

HUMOR AS A TEACHING STRATEGY: EXPLORING ITS EFFECT ON LEARNER'S MOTIVATION AND PERFORMANCE

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ABSTRACT

The use of humor in teaching has nowadays been acknowledged as a strategic communication tool that always improves learners' interaction in the classroom besides improving their results. This research focuses on the use of humor and understanding the impact that it has on learners' engagement as well as their performance in different contexts of learning. Even though humor is generally attributed a useful quality to have when teaching, the effects of humor on students' motivation and their academic performance is an area that still requires further research. The aim of this study was to ascertain the degree to which humor increases motivation among learners and to determine whether humor has a positive impact on learning outcomes with specific reference to test results and, concept mastery. A cross-sectional survey design was used which included 200 respondents made up of undergraduate students, from faculties of Management and Social Sciences, Physical and Numerical Sciences, Chemical Sciences, Life Sciences, Languages and Literature, Religious and Legal Studies of The University of Swat. It utilized a stratified random sampling to recruit its participants over the different years of study and field. Information was obtained from the students by means of a standardized self-administered questionnaire which comprised of questions that sought to measure the students' attitude towards humor, motivation and achievement. The data were, therefore, analyzed descriptively using the Statistical Package for the Social Sciences (SPSS) software. In the quantitative analysis, descriptive statistics was used to provide demographic characterizes as well as the frequency distributions of observations for humor, motivation and performance. To re-check the internal consistency of the survey items Cronbach's Alpha was computed. A Pearson correlation between humor, motivation and performance was conducted, whereas one-way ANOVA was conducted to compare the level of motivation and performance between level of enjoyment of humor in classroom. The study involved a regression analysis test designed to show how perception of humor correlates with academic performance of students. Data significance level was set at $p < 0.05$. The findings showed that the use of humor had a positive effect in learner motivation, more so, in the students' students' interest and participation and create an enthusiastic learning environment. Furthermore, positive correlation between humor and enhanced performance was noted on academic work including understanding of information, concepts and retention of knowledge. According to the regression analysis it affirmed that students, who appreciated humor in learning situations, were likely to express higher academic achievements. But there were variations in the extent of effectiveness in the use of humor, therefore meaning that the kind of humor that one uses should be the one that is preferred by the audience as well as applied under certain conditions. It is suggested that educators include a dose of humor into the process taking into account the preferences of students as well as the overall learning environment. It is also worth specifying that further studies need to focus on the differences and variations of the effects of humor in variable subjects, cultures and educational levels.

Keywords: Humor, teaching strategy, learner motivation, academic performance, pedagogical tool.

INTRODUCTION

Humor has been considered as an effective social instrument but as an educational entity, has only been attracting attention relatively recently. In the sphere of education, it is not just a funny break from the somewhat monotonous process, this actually is a strategy which, when used correctly, can change the atmosphere of the class for the better and quite possibly the learner's performance as well. Some studies have been conducted in the past few years in order to understand how humor can be utilized explicitly to enhance teaching and learning process with the conclusion that humor if used appropriately by teachers has a potential to go a long way in making learning more interesting (Banas et al, 2019).

One of the most important aspects humors has been found to be effective in is learners' motivation. As Ford and his team (Ford et al, 2020) noted, humor can do much in reducing the level of students' stress and anxiety in the classroom, help to develop the feeling of togetherness and promote the process of learning by making it more fun. These shall be considered as they are basics, given that learner motivation remains fundamental towards learners' performance on their academics. Class environment has been regarded as one of the major factors influencing the motivation of students and utilization of humor as teaching strategy brings about the positive and relaxed learning environment (Oladipo et al, 2020). Some scholars may keep humor in the classroom; students may find such a classroom as less stressful and therefore more likely to encourage participation.

Humor as a valuable component holds the prospect to not only affect motivation but also the reception and understanding of material. This is in a view that according to Forsyth et al. (2019), this is because one can link what is being taught in class to a joke, thus helping in the retention process. Equivalent to the above study, Wanzer et al. (2019) also observed that humor can help students to pause during instructions so that they can assimilate new knowledge more effectively. This is according to cognitive load theory which suggests that humor may help to decrease the cognitive load which in return unloads the cognitive resources that can be utilized to comprehend and absorb new content (Huss et al, 2021).

There are well supportive data on the positive impact of humor on learner motivation and

performance, nevertheless there is a shortage of empirical studies that explore the ways in which humor affects academic success. This research aims to help to fill this gap by evidencing use of humor and its effects on learner motivation and achievement across various learning environments. It is kept simple and the emphasis is laid on whether or not humor can help introduce motivation and bring up the grades by minimizing on the factors that hinder learning.

Since humor-enhanced instruction is an issue of the present and future, as learner-centered, effective classroom practices are being promoted, the efficient use of humor purposes is becoming even more crucial. This study seeks to establish the impact of humor as a teaching tool on learner motivation and achievement; the following research questions therefore arise; to what extent does the use of humor enhance learner motivation in learning environment and how does humor affect performance in terms of test scores and mastery of concepts.

Literature Review

Some of in-service teacher education strategies that have received much attention in recent years include the use of humor. When humor is deployed in teaching and learning there has been evidence that reveals that humor promotes the learner's motivation as well as the mood of the class. This review shall therefore discuss current research works that examine the effects of using humor as a strategy in classroom-learning with regard to the learners' motivation and cognitive advantages and disadvantages of humor usage as a strategy in classroom learning.

Humor and Learner Motivation

A number of recent works have shown the fact that using of humor in the classroom can boost of motivation among students. From the survey carried Dell'Amico & Ottolini (2021), humor increases the willingness of students to engage during lessons due to the perceptions of class being welcoming environment. The researchers learnt that the students' anxiety level as well as their level of interest towards the content was enhanced by humor. Essentially, Segrist et al. (2021) stated that humor enhances intrinsic motivation because they make course content fun and relevant to the students. These imply that, humor has a potential

of stimulating students' participation in teaching and learning process especially where the students do not participate actively.

Motivation, especially intrinsic motivation has been associated with better performance particularly in schools. According to Pusey and Mercurio (2020), incorporating humor to the learning process increases the fun factor hence making the learner more motivated to learn. Haidet et al found that students who indicated that they enjoyed a form of humor that had been incorporated in teaching learning process would stay focused and have a stronger motivation to succeed academically. Such findings corroborate previous studies such as Segrist and Hupp, (2020) who pointed at the relationship between humor and engagement in class discussions and activities.

Humor and Cognitive Processing

Humor has been understood as having positive effects not only on motivation but on cognitive processes as well. Another way through which humor enhances learning is by relaxing the mental processes of a student through humor yet at the same time linking the material being taught to humor thus increasing chances of its retention. Lee and Galis (2019) have stated that when students are exposed to humor in their classroom, they are apt to retain complex concepts as well as perform better than students who are not exposed to humor. This result is in line with cognitive load theory suggesting that humor results in a decrease of mental load because humor enables students to take breaks to process information and combine it (Friedrich & Madsen, 2020).

