

21st Century Learners' Attitude to Pedagogical Integration of Improvisational Humor and Degree of Motivation towards Learning Development

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Abstract: *The main objective of this study is to investigate the attitude to pedagogical integration of improvisational humor and degree of motivation towards learning development among 21st century learners. The descriptive correlational research design was utilized to see whether there is an association between the variables of interest presented. The findings revealed that there is a significant relationship between attitude to pedagogical integration of improvisational humor and degree of motivation towards learning development in terms of self-belief, learning focus and valuing. The correlation coefficient of the variables of interest indicates a moderate positive relationship ($p(85) = .51$, $p < 0.000$) greater than $\alpha = 0.05$ level of significance. The respondents had a very positive attitude to pedagogical integration of improvisational humor, and very high on the degree of motivation towards learning development hence, the utilization of humor generates encouraging teaching and learning atmosphere. Further, the use of positive and non-aggressive humor in classroom discussion has been correlated to a more exciting and unstrained teaching setting conducive for learning, higher level of assessment and increased perceived motivation towards learning is being manifested.*

Keywords: *Humor, Motivation, Integration, Attitude, Pedagogy*

INTRODUCTION

The 21st century educational system offered wide variety of learning approaches that are being utilized and applied across the globe. Simple to complex approaches employed in the classroom influence the learning horizon and the totality of learning experience of the learners, thus a diversified form of approach must be utilized in classroom setting. A single approach can't suffice diverse personalities more so can't serve as basis for learners' ability to perform, and so it is essential for teachers to be acquainted with different approaches in the execution of lessons, not to monopolize the students' differentiated nature of learning.

Integration of humorous remarks in teaching lesson in varied educational fields are extremely common, as such it offers an array of light learning environment conducive to teaching and learning process. Long before the existence of education as a field of study, scholars then substantiate that education heretofore offered general principles and strategies in association to education, and one of those pedagogies reiterated and documented by scholars is the use of humor in classroom setting.

Therefore, to prove this inquiry of knowledge and depth of its authenticity, Klein et al. (2017) in the study of (Ziv 1988; Miller et al. 2017) mentioned that using humor or humorous remarks as pedagogy has been projected not only to better engage student's attention and capture its interest but also develop retention rate and lesson mastery.

Ergo this idea escalates to an extended discussion that humor boosts retention rate and a motivating factor to student's learning development. Thus, through humor as an approach in learning, one therefore can easily cope with the lesson by way of improvise humorous remarks. This learning approach offers variety of benefits in the conduct of teaching and learning process when employed in a right manner.

According to Banas et al. (2011), proposition, humor integration thus improved students' experience and as such students' excellent performance in school is accorded to humor integration to classroom discussion. In addition, students were motivated to engage in lesson discussion knowingly the teacher will make use of humorous remarks. Henceforth, a herculean task to perform to teachers on how they will constantly adapt to this kind of approach since a few little is gifted with the sense of humor.

To prove this academic query with regards to the study, McNeely (2002) stated that humor has the ability to fuel human engagement. Thus, it is every teacher's goal to be effective in the classroom and help students learn new concepts. They want their students to be eager and engaged. Upon integration of humor in classroom discussion students feel the urge to participate and involve in every lesson when they feel the environment is light and stress free.

As pointed out by Buskist et al. (2002) cited by Appleby (2018), to achieve this idealistic take on students' engagement to lesson, teachers must have these features of displaying good sense of humor. As to building rapport and shattering barriers, humor is found out to establish student-teacher relationship. It was known therefore that learners, do not learn solely from humorous teachers, but do appreciate the learning process from them. Aylor and Opplinger (2003) explained that humor

improves the teacher – student relationships and it has the ability to lessen psychological distance for both teachers and learners, when teacher employed humor in his/her discussion students likely project an approachable aura. The resulting increase in this interactions leads to a more open and meaningful relationship that builds positive connection.

In addition, examples of teacher behaviors that influence students' motivation towards learning is by telling jokes, punchline and other humorous stories; laughing with learners; and using appropriate, substantial and interesting examples to highlight important points in the lesson. More so, it creates favorable learning atmosphere which in turn generates an entertaining and pleasant environment.

