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RELATIONSHIP BETWEEN SENSE OF HUMOUR AND TASK PERFORMANCE AMONG SENIOR SECONDARY TEACHERS

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Abstract : The purpose of present study was to find out the relationship between Sense of Humour and Job Performance among Senior Secondary Teachers of Hamirpur District in Himachal Pradesh. A sample of 100 Senior Secondary Teachers was selected through simple random sampling technique. The data was collected with the help of hindi version of Performance Scale by William & Anderson (1991) and Multidimensional Sense of Humour Scale by Thorson & Powell (1992). The statistical technique of Pearson's coefficient of correlation 'r' was used for data analysis. The result showed that Senior Secondary Teachers have significant relationship between Overall Sense of Humour and Overall Performance.

Key Words : Sense of Humour, Task Performance, Senior Secondary Teachers, Organizational Citizenship Behaviour (OCBI & OCBO).....

INTRODUCTION

Sense of humour promotes not only positive and happy mood in employees and students but also this in turn increased task performance of teachers. Teachers' sense of humour and task performance are both interrelated. A positive sense of humour helps them to maintain and build a nurturing social network resulting in increased social interaction that helps to generate more humour (Martin 2004). Sense of humour is an effective way to show person's task performance. Tensions can be reduced through recognizing the sense of humour in a situation and having a ability to find something delightful in a current situation.

A sense of humour may moderate stress by an individual taking a humorous perspective on an otherwise stressful situation, it may enable that person to make a positive reappraisal of the circumstances and use this as a coping strategy (Martin 2001).

CONCEPT OF SENSE OF HUMOUR

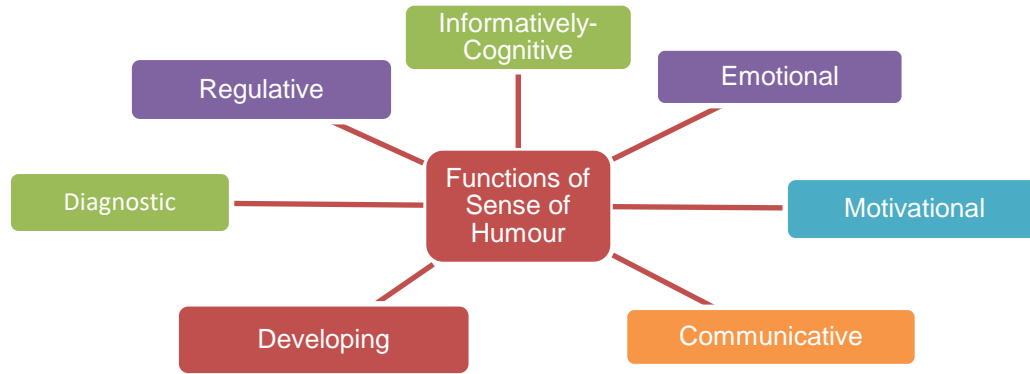
The concept of the sense of humor, naturally, hard to define both because of the complex nature of humor and of the some what elusive nature of the trait of being able to detect or produce humor. The sense of humor is, nevertheless, precisely this- the ability to perceive, interpret and enjoy humor. There is very little research on the sense of humor. A good sense of humor has long imagined to be a personal quality that can moderate the impact of stresses in once life (Lefcourt and Martin, 1986, Lefcourt (2001). A sense of humor, it has been suggested, can help a person engage a positive reframing and creative.

Sense of humor is the one instructional tool that teachers can use in the classroom to increase their effectiveness and can achieve their objectives. Schools are making efforts to ensure that their teachers are effective in subject delivery. In other words sense of humour would be effective on their students learning and more self confidence. Teachers' sense of humor which is mostly used in schools or institutions make the class interesting and friendlier. If teacher use sense of humor in class students feels more comfortable also they think that they have no stress easily. Students always remembered and love these teachers who have to use more sense of humor. It is not separated from chapter rather than during the class teacher can use sense of humor mention or explain same memories until students learn and understand better.

