$

Where:

M   =   Mean

Σ =   Sum

X   =   Score in distribution

N   =   Total Number of Score

(ii)   Standard Deviation (S D)

The average of the squared deviations of the measures of the scores from their mean is known as the variance. The standard deviation is the positive square root of variance.

$$\sigma = \frac{\sqrt{\Sigma X^2}}{N}$$

Where:

σ = Standard Deviation

Σ = Sum

X^2 = Sum of the scored X

N   = Total Number of score.

In which

X = deviation of the row score from the mean.

N = number of scores or measures.

CHAPTER-III

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

Analysis of data is considered to be most important stage and heart of the researchwork. It involves breaking down existing complex factor into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Analysis of data includes comparison of the outcome of the various treatments upon the several groups and the making of decision as to the achievement of goals of research. In the process of analysis and interpretation of data, the first step involves the organization of the data. Once the data is organized the researcher can be move to the second step in data analysis i.e. description. Only after the data has been organized and described, the researcher begins the final and most crucial step i.e. interpretation**.** Interpretation involves employing the findings, answering research questions and connecting significance to specific results.

The main function of analysis and interpretation of the data is to reveal useful information for decision making. Thus, the analysis and interpretation of the data collected for study is important to draw out significant conclusions. Importance of analysis and interpretation of the data has been beautifully described by following quote:

"Any piece of research is generally directed towards the solution of the problem and analysis as well as interpretation in the research helps to know the logical and inferential part of research"- Best &Khan (1993).

Following the methodology and procedure described in the earlier chapter, the data on the Humour Styles, Effectiveness, Family Type and Streams of140 senior secondary teachers were collected from different Government Schools of District Mandi. And Hamirpur in Himachal Pradesh. This chapter presents the analysis and interpretation of obtained data in a systematic manner.

(SECTION-A)

CORRELATION BETWEEN HUMOUR STYLES AND TEACHING EFFECTIVENESS AMONG EFFECTIVE SENIOR SECONDARY SCHOOL TEACHERS

Table - 3.1.present the calculated statistics of correlation between Humour Style and Teaching Effectiveness among Effective senior secondary school teachers

Table -3.1

Showing relationship between Teaching Effectiveness and Humour Style among Effective Senior Secondary SchoolTeachers

Humour Styles	Effective Teachers		
	N	'r'-Value	Significance
Self-Enhancing	34	0.37	NS
Affiliative	34	-0.13	NS
Self-Defeating	34	-0.007	NS
Aggressive	34	0.09	NS
Overall Humour	34	0.117	NS

NS=NotSignificant

It is clear from the Table-3.1that the obtained coefficients of correlation between Conscientiousness trait of personality and Self-Enhancing, Affiliative, Self-Defeating, Aggressive and overall humour styles were found to be 0.37, -0.13,-0.007, 0.09, and 0.117 respectively. These 'r'- values are not significant at 0.05 level of significance. It means that teaching Effectiveness and Humour Style have no significant relationship between each other. Further it can be said that Teaching Effectiveness and humour Styles does not affect significantly each other whereas Effective Secondary teacher are concerned. Hence, the research hypothesis that, 'There will be no significant Relationship between Teaching Effectiveness and Humour Styles of Effective and In-Effective Secondary Teachers' was retained. From the Table 3.1 'r' value between overall humour and Teaching Effectivenessof Effective Teachers shown as 0.117,

which means non- significant but positive correlation between HumourStyles and Teaching Effectiveness among Effective senior secondary school teachers.

CORRELATION BETWEEN HUMOUR STYLES AND IN- EFFECTIVE SENIOR SECONDARY SCHOOL TEACHERS

Table - 3.2 present the calculated statistics of correlation between Humour Style and Teaching Effectiveness among In- Effective senior secondary school teachers

Table-3.2

Showing Relationship between Humour Styles and In- Effective Senior Secondary School Teachers

Humour Styles	In-Effective Teachers		
	N	'r'-Value	Significance
Self-Enhancing	32	0.02	**NS**
Affiliative	32	-0.11	**NS**
Self-Defeating	32	-0.26	**NS**
Aggressive	32	0.21	**NS**
Overall Humour	32	-0.048	**NS**

NS=NotSignificant

It is clear from the Table-3.2 that the obtained coefficients of correlation between In-Effectiveness and Self-Enhancing, Affiliative, Self-Defeating, Aggressive and overall humour styles were found to be 0.02, -0.11,-0.26, 0.21, and -0.048 respectively. These 'r'- values are not significant at 0.05 level of significance. It means that teaching In- Effectiveness and Humour Style have no significant relationship between each other. Further it can be said that teaching In-Effectiveness and humour Styles does not affect significantly each other whereas Effective Secondary teacher are concerned. Hence, the research hypothesis that, 'There will be no significant Relationship between Teaching Effectiveness and Humour Styles of Effective and In-Effective Secondary Teachers' was retained.Further ,From the Table - 3.2 'r'- value between Overall Humour and Teaching Effectivenessof In-EffectiveTeachers shown as 0.048,which

means non- significant but negativecorrelation between Humourand Teaching Effectiveness among In-Effective senior secondary school teachers.

(SECTION-B)

This section deals with the comparison of Humour Styles of Effective and In-Effective Secondary School Teachers

IMPACT OF HUMOUR STYLES ON EFFCTIVE AND IN- EFFECTIVE SENIOR SECONDARY SCHOOL TEACHERS

Table - 3.3 present the calculated statisticsofSelf Enhancing, Affiliative, Self-Defeating, Aggressive and Over All Humour Styles of Effective and In-Effective Secondary Teachers.