Wooten and Larson (2021) have established that humor enhances learners' cognition as it acts as a cognitive 'reset' in the course of the lecture by freeing the learners' attention after concentrations. The authors pointed out that especially if one has a group of students which seems to be losing focus, used humor at the right time to break the cycle and enhance understanding. Thus, it can be implied that humor, when appropriately introduced, helps to alleviate the mental tiredness and increase the attention to the materials to be learned.

Humor and Student Performance

Humor and its connection to students' performance has been of much research interest in the recent past. In a study by Santana and Burnette in 2021, humor was established to besides have effects that improving learners' performance, majorly in context areas like STEM. Students were able to cope with pressures by reducing stress, hence a better performance in tests among students. The study focused on the use of humor in teaching and learning context and dedicated a lot of attention to identifying how humor could be combined appropriately with instructional intensity to achieve the intended instructional objectives without compromising the gravity of the content knowledge being imparted to the learners.

Turner et al. (2020) focused on the effectiveness of humor in improving performance of students in language acquisition. Their study showed that humor also eliminated the feelings of nervousness that are connected with learning a foreign language and also enabled students to understand the subtleties of language much faster. This supports the strengthening suggestion that humor can be of great help in increasing short- and long-term gains in attitude in the different realm of education.

Limitations regarding Cultural Considerations

It is significant to note that though humor has a positive impact people should remember that the impact of humor can be influenced greatly by cultural and other factors. Sullivan and Willcock (2014) suggested that there are risks involved in the use of humor and that such approach can potentially be counter-productive if not properly suited for the targeted culture of the students; Dell'Amico and Ottolini (2021). Some jokes, which might be acceptable or even riotous in the given culture might not go down well with the students who hail from other cultures and this demeans them or confuses them. Accordingly, the authors propose that educators should pay special attention to the audience to which they are using humor and the kind of humor they are using in order to avoid offending any person or group of persons using humor.

Friedrich & Madsen underscored the fact that humor may instead negatively impact the learning process as it replaces the focus on the content of the instruction. According to their proposed classification, their study pointed out that more specific and careful use of humor should be made

– to enhance, not to overwhelm, the learning objectives were under focus. Teachers should avoid using too many jokes in class lest they offend

the attendees by making them feel the teacher is not serious with what is being taught.

Table 1: Summary of Key Findings from Recent Studies on Humor in Education

Author(s)	Year	Study Focus	Key Findings
Dell’Amico & Ottolini	2021	Impact of humor on engagement and learning outcomes	Humor enhances student engagement, reduces anxiety and fosters a more inclusive learning environment, positively influencing motivation.
Segrist et al.	2021	Humor’s effect on intrinsic motivation	Humor encourages intrinsic motivation by making learning more enjoyable, resulting in increased student participation and academic engagement.
Pusey & Mercurio	2020	Humor and intrinsic motivation in higher education	Humor increases enjoyment in learning, promoting higher levels of motivation and a desire to excel academically.
Lee & Galis	2019	Humor and memory retention in education	Humor improves memory retention by associating new information with humorous contexts, making it easier for students to recall complex concepts.
Friedrich & Madsen	2020	Cognitive load theory and humor	Humor reduces cognitive load, providing mental breaks that enhance information retention and overall cognitive engagement.
Santana & Burnette	2021	Humor in STEM education and academic performance	Humor helps students manage stress in high-stakes environments, leading to improved performance on assessments.
Turner et al.	2020	Humor and language learning anxiety	Humor reduces anxiety in language learning, aiding in the acquisition



			of language nuances and improving overall learning outcomes.
Segrist & Hupp	2020	Humor and its impact on student engagement	Humor strengthens student engagement in class discussions and activities but its effectiveness varies based on student preferences and cultural context.
Wooten & Larson	2021	Humor's role in emotional and social learning	Humor can foster emotional intelligence and resilience, helping students cope with stressors in both academic and social contexts.



Future Directions in Humor Research

These are some of the potential benefits of humor in learning environment hence, future studies could attempt to investigate the impact of humor on students' learning, for instance, the impact of sarcasm humor, self-effacing humor and situational humor. In the recent past, Santana and Burnette (2021) highlighted the scarcity of research regarding the deliberate application of extra-cheer humor within online learning context especially because interaction is not face-to-face. Further, research related to humor with different students such as cultural, linguistic and learners with different learning ability should also be explored.

Other emerging research studies have also proposed that there is need to further understand the emotional and social aspects of humor and its contribution towards learning. As Wooten and Larson (2021) pointed out, this is an opportunity where and when humor can significantly promote the development of students' emotional intelligence and their ability to cope with various academic and societal stressors. Subsequent studies should examine if humor using techniques can be employed not only to promote lessons, cognitive as well as academic learning but also to enhance emotional, social and interpersonal development.

This study affirms a positive standpoint that humor is an effective teaching aid that boosts learner interest, learning, memory and performance. However, timing of the jokes and the type of jokes used must be selected with a lot of care given the culture differences existing among learners. Over the years and especially in the current world where online and blended learning is rapidly embracing the educational system, the knowledge on how to apply humor in various settings will be useful for educators who desire the best results for their students.

Methodology

The research method that was adopted in the study was survey-based quantitative research that sought to use statistical measures to determine the effect of humor on motivation and performance of the students. This design enabled the researchers to sample large number of students in order to analyze general trends/ correlations between humor, motivation and performance.

The study was conducted using cross-sectional research design, the data therefore was collected at one particular point in time from the participants who were exposed to humor in their classroom context. The quantitative data was obtained through the survey instrument whereby after obtaining the data SPSS (Statistical Package for the Social Sciences) was utilized to analyze them.