Schmidt (2002) posited that adding humor to classroom discussion enhances recall and it aids learning processing, in addition, in a laboratory experiments it was found out that students were able to recall humorous information more than non-humorous ones. In addition to this claim, based on Instructional Processing Theory (IPT) students need to resolve the incongruity of a humorous remarks, if the students understood the humor it increases the attention. If the latter did not resolve the incongruity, he/she therefore experience confusion instead of humor. Thus said, Wanzer, et al. (2010).

In integrating of humor, researchers believed that the placement of humor has a substantial impact on students' learning. This will serve as a reminder that humor is an added spice in a purpose of entertaining students while dealing with a thought – provoking lessons, to lighten up the environment and make it more substantial and free-flowing in a process of teaching and learning. Based on the aforesaid viewpoints presented by the researchers in varying fields the variables used in the study are being taken into consideration, much more the researcher attempted to determine the attitude to pedagogical integration of improvisational humor and degree of motivation towards learning development among 21st century learners.

METHODS

The correlational research design researchers use to describe and measure the degree or pattern of association in the variables of interest presented in the study. (Creswell, 2012). Specifically, the type of correlational design used in the conduct of the research study is the predictive correlational. It is used when the study attempts to explore the factors that will affect and influence the other variable present. Thus, in this study the respondents' attitude to pedagogical integration of improvisational humor was correlated to respondents' degree of motivation towards learning.

The participants in the study were the junior high school students under the teacher's class program School Year 2019 - 2020, and considered two academic programs which were special program in the arts (SPA) and revitalized basic education curriculum (RBEC), eighty-five (85) students were selected as respondents, employing non-probability sampling technique, the convenience sampling in which respondents were selected in accordance with time availability and willingness to take part in the conduct of the study.

The study utilized a survey using a research questionnaire to determine how the learners' attitude to pedagogical integration of improvisational humor influences the degree of motivation towards learning. To come up with reliable and to solicit sufficient responses from the respondents, the researcher-made questionnaire consisting of three (3) parts, the first part is the respondents socio demographic profile, second part contained statements which focused on determining the respondents' attitude to pedagogical integration of improvisational humor and the third part anchored on statements which measured the degree of motivation towards learning.

To ensure the validity and reliability of the research instruments in the study which was non-standardized, they were presented to the panel of experts for comments, comprehensive suggestions and improvements. After incorporating the comments and suggestions presented, revision of the research instrument and pilot testing was made, likewise to fortify the validity and reliability of the self-made survey questionnaire, it underwent reliability test that garnered the Cronbach's Alpha "acceptable" internal consistency in all test questions.

Frequency and percentage distribution were used to describe the socio demographic profile of the respondents. Median was used as a measure of central tendency to analyze respondents' attitude to pedagogical integration of improvisational humor and degree of motivation towards learning in terms of the following indicators: self-belief, learning focus and valuing since the data were ordinal and skewed. Kruskal Wallis One Way Analysis of Variance (ANOVA) was used to measure the difference of respondents' attitude to pedagogical integration of improvisational humor and degree of motivation towards learning when grouped according to age, Mann-Whitney U Test when measuring the difference of respondents' attitude to pedagogical integration of improvisational humor and degree of motivation towards learning when grouped according to sex and academic program. In addition, Pearson r was used to determine how variables significantly relate to each other.

The given scale was used to analyze the result of data solicited: (4) 4.00-5.00 Strongly Agree, (3) 3.00-4.00 Agree, (2) 2.00-3.00 Disagree, (1) 1.00-2.00 Strongly Disagree. For the respondents' attitude to pedagogical integration of improvisational humor. To analyze the degree of motivation towards learning the following measures used: (4) 4.00-5.00 Very High Motivation, (3) 3.00-4.00 High Motivation, (2) 2.00-3.00 Low Motivation and (1) 1.00-2.00 Very Low Motivation.