Table-3.3

Significance of Difference in Mean Scores of Humour Styles of Effective and In-effective Secondary Teachers

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Effective Teachers	In-EffectiveTeachers	Effective Teachers	In-EffectiveTeachers	Effective Teachers	In-EffectiveTeachers			
Self-Enhancing Humour Style	34	32	26.18	25.87	3.85	3.28	64	0.73	NS
Affiliative Humour Style	34	32	25.62	25.00	4.10	3.19	64	0.50	NS
Self-Defeating Humour Style	34	32	20.65	21.46	4.04	3.44	64	0.38	NS
Aggressive Humour Style	34	32	20.12	21.21	4.46	4.04	64	0.30	NS
Overall Humour styles	**34**	**32**	95.56	93.56	10.82	6.95	64	0.65	NS

NS=NotSignificant

The Table-3.3 indicates that the obtained't'- values were found to be 0.73, 0.50, 0.38 , 10.30 and 0.65 with respect to self-enhancing, Affiliative and Self-Defeating, aggressive and

overall Humour styles, which are not significant at 0.05level of significance. It means that Effective and In-Effective secondary Teachers do not differ significantly with regard to self-enhancing, Affiliative, Self-Defeating aggressive and overall Humour styles. Hence, the hypothesis that, "There will be significant difference in humour styles on effectiveness of senior secondary school teachers"was rejected. Even thoughfrom the Table-3.3 the mean scores valuesfor Over All Humour of teaching effectiveness of Effective and In-Effective teachers were found to be 95.56 and 93.56 respectively,it revealed that effective teachers are more acknowledge towards humour as compare their ineffective counterparts.

(SECTION-C)

IMPACT OF JOINT AND NUCLEAR FAMILY TYPE ON HUMOUR STYLES OF SENIOR SECONDARY SCHOOL TEACHERS

Table - 3.4 present the calculated statistics of Self Enhancing, Affiliative, Self-Defeating, Aggressive and Over All Humour Styles of Joint and Nuclear Type Family Senior Secondary Teachers.

Table - 3.4.1
Significance of Mean Difference in Secondary Teachers towardsHumourStyles

on the bases Joint and Nuclear type of family

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Joint Family	Nuclear family	Joint family	Nuclear family	Joint family	Nuclear family			
Self-Enhancing Humour Style	79	58	25.67	26.01	3.63	3.31	135	0.56	NS
Affiliative Humour Style	79	58	26.94	25.72	3.82	3.66	135	0.06	NS
Self-Defeating Humour Style	79	58	20.96	19.93	4.23	3.48	135	0.12	NS
Aggressive Humour Style	79	58	19.71	19.67	3.94	3.93	135	0.96	NS
Overall Humour styles	79	58	93.28	91.35	9.91	7.74	135	0.20	NS

NS=NotSignificant

The Table-3.4.1indicates that the obtained 't'- values were found to be 0.56, 0.06, 0.12 , 0.96 and 0.20with respect to self-enhancing, Affiliative and Self-Defeating,

aggressive and overall Humour styles, which are not significant at0.05 level of significance. It means that secondary Teachers do not differ significantly on the bases type of family with regard to self-enhancing Affiliative, Self-Defeating aggressive and overall Humour styles. Hence, the hypothesis that, "There will be significant differences in humour stylesof senior secondary school teachers based on their family type"was rejected. Even though the Table-3.4.1showsthe mean scores values for Over All Humour of teachers belong to Joint and Nuclear Type Family were found to be 93.28 and 91.25 respectively,revealed that teachers belong to Joint Family are more acknowledge towards humour as compare their Nuclear Family counterparts.

(SECTION-D)
SIGNIFICANCE OF MEAN DIFFERENCEIN SECONDARY TEACHERS TOWARDS HUMOUR STYLES ON THE BASES TYPE OF STREAMS

Table - 3.5 present the calculated statistics of Self Enhancing, Affiliative, Self-Defeating, Aggressive and Over All Humour Styles ofArts& Commerce and Science streams of Senior Secondary School Teachers.

Table - 3.5

Significance of Mean Difference in Secondary Teachers towardsHumourStyles on the bases type of Streams

Humour Styles	N		M		SD		Df	't'-Value	Significance
	Arts &Com.	Sci.	Arts &Com	Sci.	Arts &Com	Sci.			
Self-Enhancing Humour Style	50	58	25.72	26	3.51	3.51	135	0.64	NS
Affiliative Humour Style	50	58	26.67	25.98	3.68	3.96	135	0.31	NS
Self-Defeating Humour Style	50	58	20.79	2006	4.15	3.58	135	0.28	NS
Aggressive Humour Style	50	58	20.08	19.02	3.99	3.73	135	0.12	NS
Overall Humour styles	50	30	93.26	91.06	9.33	8.51	135	0.16	NS

NS=Not Significant

The Table-3.5indicates that the obtained 't' values were found to be 0.64, 0.31, 0.28 , 0.12 and 0.16withrespectto self-enhancing, Affiliative and Self-Defeating, aggressive and overall Humour styles, which are not significant at0.05levelofsignificance.ItmeansthatsecondaryTeachersdonotdiffersignificantly on the bases of type of streams with regardto self-enhancing, Affiliative, Self-Defeating, aggressive and overall Humour styles. Hence, the hypothesis that, "There will be significant differences in humour styles of senior secondary school teachers based on their stream" was rejected. Further, from the Table-3.5 the means core values of Over All Humour of teachers belong to Arts & Commerce and Science were found to be 93.26 and 91.06 respectively, revealed that teachers belong to Arts & Commerce are more acknowledge towards humour as compare their Science counterparts.

DISCUSSION OF RESULTS

This section deals with discussion on findings of the present study in a systematic manner as given below:

Relationship between Humour Styles and Teaching Effectiveness among Effective and In-Effective Senior Secondary School Teachers

First Finding of the study on the relationship betweenTeachingEffectivenessamong Effective Senior Secondary School Teachersand humour styles revealed no significant relationship betweenTeaching Effectiveness of effective teachersand Self- Enhancing, Affiliative, Self-Defeating, Aggressive, & Over All humour styles.