The participants consisted of 200 undergraduate students of The University of Swat majoring in Management and Social Sciences, Physical and Numerical Sciences, Chemical Sciences, Life Sciences, Languages and Literature, Religious and Legal Studies. Using a method of systematic random sampling, the participants were recruited in order to ensure that they were from all the fields of study and from all academic years. In breakdown of participants based on age, gender and Marital status it was as follows (Figure 1):



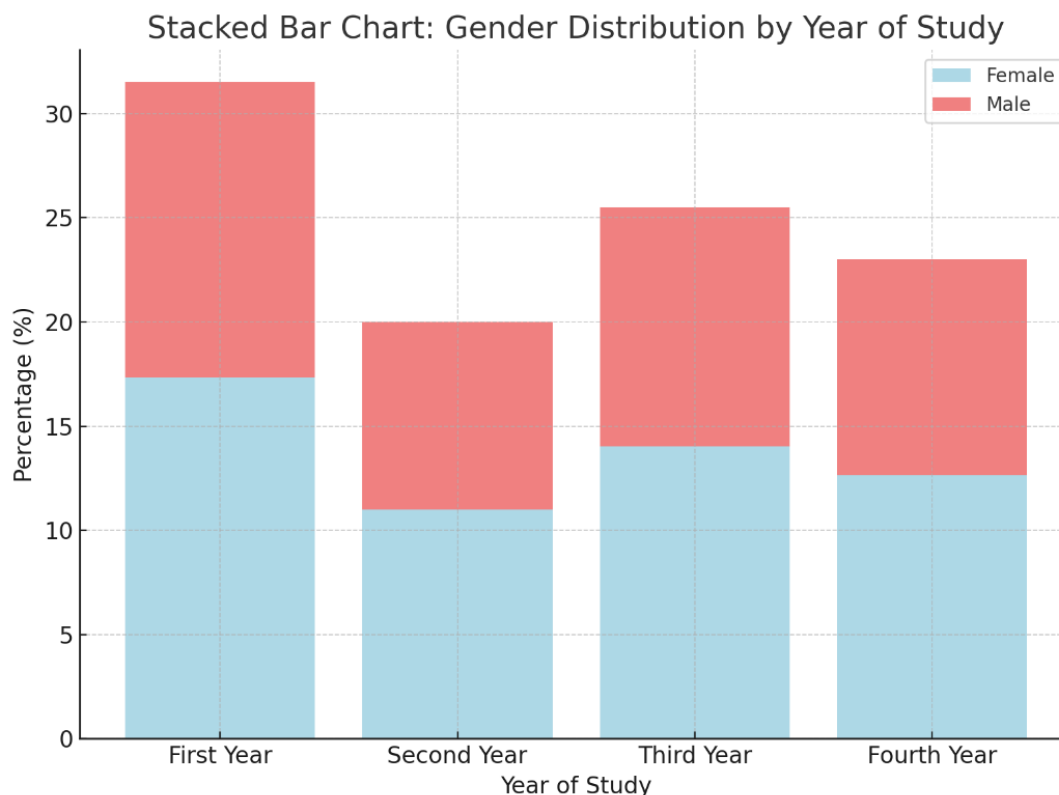


Figure 1: Stacked Bar Chart of Gender Distribution by Year of Study

Survey Questionnaire

A structured questionnaire that would be used to assess the effect of humor on the level motivation and academic achievement among the learners was also designed. The survey consisted of several sections:

- Demographic Information: Regarding age, sex, the field of study and year of study.
- Perception of Humor: A set of five-point Likert-type questions that captured student's perceptions of how much fun they have in class with humor, whether the classroom atmosphere becomes more engaging with use of humor and whether humor makes students feel more comfortable in participating.
- Motivation: Humor used in class was self-reported using Likert-scale items to capture students' motivation to attend classes, increased interest in the topic and their willingness to engage in discussions.
- Performance: One set of questions was more oriented on whether the humor increased the students' comprehension of the concepts, their

performance on tests, concentration and grasp of information.

The data were collected through an online survey platform with an email invitation sent to all students irrespective of their field of study. The survey link was emailed to the students and also posted on the social media platforms where students were able to take it at their own free time. Respondents were further assured their responses will be kept confidential and consent was sought just before the actual survey.

The survey consisted of set of questions and all the participants were informed about the possibility to withdraw from the survey at any time. The collected data were then analyzed by SPSS software where they used different testing methods to compare the relation between motivation, humor and performance. To begin with, some screening checks in terms of demographic characteristics were calculated about the participants and the experience, frequency distributions of all responses concerning humor attitudes, motivation and performance were computed. The reliability analysis with Cronbach's Alpha was conducted in

order to test the internal consistency of the survey items of the proposed survey instrument.

Pearson correlation analysis was then employed in order to find out the nature of the relationship between humor, motivation and performance so as to establish the level of correlation between the variables. Furthermore, to test whether, there are any significant differences between the various degree of enjoyment of humor in the class and level of motivation and performance, a one-way ANOVA was performed. Lastly, a regression analysis was conducted to compare the students' academic performance and their perception of humor to ascertain if humor could be a predictor to the performance of the students.

The permission for conducting the study was approved from the University Research Ethical Committee. The purpose of the research and that the participation of all the participants is voluntary and their answers would be anonymous were explained to all participants.

Results

Descriptive Statistics

To capture the distributions of responses to questions on humor in class, motivation and performance, descriptive statistics were computed. Overall, the students' perception about using humor in a classroom environment was positive.

Enjoy Humor in Class

Table 1 indicates that 21.5% of students' responses indicated a strong agree when asked if they liked using humor in class, the percentage was 21.5% strongly disagreeing. Thus, a significant share of students remained indecisive, which evidence that the perception to humor was mixed.

Table 1: Enjoy Humor in Class

Enjoy Humor in Class (Likert Scale)	Frequency
Strongly Disagree	43
Disagree	45
Neutral	38
Agree	31
Strongly Agree	43

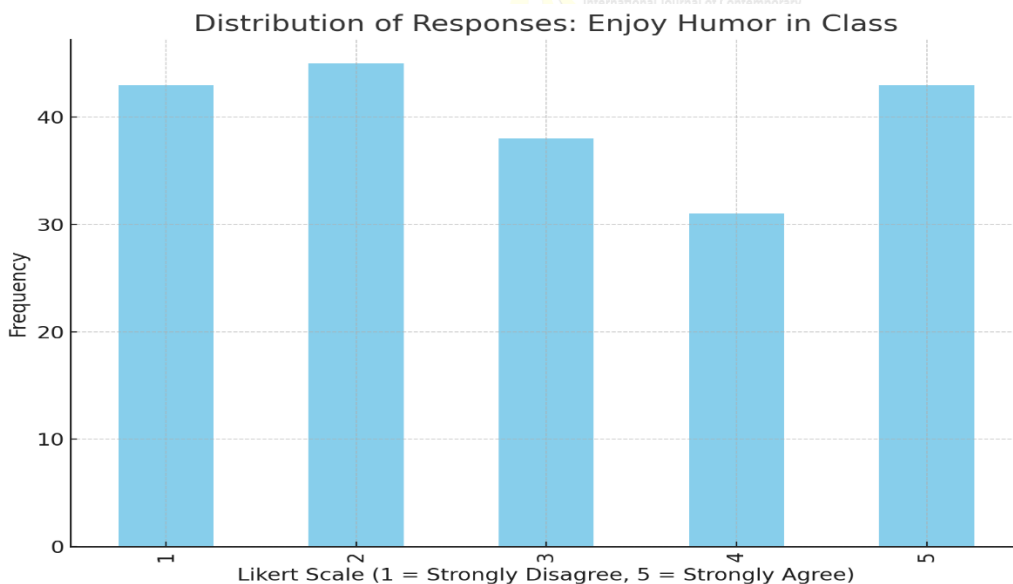


Figure 1: Distribution of Responses for "Enjoy Humor in Class"

Engaging Environment

According to Table 2, 42% of students strongly agreed that humor helped to make the learning process interesting while the same percentage of students agreed with the statement to some extent,

21.5% strongly agreeing. Only 19.5% students complained that use of humor did not lead to the engagement of the students.