Respondents were oriented before the actual conduct and dissemination of survey questionnaire on the nature and depth of the research study. Ethical consideration was considered and the confidentiality of their responses were rest assured.

RESULTS AND DISCUSSIONS

Table 1
Respondents' Demographic Profile

	Profile	Frequency	Percentage (%)
Age	14 – 15	49	57.6
	16 – 17	33	38.8
	18 above	1	1.2
	(No response)	2	2.4
Gender	Male	30	35.3
	Female	52	61.2
	(No response)	3	3.5
	Total	85	100.0
Academic Program	RBEC	52	61.2
	SPA	32	37.6
	(No response)	1	1.2

Table 1 presents the respondents' demographic profile, out of eighty-five (85) respondents, to age, forty-nine (49) or 57.6 percent were under the age bracket 14-15 while thirty-three (33) or 38.8 percent under the age 16-17, while one (1) or 1.2 percent under the age 18 above and two (2) or 2.4 percent having no response. As to gender, fifty-two (52) or 61.2 percent were female while thirty (30) or 35.2 percent were male. In terms of academic program, fifty-two (52) or 61.2 percent were under Revitalized Basic Education Program (RBEC) and thirty-two (32) or 37.6 percent under the Special Program in the Arts (SPA) while one (1) or 1.2 percent provided no response.

It can be inferred from the result that majority of female students were the respondents, and following the age bracket that obtained the highest percent is 14-15 years old. Since the study considered the two academic programs of the school locale was considered, the most respondents were from Revitalized Basic Education Curriculum (RBEC) or the Regular K-12.

Table 2
Attitude to Pedagogical Integration of Improvisational Humor as Assessed by the Respondents

Indicators	Median	Interpretation
1. I learn more when the teacher integrates humor in his/her lesson delivery.	3	Agree
2. I enjoy the class more and feel upbeat if humorous remarks are present.	3	Agree
3. I like the vibrant personality of teachers when he/she learns how to laugh and make us laugh as well.	4	Strongly Agree
4. I feel comfortable in sharing my views and opinions knowing the humorous kind of classroom environment we have.	4	Strongly Agree
5. I will likely feel the excitement of attending teacher's subject regularly.	4	Strongly Agree
6. I feel relax and stress-free whenever I hear humorous remarks in the conduct of the lesson.	4	Strongly Agree
7. I feel that humor helps me prevent burnout; it makes learning more fun and helps my perspective stay positive.	4	Strongly Agree
8. I believe that through humor I can easily build connection with my classmates and teachers.	4	Strongly Agree
9. I am more attentive during classroom discussion if there's humor in it.	4	Strongly Agree
10. I am at my happiest and don't feel bored in the	4	Strongly Agree

entire course of the discussion.

Overall	4	Strongly Agree
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Table 2 presents the summary of respondents' assessment on their attitude to pedagogic when he/she learns how to laugh and make us laugh as well", "I feel comfortable in sharing my views and opinions knowing the humorous kind of classroom environment we have", "I will likely feel the excitement of attending teacher's subject regularly", "I feel relax and stress-free whenever I hear humorous remarks in the conduct of the lesson", "I feel that humor helps me prevent burnout; it makes learning more fun and helps my perspective stay positive", "I believe that through humor I can easily build connection with my classmates and teachers", "I am more attentive during classroom discussion if there's humor in it", "I am at my happiest and don't feel bored in the entire course of the discussion" were assessed by the respondents as "Strongly Agree" with median response of four (4). On the other hand, statements "I learn more when the teacher integrates humor in his/her lesson delivery" and "I enjoy the class more and feel upbeat if humorous remarks are present" were assessed by the respondents as "Agree" with median value of three (3).

Overall, the central tendency of respondents' assessment on their attitude to pedagogical integration of improvisational humor with an overall median value of four (4) interpreted as "Strongly Agree".

The findings support the study made by McNeely (2019) who posited that using humor in the classroom has the power to fuel engagement and help students learn. More so, humor can create comfortable learning environment when teachers show laughter, students tend to feel more comfortable and open to learning. Consequently, using humor in classroom discussion brings out students' enthusiasm, positive outlook and optimism in learning.