Next finding of the study on the relationship betweenTeachingEffectivenessamongIn-Effective Senior Secondary School Teachersand humour styles revealed no significant relationship betweenTeaching Effectiveness of In-Effective teachersand Self- Enhancing, Affiliative, Self-Defeating, Aggressive, & Over All humour styles.

Impact of Humour Styles on Effective and In- Effective Teaching of   Senior Secondary School Teachers

First finding of the study with respect to impact ofHumour Styles on Effctive And In-Effective Teaching on humour styles reflects that no significant difference was found among Effective and In-Effective senior secondary school teacherswith regard to and Self-Enhancing Affiliative, Self-Defeating, Aggressive and Over All humour styles.

Even though the mean values scores of teaching effectiveness of Effective and In-Effective teachers from the Table-3.3for Over All Humour were found to be 95.56 and 93.56 respectivelyalso revealed that effective teachers are more acknowledge towards humour as compare their ineffective counterparts.

Impact of Joint and Nuclear Family Type on Humour Styles of Senior Secondary School Teachers

Finding of the study with respect to Impact of Joint and Nuclear Family Type on Humour Stylesreflected that no significant difference was found among senior secondary school teacherswith regard to and Self-Enhancing, Affiliative, Self-Defeating, Aggressive and Over All humour styles.

Even though the mean values scores of teachers belong to Joint and Nuclear Type Family from the Table-3.4for Over All Humour were found to be 93.28 and 91.25 respectively, revealed that teachers belong to Joint Family are more acknowledge towards humour as compare their Nuclear Family counterparts.

Impact of Science and Non –Science (Arts & Commerce) Streams on Humour Styles of Senior Secondary School Teachers

Finding of the study with respect toImpact of Science and Arts & Commerce (Non-Science) Streams on Humour Stylesreflected that no significant difference was found among senior secondary school teacherswith regard to and Self-Enhancing, Affiliative, Self-Defeating, Aggressive and Over All humour styles.

Even though the mean values scores of teachers belong to Arts & Commerce and Science from the Table-3.5for Over All Humour were found to be 93.26 and 91.06 respectively, revealed that teachers belong to areArts& Commerce (Non-Science Group) more acknowledge towards humour as compare their Science counterparts. No study has been found which extends support to this finding of the present study. Also, no concrete study was found in contrast to this finding of the study.

CHAPTER - IV

CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

INTRODUCTION

This chapter gives an account of the summary of findings, provide meaningful suggestions for further studies and draw the implications of the studying the field of education.This chapter gives an account of the summary of findings; provide the implications of the study in the field of education and put forward meaningful suggestions for further studies.

CONCLUSIONS

On the basis of the analysis and interpretation of the data the following conclusion were drawn:

(I)   No relationship between Teaching Effectiveness and Humour Style of effective and In-effective Secondary Teachers was found.Further,'r' - value between overall humour and Teaching Effectivenessof Effective Teachers indicated non- significant but positive correlation between Humour Styles and Teaching Effectiveness among Effective senior secondary school teachers. Further, 'r' - value between overall humour and Teaching In-Effective Teachers predicted non- significant but negative correlation between Humour Styles and Teaching Effectiveness among In-Effective senior secondary school teachers.

(II)   No significant difference in Self-Enhancing, Affiliative, Self Defeating, Aggressive and Over All Humour of Effective and In-Effective Secondary Teachers was found.

(III)   Effective and In-Effective Secondary Teachers appeared to differ non significantly with respect to their Humour Style. The effective Secondary School Teachers were found to be more humorous as compared to there In Effective counterparts.

(IV)   The effective Secondary Teachers were found to be more oriented towards Self-Enhancing Humour as compared to their In-Effective Secondary counterparts.

(V)   The effective Secondary School Teachers were found to be more oriented towards Aggressive Humour as compared to their In-effective counterparts.

(VI)   Senior Secondary School teachers belong to Joint Family group is more acknowledge towards humour as compare their Nuclear Family counterparts.

(VII)   Senior Secondary School teachers belong to Arts & Commerce Streams group is more acknowledge towards humour as compare their Science Stream counterparts.

EDUCATIONAL IMPLICATIONS

The research holds several implications for teachers regarding teaching learning process.

(i)   First, teachers should use humour in the classroom   communication.This research shows that secondaryteachers having effective background were found to be more humorous as compare   to their   in-effective background counterparts.

(ii)   Second, teacher should use humour in the self-enhancing style for positive outcome. This research shows that effective secondary teachers having effective teaching background were found to be more oriented towards self-enhancing humour.

SUGGESIONS FOR FURTHER STUDIES

The following suggestion may be undertaken for further studies:

(i)   The study may be design to predict the humour style of effective and ineffective primary Teachers.

(ii)   The same kind of study may be conducted among University teachers.

(iii)   A comparative study also may be conducted on the Government andPrivate College Teacher.

(iv)   The study may also be conducted on Secondary Teacher in other States of India. sample size may be increased for further observation.

(v)   A comparative study may be conducted on Secondary School Teachers and College Teacher of Himachal Pradesh.

(vi) Similar kind of study may also be conducted in relation to their Educational Qualification.

(vii)   A study of Humour Styles of Teachers may also be conducted in relation to their Leadership Styles.

(viii)   A study of Humour Styles of Teachers may also be conducted in relation to their Age and Gender.

(ix) A study of Leadership Style may also be conducted on teachers in relation to their teaching effectiveness.

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APPENDIX- A, B & C

APPENDIX -A

हंसी –मजाक शैली प्रश्नावली (**Humour Style Questionnaire**)
Martin et al. (2003)

(निम्न रिक्त स्थानों की पूर्ति करें)

नाम .... लिंग .... आयु ....

स्थाई निवास (गांव / शहर) .... अध्यापन विषय.................

विद्यालय / कॉलेज (राजकीय / प्राईवेट).................................