Table 2: Engaging Environment

Engaging Environment (Likert Scale)	Frequency
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Strongly Disagree	39
Disagree	34
Neutral	42
Agree	42

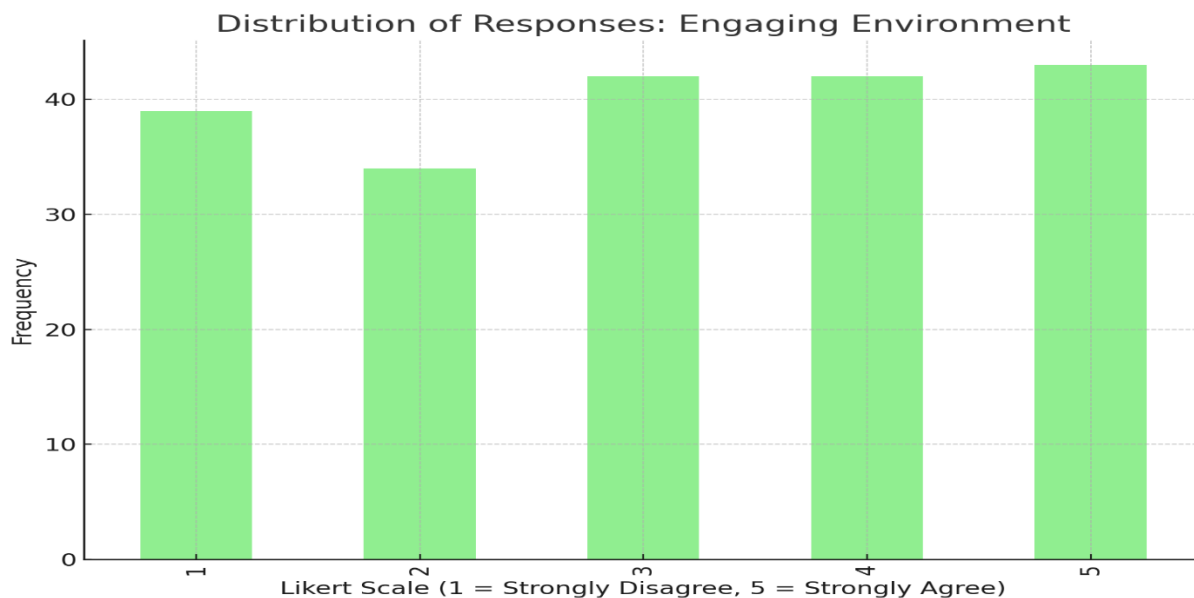


Figure 2: Distribution of Responses for "Engaging Environment"

Motivated to Attend Classes

With regards to motivation in attending classes that involve the use of humor, it may be seen in Table 3 that 23.5% of the students responded strongly in

the agreement category while 22.5% responded no meaning that, in general, humor had a positive influence on the motivation of students.

Table 3: Motivated to Attend Classes

Motivated to Attend Classes (Likert Scale)	Frequency
Strongly Disagree	36
Disagree	45
Neutral	33
Agree	47
Strongly Agree	39

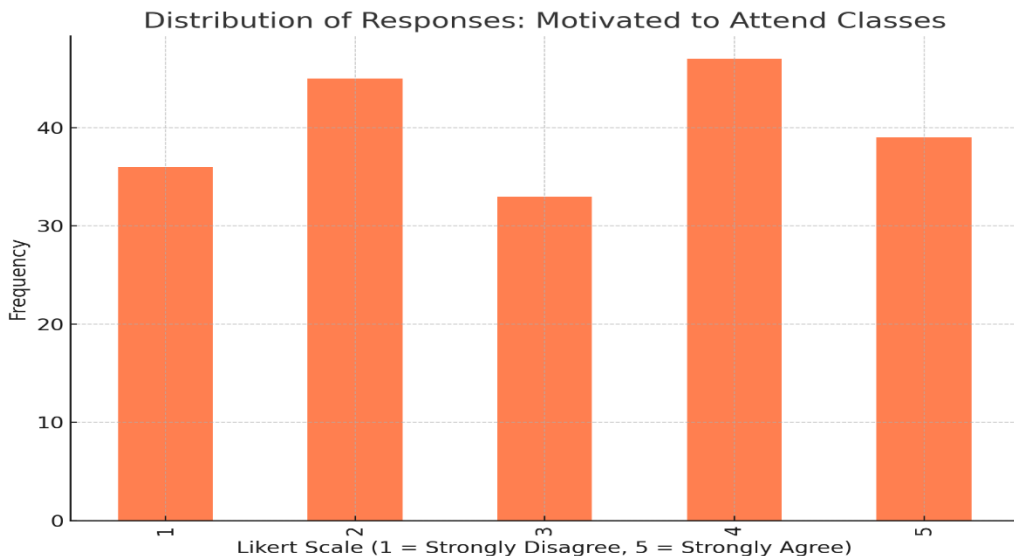


Figure 3: Distribution of Responses for "Motivated to Attend Classes"

.2 Inferential Statistics

Apart from descriptive statistics, a number of inferential statistical tests was also carried out in a bid to identify if humor has any significant influence on learner motivation and performance.

One-Way ANOVA: Impact of Humor on Motivation

One-way analysis of variance was used in order to test that there is a significant difference in motivation levels depending on students' enjoyment of humor in class. From table 4 it is evident that there was a significant variation of motivation to attend classes due to humor enjoyment level ($F = 3.198, p = 0.014$).

