

Relationship between Teachers Humor and Students Classroom Participation Level

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Introduction

Teaching does not mean to give or insert knowledge in students in a stressful environment its also how much students are feeling comfortable and how much they are engaged in your class. Teachers attitude, behavior plays an important role in students participation in the class. A good teacher is the one who is humorous, caring and passionate also the one who gives equal importance to all students.

The one on which we are going to study is humor. Humor involves a positive joke, light funny comments etc during the lecture. This reduces stress and anxiety level of students, they feel comfortable, take active participation in class, feel encouraging, asks questions confidently, learning improves on the other hand their self-worth and self-esteem increases.

Especially in school level most of the students suffer from low confidence or less participation due to fear, rude behavior or lack of motivation from teachers. When a teacher is humorous and gives equal importance to all students, students feel confident and comfortable. That's why its important to explore relationship between teachers humor and students classroom participation.

Statement of Problem

In many classrooms, students do not take part in activities or do not asks questions due to fear of making mistakes or having less communication with teacher. In a result students participation and learning become less in class. Therefore students go back and back or shy and never improves themselves due to teachers behavior. When teachers change their style of teaching by including humor during lecture there may be a positive change in student.

This study investigates or explores that how much teachers humor contributes in active classroom participation of students.

Objectives

- To identify humor level of teachers in classroom
- To examine participation level of students in classroom
- To explore relationship between teachers humor and students classroom participation level
- To find out how much impact teachers humor have on students classroom participation

Research Questions

- How much teachers humor contribute in creating a positive classroom environment?
- How do students explain their feelings to a humorous teacher?
- Is there a relationship between teachers humor and students classroom participation level?
- How do students participation level vary with different humorous level of teachers?

Hypothesis

H₀ There is no significance relationship between teachers humor and students classroom participation level.

H₁ There is a significance relationship between teachers humor and students classroom participation level.

Literature Review

Humor has a positive effect on developing a positive learning environment of the class. Its an instructional strategy for creating a better teacher-student relation and a good communication between teacher and student.

According to Banas et al. (2011), when teacher is humorous in the class it decreases the anxiety level of the students, their motivation level increases and they pay more attention. They feel comfortable and ask questions in the class proudly, this builds a positive relationship between teacher and student. Wanzer and Irwin (2010), stated that teacher should be of average humor level because when a teacher is more humorous or teacher uses excessive humor in the class this may leads students towards distraction from learning and they do not pay attention to studies. Students pay more of attention in making funny jokes or listening them. So, teacher must be careful in their humor.

A study by Darakhshan (2021), shows that when a teacher is humorous it reduces anxiety and stress level of the students, this develops a comfortable discussion environment. The class whose teacher is humorous showed positive learning environment and higher academic performance then those students whose teacher is not humorous.

Abdullah, Bakar and Mahboob (2020), found that student classroom participation depends on the environment of the class created by the teacher. If a teacher is rude, students feel fear to participate or stressed in asking questions and if a teacher motivates student, make eye contact or have funny jokes or comments in the class the students participation is more in the classroom and this leads to a positive way, students feel motivated to participate.

Shao, Nicholson, and Lei (2022), highlighted that teachers use humor as pedagogical strategy which motivates the students to participate actively in the classroom. The researchers also noted that this led to engagement and interaction between student and teacher.

A study by Whang and Zhang (2023), found that students participate actively when the behavior of teacher is humorous and it reduces the distance between student and teacher. Their study showed that there is a relationship between teacher and students classroom participation. This leads to the positive and less stressed environment of the classroom.

In summary, the literature review suggests that there is a relationship between teachers humor and students class participation. When a teacher uses funny little jokes or comments this creates an engaging and supportive environment of the classroom which increases students motivation and better learning outcomes.

Research Methodology

The research design for this study follows a mixed-method approach with survey and observation. The study aims to examine a relationship between teachers humor and students classroom participation level. It will be conducted in Jalal Pur Jattan private school. The population consists of teachers and students of pre-primary and primary level. The teachers will be selected by doing a survey which includes a likert-scale and then students participation and teachers humor will be check by observation of the class. The classroom students will be selected randomly, it depends on teachers lectures in different classes.

Data Collection Method

- Firstly, permission will be obtained from management of the school.

- Teachers will be categorized as high, average and low humorous by having questionnaire results.
- To record the results of relationship observations of the classrooms will be conducted.
- Data will be collected ethically and authentically.

Data Analysis

The data collected through questionnaire will be analyzed by using descriptive statistics that is mean or inferential statistics. The notes will be taken while observing teachers humor and classroom participation of students. These notes will be read repeatedly and data will be analyzed by thematic analysis. We use different codes for teachers humor and students participation. Similar codes will be grouped in a theme.

This will help us that how and why teachers humor influence students participation.

Ethical Consideration

- Participants will be aware of the consent.
- Confidentially will be ensured.
- Participation of participants will be voluntarily.
- Data will be secured and will be used for academic purposes only.

Conclusion

The study aims to explore the relationship between teachers humor and students classroom participation level. If there are positive results of the research it will help teachers to understand that they will use humor as pedagogical strategy to improves students motivation, active participation and better learning outcomes.

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