निर्देशः—निम्नलिखित को याद रखें

अ0 असह0	=	अत्याधिक असहमत
असह0	=	असहमत
अ0नि0	=	अनिश्चित
सह0	=	सहमत
अ0सह0	=	अत्याधिक सहमत

प्रत्येक कथन के सामने उपयुक्त अक्षर / अक्षर समूह पर सही का निशान (✓) लगाकर अपना उत्तर दें

कमाक	कथन	अत्याधिक असह0	असहमत	अनिश्चित	सहमत	अत्य0 सह0
1.	मै सामान्यतः दूसरे व्यक्तियों के साथ अधिक हँसता अथवा मजाक नहीं करता हूँ।					
2.	यदि मैं अवसाद (depression) अनुभव करता हूँ तो मैं हंसी—मजाक करके सामान्यतः अपने को प्रसन्न कर लेता हूँ।					
3.	यदि कोई गलती करता है तो मैं उस को गलती के बारे में चिढ़ाता हूँ।					
4.	मैं लोगों को अपने ऊपर हंसने देता हूँ या जरूरत से ज्यादा अपने ऊपर मजाक बनाने देता हूँ।					
5.	दूसरे लोगों को हंसाने के लिए मुझे बहुत अधिक प्रयत्न नही करना पड़ता हैं क्योंकि मैं स्वभाव से मजाकिया दिखाई देता हूँ।					
6.	यहाँ तक कि मैं स्वयं के द्वारा प्रायः जीवन की अस्वाभाविकता के द्वारा मनोविनोद करता हूँ।					
7.	लोग मेरी हंसी—मजाक की प्रवृति से कभी भी दुःखी या गुस्सा नहीं होते हैं।					

i

i

कंमाक	कथन	अत्याधिक असह0	असहमत	अनिश्चित	सहमत	अत्य0 सह0
8.	मैं प्रायः स्वयं को इतना नीचे कर लेता हूँ ताकि मेरे परिवार या मित्रों को हंसी आ सके।					
9.	मैं शायद ही अपने बारे हास्यास्पद कहानियां सुना कर दूसरों को हंसाता हूँ।					
10.	यदि मैं खिन्न या नाखुस होता हूँ तो प्रायः मैं अपने को बेहतर बनाने के लिए मैं परिस्थिति के बारे कुछ हास्यास्पद सोचता हूँ।					
11.	जब मैं मजाक करता हूँ या मजाक वाली चीजें कहता हूँ तो प्रायः मैं इस बारे में नहीं सोचता कि अन्य लोगों को कैसा लगेगा।					
12.	मैं प्रायः अपनी कमजोरियों, गलतियों या दोषों के बारे में कुछ अस्वभाविक (हंसी) कहकर यह चाहता हूँ कि दूसरे लोग मुझे पसंद करे या स्वीकार करें।					
13.	मैं अपने घनिष्ठ मित्रों के साथ बहुत अधिक हंसता हूँ या मजाक करता हूँ।					
14.	जीवन के बारे में मेरा हास्य विनोदी दृष्टिकोण मुझे बाहर की परेशानियों से या चीजों के बारे में निराश होने से बचाये रखता है।					
15.	मुझे यह पसन्द नहीं है कि लोग किसी को नीचा दिखाने या आलोचना हेतु हंसी—मजाक का प्रयोग करें।					
16.	मैं अपने आपको नीचा रखने के लिए प्रायः अस्वाभाविक (हंसी—मजाक) की बातें नहीं कहता हूँ।					
17.	मुझे प्रायः लोगों का मनोरंजन करना या मजाक करना पंसद नही है।					
18.	यदि मैं स्वयं के द्वारा तथा मैं नाखुश महसूस कर रहा हूँ तो मैं स्वयं को खुश करने के लिए कुछ अस्वभाविक (हंसी—मजाक) बातें सोचने का प्रयत्न करता हूँ।					
19.	कमी—कमी मैं कुछ ऐसी चीज के बारे में सोचता हूँ जो बहुत हंसाने वाली हो तथा जिसे कहने से मैं अपने आपको न रोक पाऊँ, वेशक वह परिस्थिति के उपयुक्त न हो।					
20.	मैं प्रायः आपने आपको नीचा रखने से बोर हो जाता हूँ जब मै मजाक करता हूँ या विनोदी होने का प्रयास करता हूँ।					

ii

कमांक	कथन	अत्याधिक असह0	असहमत	अनिश्चित	सहमत	अत्य0 सह0
21.	मैं दूसरे लोगों को हंसाने से आनंदित होता हूँ।					
22.	यदि मैं दुःखी हूँ या परेशान हूँ तो मैं प्रायः अपनी हंसी–मजाक की प्रवृति छोड़ देता हूँ।					
23.	चाहे मेरे समी मित्र दूसरों पर हंस रहे हो ,तो मैं हंसी में कमी भाग नहीं लेता।					
24.	जब मैं अपने मित्रों या दोस्तों के साथ होता हूँ तो मैं प्रायः ऐसा दिखाई देता हूँ ताकि दूसरे लोग मेरा मजाक उड़ा सके या हंस सकें।					
25.	मैं अपने मित्रों के साथ प्रायः मजाक नहीं करता हूँ।					
26.	मेरा अनुमव है कि परिस्थिति को अस्वाभाविक बना कर मनोविनोद के बारे में सोचना प्रायः समस्याओं को सुलझाने का एक प्रभावी ढंग है।					
27.	यदि मैं किसी को पसंद नहीं करता तो उन्हें नीचा दिखाने के लिए हंसी मजाक या चिढ़ाने का प्रयोग करता हूँ।					
28.	यदि मैं समस्या ग्रस्त हूँ या नाखुश हूँ तो मैं प्रायः सम्बन्धित मजाक करके ठीक करता हूँ ताकि मेरे घनिष्ठ दोस्त भी यह न जान सके कि वास्तव में मैं कैसा महसूस कर रहा हूँ।					
29.	जब मैं दूसरे लोगों के साथ हूँ तो प्रायः मैं हंसी मजाक की चीजें सोच नहीं सकता।					
30.	अपने मनोरंजन के लिए मैं दूसरों के साथ होना आवश्यक नहीं समझता , मैं स्वंय प्रायः अपने ऊपर हंसने के लिए चीजें ढूंढ लेता हूँ।					
31.	यदि वास्तव में कुछ चीज मेरे लिए हंसने वाली है और उससे किसी को बुरा लग सकता हो तो मैं नहीं हंसूगा या मजाक नहीं करूगाँ।					
32.	मेरे ऊपर दूसरे हंसे यह मेरे मित्रों तथा परिवार को उतम रूप में रखने का एक तरीका है।					