MEANING OF SENSE OF HUMOUR

Sense of humor means tractful, pleasant fun that does not cause offence in those who are listening. Having a good sense of humor make you more enjoyable to be around and you might also do better at work. Sense of humor is an issue which has been present in human life and social relationship from ancient times up to now. It seems that it is as old as human social life. Sense of humor can be a tool to communicate with other people and groups. It can also determine individuals' deep feelings, beliefs and trends about different issues. Due to the increase of mental illnesses among people in societies, much more attention must be paid to mental health. An individual who is in a mentally healthy condition, is aware of his/her limitations and strength and accept his/her limitations and takes steps to improve his/her behavior. He/she is aware of his/her inner-self and feelings and can control them. He/she doesn't violate the society's laws as well. Mental health helps individuals to make decision when they are in crisis situations, when they have to deal with life difficulties and stressful issue.

FUNCTIONS OF SENSE OF HUMOUR



CONCEPT OF TASK PERFORMANCE

Task performance is a very important factor in terms of success and achievements of society. Task performance is something, a single person does, but task performance of the teachers in school is highly affected by their sense of humour. Teachers when used sense of humor in classroom, their task performance automatically reached high levels. In schools, teachers' task performance can be mapped regarding sense of humor well through arranging teaching training programs for the teachers and they will get motivated and their confidence will also increase. Sense of humor has a direct effect and positive effect on teachers' task performance. When we properly account for efforts, it has a positive effect on task performance.

Teachers' performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. Authors posited that the quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teachers' ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using a sound pedagogical content that leads to students understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, have the knowledge of different and appropriate pedagogies, learning styles of learners and perceive their own strengths and weaknesses in teaching in order to perform their teaching responsibilities effectively

MEANING OF TASK PERFORMANCE

Task performance is a process which occurs when an assigned person effectuates a task plan, this refers to a manner in which they realize the work which was projected for a task. Since there is a task attributed with the main elements to its plan. A task performance is a learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Task performance covers an individual's contribution to the organizational performance, refers to action that one part of the formal ruled system & addresses the requirement a specified in job discipline. At the general level, task performance consists of activities which are essential for an organization. Thus the fulfillment of the requirements between the teacher & school.

WAYS TO ACCESS TEACHER'S TASK PERFORMANCE

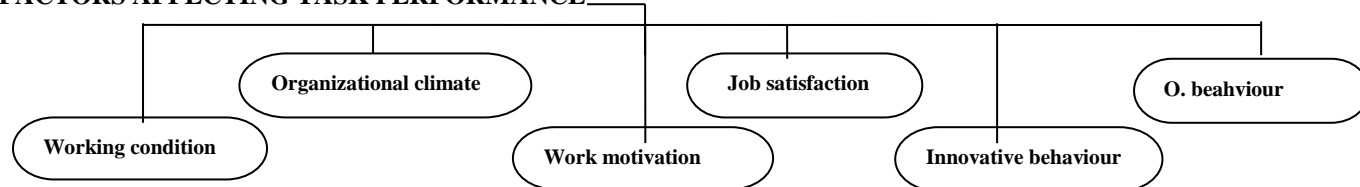
"Performance of the teachers in schools is highly affected by various factors including motivation, working conditions, self-confidence, mental-health, Level of Aspiration, teaching competency etc. Kirunda (2004) in his research finds that the most commonly used types of performance-based rewards in private secondary schools are: public appreciation, promotion, packages/presents, and duty allowances and overtime pay. It was also established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. Riaz (2000) measured teachers' performance on such factors teaching competence demonstrated, motivational skills, teachers' attitude toward students and fairness in grading. Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Cheng, 2002). The three most common ways to evaluate teachers' performance are gains in test scores, classroom observations and pupil surveys. Each method has weaknesses, but each has its place within a comprehensive teacher evaluation system. These ways can be described as given below":

1. Pupils Gain in Test Scores: Gains in pupil test scores are the best available metric to measure teacher performance. Improvements in student attainment may be an imperfect measure, but they are a good starting point. The main advantage of this measure is its objectivity; despite its shortcomings, it is by far the most reliable of the three measures in predicting a teacher's future performance. Test and exam results cannot reliably be used to differentiate teachers who are just above and below average, but they can effectively be used to identify teachers who consistently perform well or badly. Schools in England are ideally placed to implement this as national tests and the Key Stage achievement levels provide common measures of attainment across subjects, schools and time.

2. Classroom Observation for Teacher Development: Even when conducted by well-trained independent evaluators, classroom observations are the least predictive method of assessing teacher effectiveness. However, being observed does allow for an unrivalled opportunity to provide constructive feedback to teachers. To promote honesty in the feedback, developmental and evaluative observations should be carried out separately. Observations are common in schools in England today but, for them to be most effective, clear standards must be established. Again, schools in England have standardized measures of teacher performance that can be used to this effect.