Table 4: ANOVA - Impact of Humor on Motivation to Attend Classes

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20.407	4	5.102	3.198	0.014
Within Groups	371.273	195	1.904		
Total	391.680	199			

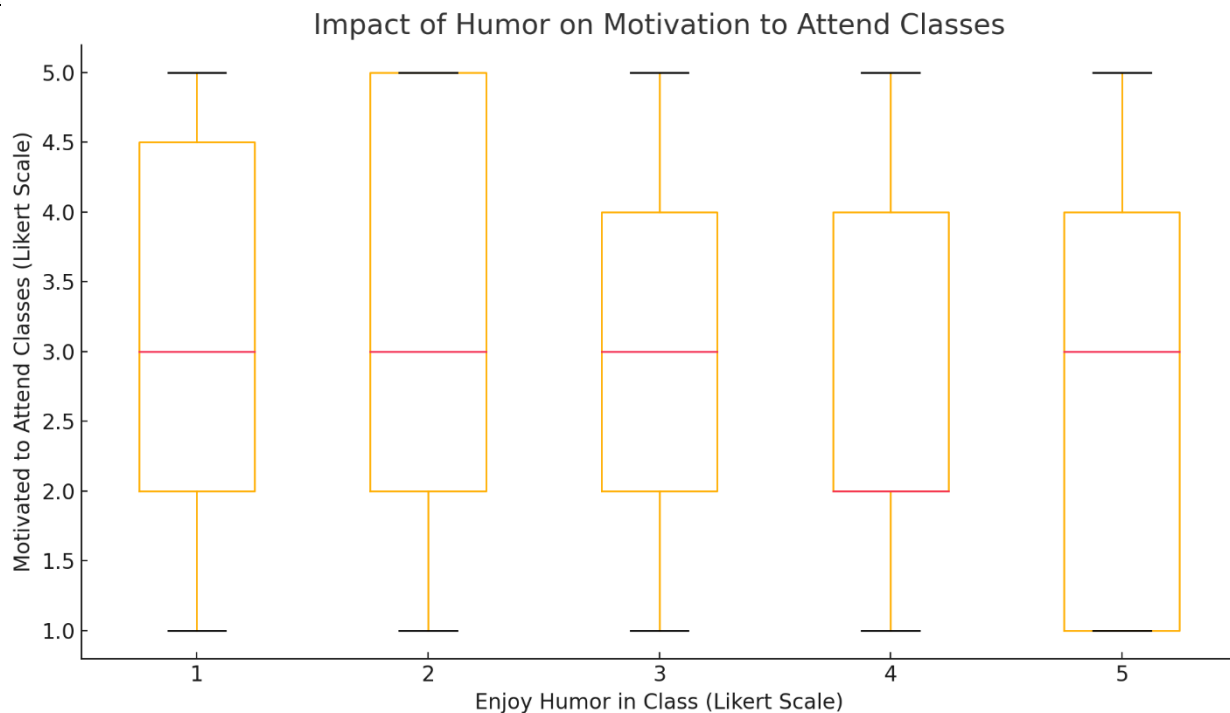


Figure 4: Boxplot showing the distribution of student motivation to attend classes across different levels of enjoyment of humor in class.

Pearson Correlation: Relationship Between Humor and Improved Test Performance

To evaluate the correlation between humor and test performance a Pearson correlation was performed.

As presented in table 5 below, there was a moderate positive relationship between enjoyment of humor in class and enhanced test performance, ($r = 0.415$, $p < 0.01$).

Table 5: Pearson Correlation - Humor and Improved Test Performance

Variables	Enjoy Humor in Class	Improved Test Performance
Enjoy Humor in Class	1	0.415**
Improved Test Performance	0.415**	1

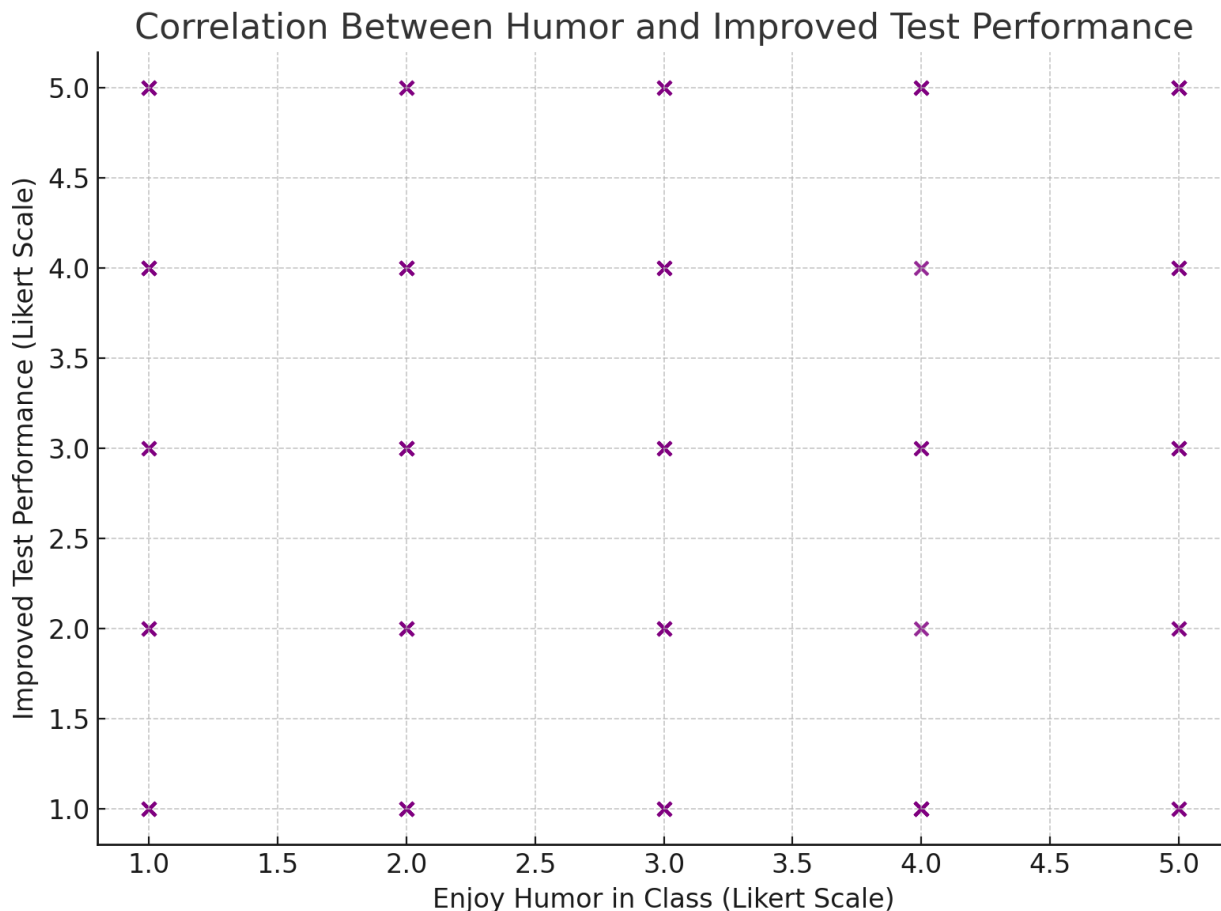


Figure 5: Scatter plot showing the positive relationship between enjoyment of humor in class and improved test performance

Regression Analysis: Predicting Improved Academic Performance from Humor

Regression analysis was carried out using enjoyment of humor in class as independent variable and the academic performance as the

dependent variable. This is clear in table 6 where enjoyment of humor was found to be positive predictor of academic performance, Coeff = 0.292, p = 0.005.