APPENDIX -B

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Dr. Shallu Puri *(Chandigarh)*
Prof. S. C. Gakhar *(Chandigarh)*

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नाम ——————————————

शिक्षक का नाम ————————— लिंग : पुरुष ☐ स्त्री ☐

आयु ———— वर्ष —— शैक्षिक अनुभव —— वर्ष ——

शिक्षा : एम. ए. ☐ एम. एस-सी. ☐ एम. कॉम. ☐ बी. एड. ☐ एम. एड. ☐ पी-एच. डी. ☐

निर्देश

इस मापनी में अध्यापन के विभिन्न कार्यों व गुणों का विवरण दिया गया है। प्रत्येक गुण व कार्य को एक या अधिक कथनों में प्रदर्शित किया गया है। आपको, अपने को अध्यापक के रूप में हर कथन पर पाँच में से केवल एक वर्ग का मूल्यांकन करना है। कथन के जिस वर्ग पर आप अध्यापक के रूप में मूल्यांकन करें उस पर सही का निशान ☑ लगा देवे। आपके मूल्यांकन का उपयोग केवल अनुसन्धान के लिये ही किया जायेगा तथा इसे पूर्ण रूप से गोपनीय रखा जायेगा। अतः आप प्रत्येक कथन को ध्यानपूर्वक पढ़कर ही स्वयं का स्पष्टता से मूल्यांकन करें।

कथन (1) पर सम्बन्धित अध्यापक का मूल्यांकन पूर्णतया सहमत पर किया गया है। अतः वर्ग 1 के नीचे वाले खाने पर सही ☑ का चिन्ह लगाया गया है। इस प्रकार कथन (2) पर सम्बन्धित अध्यापक का मूल्यांकन अनिश्चित पर किया गया है। अतः वर्ग 2 के नीचे वाले खाने पर सही ☑ का चिन्ह लगाया गया है।

फलांकन तालिका

Page	Raw Score						Interpretation
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क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
1.	मैं जिस विषय को पढ़ाता/पढ़ाती हूँ उस पर पूर्ण अधिकार है।	☐	☐	☐	☐	☐	⬭
2.	मैं अपने ज्ञान का विकास करने के लिये सदैव प्रयत्नशील रहता/रहती हूँ।	☐	☐	☐	☐	☐	⬭
3.	मैं अपने पाठ्य विषय के अतिरिक्त अन्य उपयोगी विषयों, जैसे सामान्य ज्ञान का ज्ञान देने की क्षमता रखता/रखती हूँ।	☐	☐	☐	☐	☐	⬭
4.	मैं अपने साथी अध्यापकों से ज्ञान ग्रहण करने में संकोच नहीं करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
5.	मैं विषय से सम्बन्धित नया ज्ञान एवं शिक्षण विधियाँ जानने के लिये सैमीनार/वर्कशाप लगाने के लिए सदैव तैयार रहता/रहती हूँ।	☐	☐	☐	☐	☐	⬭
6.	मैं छात्रों को उनकी शैक्षिक समस्याओं का हल ढूँढ़ने के लिये आवश्यकतानुसार परामर्श देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
7.	मैं अपना समय व श्रम छात्रों के लाभ के लिये स्वेच्छा से देने को सदैव तैयार रहता/रहती हूँ।	☐	☐	☐	☐	☐	⬭
8.	मैं छात्रों को उपयुक्त उत्प्रेरणा के योग्य अवसर प्रदान करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
9.	मैं विद्यार्थियों को इस बात के लिये सदैव उत्साहित करता/करती हूँ कि वह कक्षा में किसी प्रकार की शंका होने पर मुझ से प्रश्न पूछें।	☐	☐	☐	☐	☐	⬭
10.	मैं वाँछनीय लक्ष्यों की प्राप्ति के लिये कक्षा में पुरस्कार का अधिकाधिक तथा दण्ड का न्यूनतम प्रयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 3 ☐

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क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
11.	मैं छात्रों को शारीरिक दण्ड देने के पक्ष में नहीं हूँ।	☐	☐	☐	☐	☐	⬭
12.	मैं छात्रों के प्रति किसी प्रकार का भेद–भाव नहीं करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
13.	मैं छात्रों के साथ शिष्ट भाषा का प्रयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
14.	मैं छात्रों के विचारों व प्रस्तावों का सम्मान करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
15.	मेरे सम्बन्ध मेरे विद्यार्थियों के साथ बहुत मधुर हैं और मेरे मन में उनके प्रति स्नेह है।	☐	☐	☐	☐	☐	⬭
16.	मैं कक्षा के भय मुक्त अनुशासन की ओर ध्यान देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
17.	मैं अनुशासित हूँ।	☐	☐	☐	☐	☐	⬭
18.	जब भी मुझे विषय से सम्बन्धित कोई शंका अथवा कठिनाई होती है तो मैं अपने से उम्र एवं पद में बड़े सहयोगियों की सहायता लेने में नहीं हिचकिचाता/हिचकिचाती हूँ।	☐	☐	☐	☐	☐	⬭
19.	मैं संस्था प्रधान का वरिष्ठतम सदस्य के अनुरूप सम्मान करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
20.	मैं साथी अध्यापकों के साथ मित्रता व भ्रातृत्व का सम्बन्ध रखता/रखती हूँ।	☐	☐	☐	☐	☐	⬭
21.	मैं अपने साथी अध्यापकों का मार्गदर्शन करने के लिए संदैव तैयार रहता/रहती हूँ।	☐	☐	☐	☐	☐	⬭
22.	मैं विद्यालय के दैनिक कार्यों में वाँछित सहयोग देता/देती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 4 ☐