3. Pupil Surveys for Corroborating Measures: Whilst pupil surveys are open to accusations of misreporting by pupils, it has been found that they do contain information on the effectiveness of the teacher. Student surveys are not as predictive as test score gains, and nor do they provide as much effective feedback as peer observation, they do provide a middle ground, against which, gains in test scores and classroom observations can be calibrated.

FACTORS AFFECTING TASK PERFORMANCE



REVIEW OF RELATED STUDIES

Hardy(2000) conducted a study of “task analysis of educators” among high school educators and found that during use of sense of humour the teachers can improve their task performance.

Malik (2005) concluded that no significant difference was found in the performance of the teachers with relation to gender and experience however, significant difference were found in relation to age and localities, showing young and rural teachers are more significant than their counterparts.

Swanson (2013) studied sense of humour and students performance on national Spanish exams. Research suggested that second foreign language teachers’ sense of humour is directly related to many outcomes for teachers and their students. It is found that Spanish teachers’ sense of humour is related with the achievements of the students in the examination.

Malik & Sarita (2015) conducted a study on teaching effectiveness of secondary school teachers in relation to their Sense of Humor and explored that significant difference was found in Sense of Humor among male and female school teachers. Moreover significant difference was also found in teaching effectiveness among secondary school teachers in relation to their Sense of Humor.

Kumar & Dhiman (2019) found that educator gets the support of humour for providing quality education in every sphere through its catalytic role in decreasing the intent of stress & strains, anxiety, conflicts, tension and raising the level of wellbeing leading to wellness and healthy life at educational institutions and other workplaces.

Mehta & Dhiman (2020) found that teacher get the support of sense of humour for providing quality education in every sphere through its catalytic role in decreasing the intent of stress, anxiety, tension and raising the level of organizational citizenship behaviour and healthy life in school.

OBJECTIVE OF THE STUDY-

O. To find out the relationship between sense of humour and task performance of senior secondary teachers.

HYPOTHESIS OF THE STUDY

H₀ There will be no significant relationship between sense of humour and task performance of senior secondary teachers.

RESEARCH METHODOLOGY

Descriptive survey method of research was used in the present study by the researcher.

RESEARCH TOOL USED

In the present study following two research tools were used for the data collection.

1. Hindi version of Multidimensional Sense of Humour Scale by Thorson & Powell (1992).
2. Hindi version of Performance Scale by William & Anderson (1991).

POPULATION AND SAMPLING

The population of the present study was all senior secondary school teachers teaching +1 and +2 Classes in Govt. Senior Secondary Schools of Hamirpur District in Himachal Pradesh. The sample was comprised of 100 secondary school teachers drawn through simple random sampling technique of probability sampling.

STATISTICAL TECHNIQUES USED

In the present study the statistical technique of Pearson’s coefficient of correlation ‘r’ used for used for data analysis.

ANALYSIS AND INTERPRETATION OF DATA

Table-4.1 Presents the calculated statistics of correlation (‘r’) between Sense of Humour and Task Performance among Senior Secondary Teachers.

Table-4.1
Showing Correlation between Sense of Humour and Task Performance among Senior Secondary Teachers

Group	Task Performance			
	N	df	‘r’-Value	Significance
HP	100	98	0.064	NS
CH	100	98	0	NS
ATHP	100	98	-0.01	NS
HA	100	98	0.11	NS
Overall Sense of Humour	100	98	0.069	NS

NS= Not Significant

The **Table-4.1** shows that the obtained coefficient of correlation between Task Performance and HP, CH, ATHP, HA and Overall Sense of Humour were found to be 0.064, 0, -0.01, 0.11 and 0.069. These ‘r’- Values are not significant. It means that, Sense of Humour and Task performance have no significant relationship between each other. Hence, the research hypothesis that, “There will be no significant relationship between sense of humour and task performance of senior secondary teachers” was accepted.

Table -4.2 Presents the calculated statistics of correlation between Sense and Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) among Senior Secondary Teachers.