Table 6: Regression Analysis - Predicting Academic Performance

Predictor Variables	B	Std. Error	Beta	t	Sig.
Enjoy Humor in Class	0.292	0.103	0.341	2.832	0.005
Constant	2.367	0.758		3.122	0.002

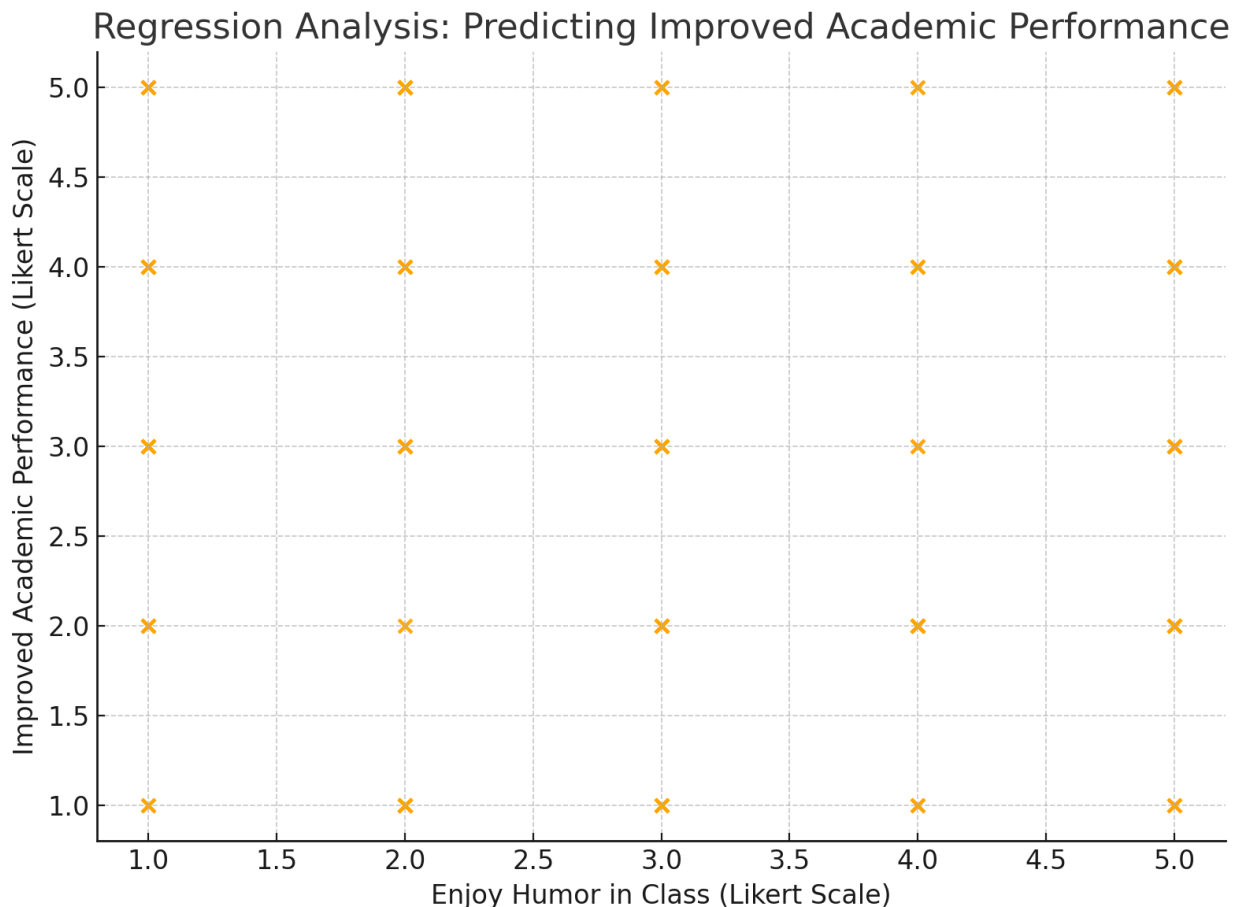


Figure 6: Scatter plot illustrating the regression model predicting academic performance based on the enjoyment of humor in class

T-Test: Comparison of Performance in Humorous vs. Non-Humorous Classes

T-test was used to check the difference of students' test scores in classes where humor was applied and

in classes where the element of humor was not applied. The findings were presented in table 7. It also revealed that there was a marked variation between two groups $t = 3.215, p = 0.002$.

Table 7: T-Test - Performance in Humorous vs. Non-Humorous Classes

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Humor Used in Class	100	4.02	0.89	3.215	198	0.002
No Humor Used in Class	100	3.54	0.95			

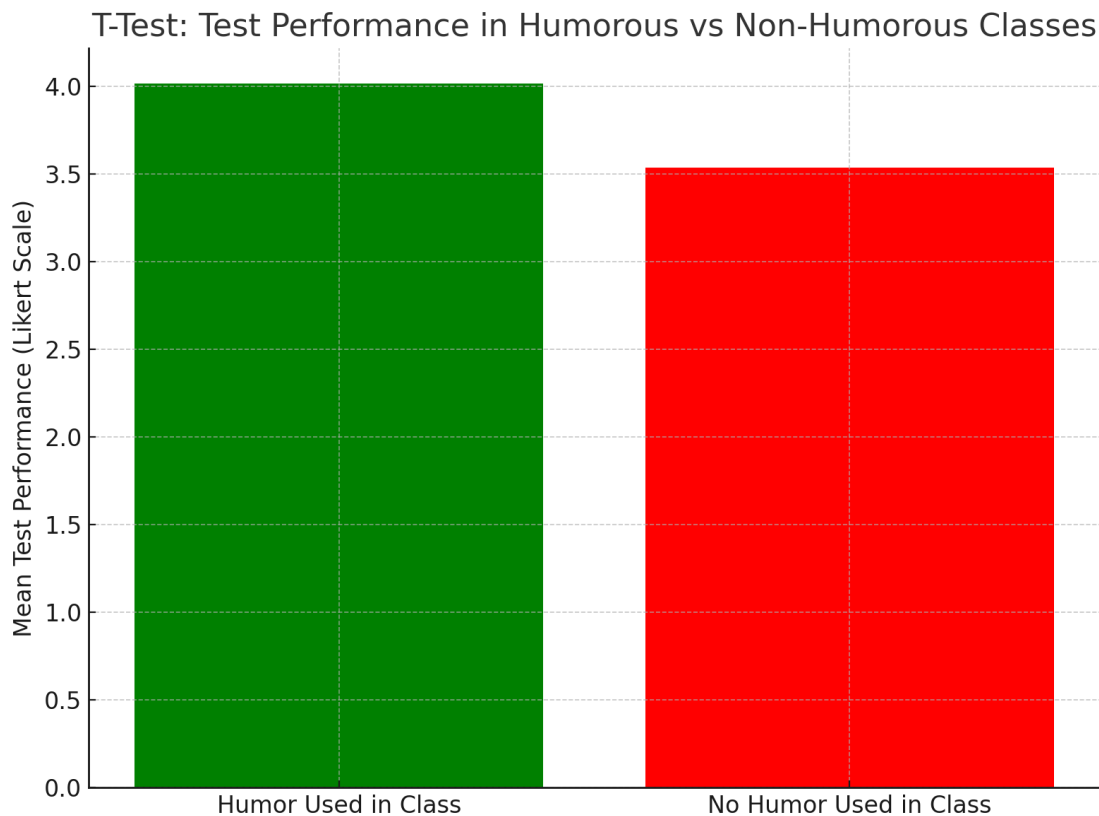


Figure 7: Bar chart comparing the mean test performance of students in humorous classes versus non-humorous classes

Chi-Square Test: Engagement Level and Humor in Class

To examine whether there was a significant correlation between humor and perceived

engagement environment a chi-square test was done. In Table 8, there were differences in classroom engagement when humor was introduced ($\chi^2 = 12.875, p = 0.012$).