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
23.	मैं विद्यालय में संचालित सह-शैक्षणिक क्रियाओं में रुचि लेता/लेती हूँ।	☐	☐	☐	☐	☐	⬭
24.	मैं सह-शैक्षणिक क्रियाओं का सुसंचालन करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
25.	मेरे में आत्म-विश्वास है।	☐	☐	☐	☐	☐	⬭
26.	मैं विद्यालय की गतिविधियों के सम्बन्ध में अपनी निष्पक्ष राय देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
27.	मैं छात्रों की समस्याओं के समाधान अथवा उनके सद्विकास के लिये अभिभावकों को यथावसर सहयोग देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
28.	मैं छात्रों की रुचि व क्षमता के अनुसार उन्हें सह-शैक्षणिक क्रियाओं में भाग लेने के लिये तैयार करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
29.	मेरा प्रयत्न यह रहता है कि शैक्षणिक एवं सह-शैक्षणिक क्रियाओं द्वारा अपने विद्यार्थियों में आत्म-विश्वास, उत्साह एवं देश-भक्ति की भावना पैदा कर सकूँ।	☐	☐	☐	☐	☐	⬭
30.	मैं दैनिक-पाठ योजना नियमित रूप से तैयार करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
31.	मैं पाठ के शिक्षण उद्देश्यों से पूर्णतया परिचित हूँ।	☐	☐	☐	☐	☐	⬭
32.	मैं छात्रों की क्षमता के अनुसार अभ्यास कार्य (गृह/कक्षा) उन्हें देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
33.	मैं विषय-सामग्री स्पष्ट रूप से प्रस्तुत करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
34.	मैं सदैव विद्यार्थियों के लिखित कार्य को ठीक प्रकार से संशोधन कर उसमें गल्तियों को नोट करता/करती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 5 ☐

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
35.	मैं कक्षा में उपयुक्त शिक्षण विधि का उपयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
36.	मैं श्याम–पट्ट का उपयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
37.	मैं सहायक सामग्री का प्रभावी उपयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
38.	मैं यथावश्यक उपचारात्मक विधियों का प्रयोग करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
39.	मैं पाठ की समाप्ति पर पाठ की समीक्षा करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
40.	मैं शिक्षा मनोविज्ञान का उपयोग छात्रों की व्यक्तिगत भिन्नता के आधार पर करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
41.	मैं शिक्षा की नवीनतम प्राविधियों का ज्ञान प्राप्त कर उनका प्रयोग करने के लिये प्रयत्नशील रहता/रहती हूँ।	☐	☐	☐	☐	☐	⬭
42.	मेरा प्रयत्न यह रहता है कि मैं कठिन विषय वस्तु को सरल करके समझाऊँ।	☐	☐	☐	☐	☐	⬭
43.	मेरा प्रयत्न यह रहता है कि मैं पढ़ाते समय एक से अधिक माध्यम का प्रयोग करूँ—जैसे कि कम्प्यूटर आधारित निर्देश, सहयोगात्मक अधिगम, इन्टरनेट आदि।	☐	☐	☐	☐	☐	⬭
44.	मैं कक्षा में पाठ का वास्तविक जीवन से सम्बन्धित घटनाओं से जोड़ कर पढ़ाता/पढ़ती हूँ।	☐	☐	☐	☐	☐	⬭
45.	मैं विषय वस्तु को सरल बनाने के लिए उदाहरणों की सहायता से पढ़ाता/पढ़ाती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 6 ☐

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
46.	मैं नियमित एवं समय का/की पाबन्द हूँ।	☐	☐	☐	☐	☐	⬭
47.	मैं पाठ में छात्रों की रुचि का विकास करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
48.	मेरी कक्षा के परिणाम सदैव 100% आते हैं।	☐	☐	☐	☐	☐	⬭
49.	मैं पढ़ाते समय सदैव यह ध्यान रखता/रखती हूँ कि मैं विद्यार्थियों, प्रबन्धन, अभिभावकों एवं समाज के सामने अपने कर्तव्य के प्रति उत्तरदायी हूँ।	☐	☐	☐	☐	☐	⬭
50.	मैं प्रत्येक छात्र पर व्यक्तिगत ध्यान देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
51.	मैं कक्षा के लिखित अभ्यास कार्य का उपयुक्त परिवीक्षण और जाँच करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
52.	मैं सृजनशील हूँ।	☐	☐	☐	☐	☐	⬭
53.	मैं उत्तरदायी हूँ।	☐	☐	☐	☐	☐	⬭
54.	मैं कल्पनाशील हूँ।	☐	☐	☐	☐	☐	⬭
55.	मेरे में समायोजन क्षमता है।	☐	☐	☐	☐	☐	⬭
56.	मैं विनोदी हूँ।	☐	☐	☐	☐	☐	⬭
57.	मेरे में मिशनरी उत्साह (Missionary Zeal) है।	☐	☐	☐	☐	☐	⬭
58.	मुझ पर मेरे विद्यार्थी, उनके अभिभावक, मेरे सहयोगी एवं प्राचार्य विश्वास कर सकते/सकती हैं।	☐	☐	☐	☐	☐	⬭
59.	मैं पाठ को आगे बढ़ाने में अधिकाधिक छात्रों का सहयोग लेता/लेती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 7 ☐