Table-4.2

Showing Correlation between Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) among Senior Secondary Teachers

Group	Organizational Citizenship Behaviour Individual Centered (OCBI)			
	N	df	'r'	Significance
HP	100	98	0.221	*
CH	100	98	0.146	NS
ATHP	100	98	-0.03	NS
HA	100	98	0.193	NS
Overall Sense of Humour	100	98	0.257	**

**= Significant at 0.01 Level of Significance, *= Significant at 0.05 Level of Significance and NS= Not Significant

The **Table-4.2** reflects that the obtained coefficient of correlation between Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) were found to be 0.221 for HP and 0.257 for Overall Sense of Humour. These 'r'-Values are significant at 0.05 & 0.01 level of significance respectively. It means that, HP, Overall Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) have significant positive relationship between each other. Hence, the research hypothesis that, "There will be no significant relationship between Sense of Humour and Task Performance of Senior Secondary Teachers" was not accepted.

The **Table-4.2** also reflects the coefficient of correlation for Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) were found to be 0.146 for CH, -0.03 for ATHP and 0.193 for HA. These 'r'- Values are not significant. Hence, the research hypothesis that, "There will be no significant relationship between Sense of Humour and Task Performance of Senior Secondary Teachers" was retained.

The **Figure-4.2** Shows the significant positive relationship between Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) among Senior Secondary Teachers.

Figure – 4.2

Showing Significant Positive Relationship between Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) among Senior Secondary Teachers

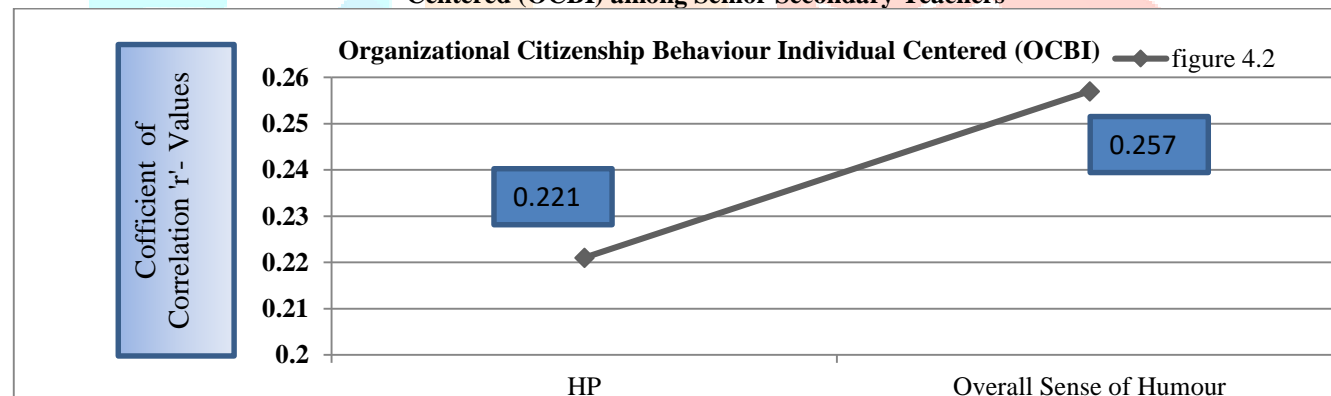


Table-4.3 Presents the calculated statistics of correlation ('r's) between Sense and Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) among Senior Secondary Teachers.

Table -4.3

Showing Correlation between Sense and Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) among Senior Secondary Teachers.

Group	Organizational Citizenship behaviour organization Centered (OCBO)			
	N	df	'r'	Significance
HP	100	98	-0.08	NS
CH	100	98	0.12	NS
ATHP	100	98	0.042	NS
HA	100	98	-0.07	NS
Overall Sense of Humour	100	98	-0.02	NS

NS= Not Significant

It is clear from the **Table-4.3** that the coefficient of correlation ('r'-Values) between Sense of Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) among senior secondary teachers were found to be -0.08 for HP, 0.12 for CH, 0.042 for ATHP, -0.07 for HA and -0.02 for Overall Sense of Humour. These 'r'-Values are not significant. It means that, Sense of Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) have no significant relationship

among Senior Secondary Teachers. Hence, the research hypothesis that, “There will be no significant relationship between Sense of Humour and Task Performance of Senior Secondary Teachers” was accepted.

Table-4.4 Presents the calculated statistics of correlation (r 's) between Sense of Humour and Overall Performance among Senior Secondary Teachers.