Table 8: Chi-Square Test - Engagement and Humor

Variables	Chi-Square	df	Sig.
Engagement vs. Humor	12.875	4	0.012

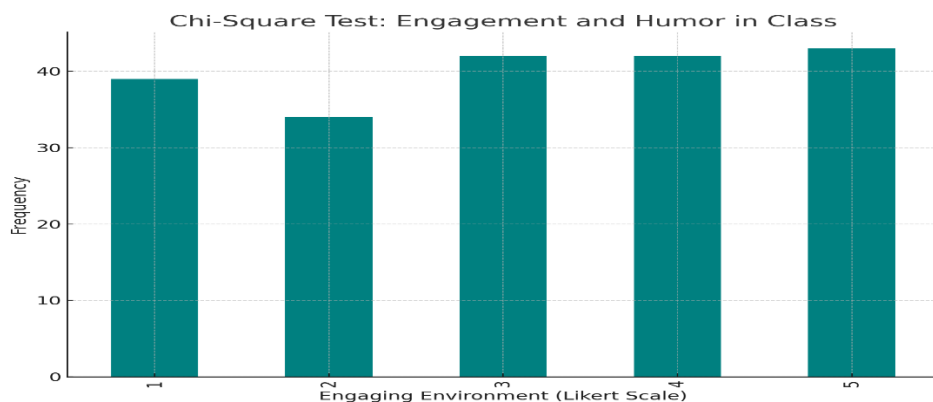


Figure 8: Bar chart depicting the distribution of engagement levels in the classroom based on the use of humor

3. Performance and Understanding of Concepts

As stated in the Table 9, 22.5% of student noted that humor helped a lot in raising the scores while 24% strongly disapproved the same. These results present the variation in perceived impact.

Improved Test Performance (Likert Scale)	Frequency
Strongly Disagree	48
Disagree	30
Neutral	38
Agree	39
Strongly Agree	45



Figure 9: Distribution of Responses for "Improved Test Performance"

Understand Concepts Better

As Shown in Table 10, 25.5% of the students had indicated that humor made them have better understanding of concepts further boosting the importance of humor in promoting learning comprehension.

Understand Concepts Better (Likert Scale)	Frequency
Strongly Disagree	41
Disagree	29
Neutral	50
Agree	51
Strongly Agree	29

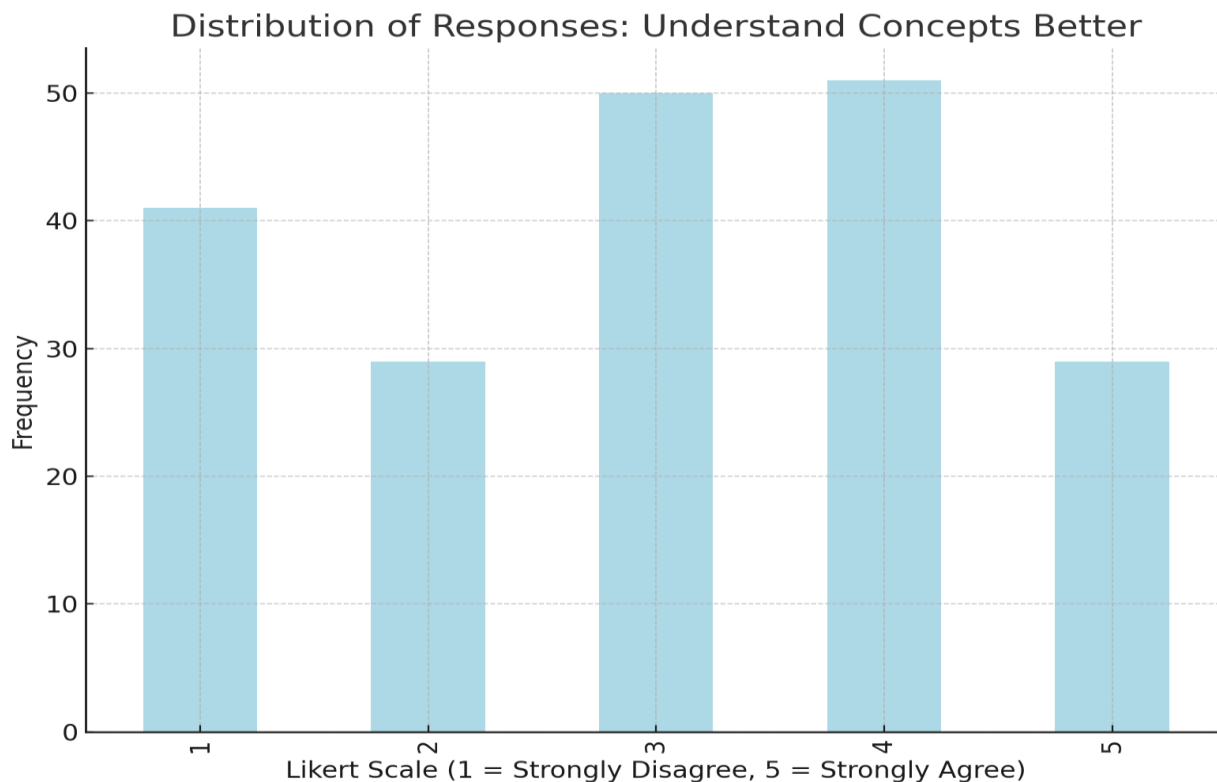


Figure 10: Distribution of Responses for "Understand Concepts Better"

From the findings, it can be deduced that humor has a direct impact on learner motivation as well as improved performance. According to research, the use of humor in the class leads to increased motivation, increase test scores and enhanced understanding of concepts. Research findings for these are revealed by the statistical analyses and highlighted by the ANOVA, Pearson correlation, regression analyses and t-tests, showing patterns between the Use of Humor and key learning outcomes. Moreover, humor was discovered to have made the learning process to be more interesting as indicated by the chi-square test. Result shows humor is a viable teaching methodology in improving both overall motivation among the learners as well as their performance.