क्र.सं.	कथन	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत	प्राप्तांक
60.	मैं छात्रों में समस्या निदान क्षमता का विकास करने में सहायता करता/करती हूँ।	☐	☐	☐	☐	☐	⬭
61.	मैं विद्यार्थियों की उत्तर-पुस्तिका जाँच कर एक सप्ताह में उन्हें वापस लौटा देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
62.	मेरी विषय सम्बन्धी जानकारी पूर्ण है।	☐	☐	☐	☐	☐	⬭
63.	मैं अपने विषय सम्बन्धी अनुभव को अपने साथी अध्यापकों/अध्यापिकाओं के साथ बाँटता/बाँटती हूँ ताकि मैं अपने ज्ञान में और अधिक वृद्धि कर सकूँ।	☐	☐	☐	☐	☐	⬭
64.	मैं संस्था की विद्या विषयक एवं व्यावसायिक समितियों की मीटिंग में अपना सहयोग देता/देती हूँ।	☐	☐	☐	☐	☐	⬭
65.	मैं भावात्मक रूप से संतुलित हूँ।	☐	☐	☐	☐	☐	⬭
66.	मैं छात्रों व दूसरों द्वारा अपने प्रति किये गए आलोचनात्मक व्यवहार को प्रतिपुष्टि के रूप में सुधार के लिये अपनाता/अपनाती हूँ।	☐	☐	☐	☐	☐	⬭
67.	मैं विद्यार्थियों को समय–समय पर कक्षा टैस्ट देता/देती हूँ ताकि उनको उचित प्रतिपुष्टि दे सकूँ और अपने अध्यापन के प्रति उनसे प्रतिपुष्टि (Feedback) ले सकूँ।	☐	☐	☐	☐	☐	⬭
68.	मैं विद्यार्थियों को टैस्ट के बाद उत्तर पुस्तिका बाँटते समय उनके कार्य एवं प्राप्त अंक की प्रतिपुष्टि देता/देती हूँ।	☐	☐	☐	☐	☐	⬭

Total Score Page 8 ☐

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APPENDIX -C

Sr. No.	Stream	Experience	family type	category	SE	Aff	S.Def	Agg	Total	Tes-PG
			Data Chart for Humour style							
1	Sci	25	Joint	Gen	18	26	15	19	78	287
2	arts & Com.	27	n	Gen	21	28	18	17	84	264
3	Sci	9	N	Gen	19	30	17	22	88	331
4	Sci	25	Joint	Gen	28	24	20	15	87	332
5	Sci	223	N	Gen	32	24	22	23	101	390
6	Sci	24	N	Others	25	23	22	14	84	329
7	Arts &Com.	25	Joint	Gen	15	21	8	15	59	336
8	Arts & Com.	13	Joint	Others	18	20	18	22	78	276
9	Arts & Com.	21	N	Others	25	26	17	25	93	303
10	Sci	17	Joint	Others	20	25	18	24	87	329
11	Sci	24	N	Gen	27	25	15	22	89	336
12	Arts & Com.	22	N	Others	21	28	22	21	92	309
13	Arts & Com.	14	Joint	Others	28	28	22	20	98	331
14	Arts & Com.	24	Joint	Others	25	29	20	22	96	310
15	Sci	10	Joint	Gen	32	26	26	18	102	340
16	Arts	25	Joint	Gen	26	29	28	18	101	212
17	Sci	26	N	Gen	25	19	17	18	79	340
18	Arts & Com.	26	Joint	Gen	31	32	24	17	104	298
19	Sci	20	Joint	Gen	32	29	28	17	106	327
20	Arts & Com.	10	Joint	Gen	26	28	23	23	100	300
21	arts	7	n	Gen	21	21	18	21	81	268
22	Art & Com	9	N	Gen	30	26	21	19	96	256
23	Arts	7	joint	Gen	25	30	26	17	98	248
24	arts	17	n	Gen	29	25	20	16	90	268

25	Arts & Com.	11	Joint	Gen	28	24	21	20	93	340
26	Sci	18	Joint	Others	23	26	24	18	91	290
27	Arts	12	Joint	Others	28	25	24	22	99	272
28	Arts & Com	24	Joint	Gen	31	28	31	26	116	287
29	Sci	10	N	Gen	27	28	27	22	104	273
30	Sci	22	N	Others	28	32	18	16	94	288
31	Sci	10	Joint	Others	26	27	18	19	90	269
32	Arts & Com.	21	Joint		20	32	26	32	110	329
33	Arts & Com.	26	Joint	Gen	23	32	26	21	102	298
34	Arts & Com.	5	Joint	Others	33	33	21	22	109	309
35	Sci	22	Joint	Others	28	28	18	19	93	312
36	Arts & Com.	19	Joint	Gen	24	29	19	22	94	310
37	Sci	13	Joint	Gen	24	29	19	16	88	315
38	Arts & Com.	15	N	Others	28	29	22	18	97	328
39	Sci	27	N	Others	24	26	27	23	100	316
40	Arts	26	N	Gen	23	29	21	18	91	277
41	Arts & Com.	18	Joint	Gen	27	24	27	27	105	337
42	Sci	24	n	Gen	32	20	18	20	90	268
43	Sci	9	Joint	Others	32	32	22	15	101	281
44	Arts & Com.	17	Joint	Others	26	32	28	14	100	330
45	Arts & Com.	11	Joint	Others	27	32	23	22	104	330
46	Arts & Com.	17	joint	Gen	24	28	20	22	94	320
47	Sci	22	N	Gen	24	30	20	22	96	335
48	Arts & Com.	23	joint	Others	24	19	20	23	86	323
49	sci	22	n	Gen	25	21	22	21	89	270
50	sci	9	n	Others	25	19	20	22	86	264
51	Arts	23	N	Gen	22	29	25	27	103	272
52	Arts & Com.	21	Joint	Others	26	27	16	19	88	331
53	Arts	22	N	Others	21	29	24	30	104	270
54	Arts	6	N	Others	26	25	16	19	86	244