Table - 4.4
Showing Correlation between Sense of Humour and Overall Performance among Senior Secondary Teachers

Group	Overall Performance			
	N	df	'r'	Significance
HP	100	98	0.152	NS
CH	100	98	0.167	NS
ATHP	100	98	-0.01	NS
HA	100	98	0.157	NS
Overall Sense of Humour	100	98	0.213	*

*= Significant at 0.05 Level of Significance and NS= Not Significant

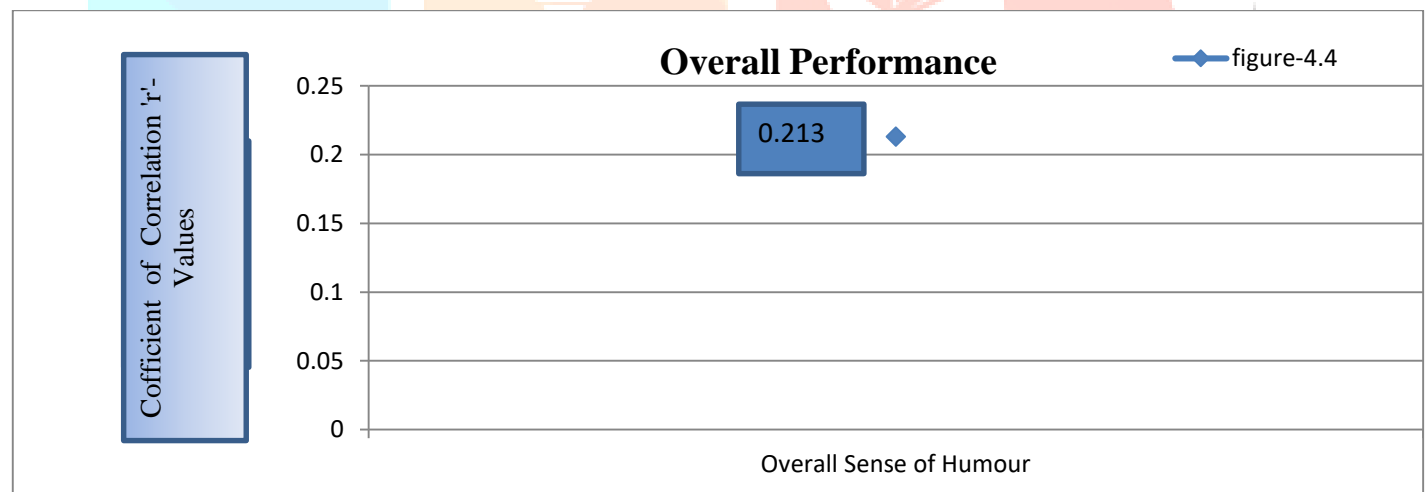
The **Table-4.4** shows that the coefficient of correlation between Sense of Humour and Overall Performance of Secondary School Teachers were found to be 0.152 for HP, 0.167 for CH, -0.01 for ATHP and 0.157 for HA. These r -values are not significant. So, it can be said that there is no relationship between Sense of Humour and Overall Performance among Secondary School Teachers. Hence, the research hypothesis that, “There will be no significant relationship between Sense of Humour and Task Performance of Senior Secondary Teachers” was retained.

The Table- 4.4 also reflects that the coefficient of correlation for Overall Sense of Humour and Overall Performance was found to be 0.213 which is significant at 0.05 level of significance. So, it can be said that there is a positive significant relationship between Overall Sense of Humour and Overall Performance. Hence, the research hypothesis that, “There will be no significant relationship between Sense of Humour and Task Performance of Senior Secondary Teachers” was not accepted.

The Following **Figure-4.4** Shows the significant positive relationship between Overall Sense of Humour and Overall Performance among Senior Secondary Teachers.

Figure – 4.4

Showing Significant Positive Relationship between Sense of Humour and Overall Performance among Senior Secondary Teachers.



FINDING OF THE STUDY

- Secondary School Teachers have no significant relationship between Sense of Humour and Task Performance.
- Sense of Humour and Organizational Citizenship Behaviour Individual Centered (OCBI) have significant positive relationship with each other among Senior Secondary Teachers.
- Significant positive relationship was found between Overall Sense of Humour and Overall Performance among Senior Secondary Teachers.
- Sense of Humour and Organizational Citizenship Behaviour Organization Centered (OCBO) have no significant relationship with each other among Senior Secondary Teachers.

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