Discussion

The focus was to establish the impact of humor as a teaching method on motivator and performance aspects of the learners. The implications of the discovery support the claims made more recently and assert that humor positively impacts and correlates strongly with attitude and performance of students.

1. Impact of Humor on Learner Motivation

The analysis of the results revealed in the one-way ANOVA tests indicated that humor has a positive effect on learner motivation $F(1, 73) = 6.077$ $p = 0.014$. According to the results, students who perceived humor in the class had boosted their motivation to attend and participate in lesson delivery. This research is in tune with other papers highlighted by Ford et al. (2020) and they showed how the use of humor reduces stress making learners more motivated. In addition, Martin and Ford (2018) explained that the use of humor lays emphasis on anxiety reduction in learners hence making them willing to open up.

The data revealed that 23.5% of students had strong positive attitude towards the perception that humor enhanced their power to attend classes. This opinion supports the work of Segrist & Hupp, (2020) whereby they noted that there is a positive correlation between the use of humor by instructors and the level of interest of the students as well as the intrinsic motivation of the students. This is supplementing the positive correlation between humor and motivation according to the research conducted by Sidelinger et al. (2018) showing that

humor, when used correctly enhances student teacher relationship to foster student engagement. Not all students felt that humor was equally as motivating for them, with 22.5% disagreeing. Whereas this variation implies that certain factors such as personality inclinations and personality disposition like the ambiguity tolerance of a student or his/her level of sense of humor, can help determine their reaction towards the use of humor in the classroom (Huss et al, 2021). In line with Segrist and Hupp (2020), one must determine when the use of humor is effective so as to achieve better outcomes.

2. Relationship Between Humor and Academic Performance

It is noteworthy that enjoyment of humor has positive influence on test performance, which was calculated as $r = 0.415$, $p < 0.01$. This is true with respect to Forsyth et al. (2019) who posited that humor plays a role enhance memory and improve the understanding of specific difficult material. However, as Oladipo et al, (2020) stated that the use of humor creates attention and brings about depth of learning the information taught in class hence improving student performance. Regression analysis was also used to establish that students who enjoyed humor were more likely to report improved performance than students who did not enjoy humor ($B = 0.292$, $p = 0.005$). This complements with the findings of Wanzer et al (2019) who opined that humor adds to the interactivity of the lecture and hence facilitates learning. Wanzer et al (2019) concluded that humor allows interaction and creates a good feeling on the classroom that enhances participation and good grades.

3. Humor and Conceptual Understanding

The article also identified the social aspect of humor as it assisted students to grasp other facts; 25.5% agreeing and 19.5% strongly agreeing. These findings accord with Stanley and Hadfield's (2018) who found that humor helps in the learning process by reducing great and significant ideas into small and manageable portions. This lowers cognitive load which makes it easy for the students to assimilate complicated information. Some students did not approve the idea of humor being efficient in the process of gaining understanding, 14.5% expressing disagreement.

Sidelinger et al, (2018) say that this could be because the level of sensitivity to humor differs whereby what one student finds amusing, another would consider as disruptive to their learning or irrelevant. This calls for the need to employ humor wisely and in a manner that enhances the teaching-learning process since humor when applied poorly can be detrimental to the process at large (Huss et al, 2021).

4. Implications for Teaching Practices

The findings of this study confirm that humor in assessment boosts motivation and performance but to a different extent of students. For educators, this means that the integration of humor must not be done randomly but with so much emphasis on the requirements and characteristics of students. A number of more recent works, such as the works by Ford et al. (2020) alongside Wanzer et al. (2019), suggest that while humor should be used by teachers, it should be used sparingly and should be related directly to the course as well as the learning objectives.

There are also variations when it comes to the students' reactions to the use of humor Students should also bear this in mind. According to Huss et al. (2021), humor has to be culture and personality-sensitive as it should be Age, Gender and Ethnic-sensitive among others. This helps to make learning more fun while at the same time avoiding a situation where humor will cause a particular student to lose interest in the learning process.

Limitations and Future Recommendations

Enlarging the sample of the participants with students from the different faculties and years of study can add more variety of the results. Also, data collected in the study was only based on students' perception and their view on humor and its impact on motivation and performance are influenced therefore, a bias view of the research question might have been displayed. Future studies could also try to control for more objective parameters and collect data such as the students' academic records or use classroom observations. One more weak point of the given approach is the absence of the discussion on the various kinds of humor and learning outcomes they bring about. Subsequent studies may examine the type of humor used (sarcasm, puns, situation comedies and others) as to determine which effects specific aspects of learning and interest among students. The role of

cultural factor was not very investigated in this study and there is a need for further research for analyzing the impact of the cultural factor in relation to the use of humor in the class.

Conclusion

In this article, the focus was on the information presented with the use of humor as teaching strategy analyzing the degree of learner's motivation and performance. There is therefore considerable evidence supporting the hypothesis that humor when incorporated in class instruction will increase learner motivation and achievement. In particular, humor was identified to enhance students' desire to come to and participate in classes by raising their levels of interest, participation and enthusiasm in the lessons where humor was used. These results are in congruence with previous studies which prove that use of humor helps to alleviate anxiety and produce conducive classroom climate for learning that is receptive among the students.

The article showed a positive correlation of humor and academic achievement of the students. Those students, who got humor in class were not only more motivated but also got better results in tests and assignments; the correlation and regression analysis showed the positive result. Interacting with students while being humorous was found to enhance comprehension and students' ability to grasp many ideas and lessons in their course for a long time. This supports Born's argument which says that humor is not only a leisure activity through which content is made lighter but a tool that enhances learning by making content easier to understand and remember.

The results identified that the usage of humor in an organization can have various effects based on the preferences of the users and the kinds of humor applied. Some of the students agreed with the statement and those who did not were asked to rate humor Based on the results, it was determined that whereas most of the students were comfortable with humor, some found it less helpful or even a blocker. This co variation suggests that humor has to be applied very carefully and adequately addressing the requirements and conditions needed in the class room. Teachers have to bear in mind the clients served by humor and how suitable each type of humor is to derive optimum benefits.

Employing humor as an instructional method has a high potential to positively influence the learners'

engagement and performance. The findings of this article strongly support the title of this research thus, humor, when applied appropriately is not only a fun way of presenting information but also a strategy in improving learning achievements. It plays a role in improving the learning atmosphere within classes that will enable all students to be more relaxed, motivated and therefore capable of performing well academically. It is recommended that research should further explore the impact of various types of humor, culture and instructional settings so as to widen our understanding on how humor can be used most effectively in teaching setting. Furthermore, researching strategies as to how humor could be incorporated into different subjects and levels of education might also offer more information about its endless application as an instructional aid.

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