55	Sci	6	joint	Gen	26	27	16	19	88	322
56	Sci	23	N	Gen	26	21	21	17	85	340
57	Arts & Com.	18	joint	Gen	26	29	21	21	97	324
58	Arts & Com.	19	N	Gen	28	31	22	18	99	293
59	Arts & Com.	20	Joint	Others	29	20	19	15	83	335
60	Arts & Com.	22	N	Others	31	28	21	23	103	340
61	Sci	25	N	Gen	29	30	19	16	94	339
62	Arts	15	joint	Gen	22	25	27	26	100	273
63	Arts & Com.	21	joint	Gen	22	29	28	22	101	301
64	Arts & Com.	24	N	Gen	34	25	19	21	99	311
65	Arts	11	Joint	Gen	23	23	24	23	93	222
66	Arts & Com.	24	joint	Gen	23	26	23	20	92	272
67	Arts & Com.	15	N	Gen	27	22	18	23	90	301
68	Arts & Com.	31	N	Gen	29	28	25	22	104	306
69	Sci	22	joint	Gen	28	26	24	19	97	288
70	Arts &Com.	23	N	Gen	23	21	24	25	93	293
71	Arts & Com.	19	Joint	others	25	26	17	32	100	271
72	Arts Com.	6	joint	Gen	32	25	24	18	99	288
73	Arts & Com.	20	Joint	Gen	28	26	18	24	96	271
74	Sci	25	N	Gen	22	18	16	25	81	337
75	Arts & Com.	23	joint	Gen	22	27	26	16	91	298
76	Arts & Com.	24	Joint	Gen	23	20	21	15	79	286
77	Sci	18	Joint	Gen	24	29	24	19	96	327
78	Arts & Com.	20	N	Gen	30	20	25	20	95	255
79	sci	13	Joint	Others	30	20	26	25	101	265
80	Arts & Com.	35	n	Gen	22	24	18	16	80	267
81	Arts & Com.	14	Joint	Gen	28	30	21	23	102	340
82	Arts & Com.	20	Joint	Gen	31	32	23	25	111	339
83	Arts	19	N	Gen	25	21	22	15	83	280
84	Arts & Com.	31	Joint	Gen	25	21	18	19	83	328

85	Sci	23	Joint	Gen	30	25	22	22	99	273
86	Sci	23	N	Gen	24	26	22	20	92	319
87	Sci	30	N	Gen	27	25	21	29	102	330
88	Arts & Com.	22	Joint	Gen	31	30	21	17	99	308
89	Arts & Com.	10	Joint	Gen	26	30	19	23	98	301
90	Arts & Com.	25	Joint	Gen	22	32	17	23	94	286
91	Arts & Com.	8	Joint	Others	28	30	19	16	93	304
92	Arets & Com.	17	Joint	Others	27	30	17	21	95	301
93	Arts & Com.	24	Joint	Gen	28	32	17	16	93	303
94	Sci	17	N	Gen	24	27	17	15	83	306
95	Sci	22	N	Gen	24	26	18	16	84	278
96	Arts & Com.	22	N	Gen	24	29	12	13	78	315
97	Sci	15	N	Gen	30	22	18	21	91	338
98	Arts & Com.	25	joint	Gen	23	28	20	16	87	326
99	Sci	20	N	Gen	25	26	19	15	85	280
100	Arts & Com.	16	N	Gen	26	25	21	16	88	284
101	Arts & Com.	20	joint	Others	22	30	15	19	86	323
102	Sci	10	Joint	Gen	20	21	18	14	73	334
103	Sci	4	Joint	Gen	20	27	18	15	80	272
104	Arts & Com.	7	N	Gen	26	33	21	17	97	314
105	Arts & Com.	23	N	Gen	26	30	15	18	89	290
106	sci	22	n	Gen	29	24	18	15	86	269
107	Arts & Com.	22	N	Others	27	24	18	23	92	272
108	Arts & Com.	20	N	Others	28	26	21	22	97	273
109	Sci	21	Joint	Gen	26	29	21	16	92	334
110	Arts & Com.	1	N	Gen	26	22	18	18	84	290
111	Sci	21	Joint	Gen	26	29	21	16	92	335
112	Arts & Com.	1	N	Others	30	28	22	19	99	271
113	Sci	12	Joint	Gen	26	30	19	19	94	246
114	Arts & Com.	23	joint	Gen	25	22	17	14	78	287

115	Arts & Com.	2	joint	Others	30	25	18	15	88	323
116	Sci	20	joint	Gen	23	22	12	14	71	287
117	arts & Com.	17	Joint	Others	24	24	22	23	93	269
118	Atrs& Com.	18	joint	Gen	24	30	16	15	85	306
119	Sci	21	joint	Gen	26	34	23	19	102	306
120	Arts & Com.	9	joint	Others	24	30	17	16	87	306
121	Arts & Com.	23	joint	Gen	26	27	20	18	91	314
122	Arts & Com.	22	Joint	Gen	28	24	24	20	96	335
123	Arts & Com.	16	N	Others	22	22	20	18	82	289
124	Sci	22	Joint	Gen	27	23	23	17	90	331
125	Sci	18	joint	Gen	23	33	16	24	96	285
126	Arts & Com.	21	joint	Gen	26	28	18	18	90	310
127	Sci	6	N	Others	28	29	17	17	91	285
128	Sci	14	Joint	Gen	27	20	24	25	96	259
129	Arts & Com.	15	joint	Gen	19	19	12	15	65	308
130	Arts & Com.	1	N	Gen	23	29	12	16	80	310
131	Arts & Com.	15	N	Gen	26	28	18	20	92	300
132	Sci	14	N	Others	23	29	14	12	78	284
133	Arts & Com.	22	N	Others	23	29	26	19	97	285
134	Arts & Com.	20	N	Gen	31	22	28	28	109	288
135	Arts & Com.	19	Joint	Gen	28	26	23	21	98	293
136	Arts & Com.	22	Joint	Gen	28	23	28	23	102	330
137	Arts & Com.	21	N	Gen	31	30	21	17	99	308