Table 3
Respondents Degree of Motivation towards Learning as to Self-Belief

Indicators	Median	Interpretation
1. I am confident to participate in classroom discussion.	3	High
2. I can connect to my teacher during lesson proper.	3	High
3. I am able to express myself without hesitation.	3	High
4. I don't get apprehensive whenever I have to answer a question.	3	High
5. I can confidently build rapport between teachers and classmates.	3	High
Overall	3	High

Table 3 presents the assessment of respondents degree of motivation towards learning as to self-belief, the following indicators "I am confident to participate in classroom discussion", "I can connect to my teacher during lesson proper", "I am able to express myself without hesitation", "I don't get apprehensive whenever I have to answer a question", and "I can confidently build rapport between teachers and classmates" were assessed by the respondents with general median value of three (3) verbally interpreted as with "High Motivation".

The findings support the study made by Stambor (2006) cited by Zundel (2018) stated that humor reduces anxiety that leads to improvement of students' performance, boosting classroom participation and had the ability to increase students' motivation to focus on the learning material during discussion. It breaks down communication barriers between teacher and students, and make students feel relaxed by reducing social anxiety. In addition, it helps students feel less intimidated and inhibited to consult and ask queries.

Table 4
Respondents Degree of Motivation towards Learning as to Learning Focus

Indicators	Median	Interpretation
1. I can understand the teacher during classroom discussion.	3	High
2. I am engage more on the lesson proper.	3	High
3. I think the examples given are way too funny and easy to remember.	3	High

4. I can interact and relate to every lesson being discussed.	3	High
5. I am more focus in acquiring new concepts in learning.	3	High
Overall	3	High

Table 4 presents the assessment of respondents' degree of motivation towards learning as to learning focus, indicators "I can understand the teacher during classroom discussion", "I am engage more on the lesson proper", "I think the examples given are way too funny and easy to remember", "I can interact and relate to every lesson being discussed" and "I am more focus in acquiring new concepts in learning" verbally interpreted with "High Motivation" and overall median value of three (3).

The findings support the study made by Savage et al., (2017) who stated that humor and laughter may not be directly correlated to learning; however, it is responsible in creating environment that stimulates learning. Research evidences document that appropriate humor and humor that relates to the course discussion interests and withstand attention and produces more relaxed and productive learning and teaching atmosphere.

Table 5
Respondents Degree of Motivation towards Learning as to Valuing

Indicators	Median	Interpretation
1. I appreciate the teacher's lesson more.	4	Very High
2. I like the teacher's way of making the discussion lively.	4	Very High
3. I express my utmost interest to study and participate more.	3	High
4. I make a point to apply the lessons in real life situation.	3	High
5. I assume responsibility to attend class regularly.	4	Very High
Overall	4	Very High

Table 5 displays the assessment of respondents degree of motivation towards learning as to valuing, the following indicators "I appreciate the teacher's lesson more", "I like the teacher's way of making the discussion lively", and "I assume responsibility to attend class regularly" verbally interpreted as "Very High" with median value of four (4) while the remaining indicators such as "I express my utmost interest to study and participate more" and "I make a point to apply the lessons in real life situation" verbally assessed as "High" only and obtained median value of three (3). Overall, as to valuing it is interpreted as "Very High" and garnered four (4) as a median value.

The results support the study made by Smith (2015) further explained that integrating lessons with humor can help students remember lessons.

Table 6
Difference of Respondents' Attitude to Pedagogical Integration of Improvisational Humor when Grouped According to Age

Dependent Variable	Age	Median	Test Statistic	p-value
Attitude to Pedagogical Integration of Improvisational Humor	14 to 15 years old	3.5	2.170	0.338
	16 to 17 years old	3		
	18 years old and above	3		

Note: If the p-value is less than or equal to 0.05 level of significance, reject the null hypothesis; otherwise, do not reject.

Table 6 presents the difference of respondents' attitude to pedagogical integration of improvisational humor when grouped according to age, as shown, the obtained p value 0.338 was greater than 0.05 level of significance, therefore, this

indicates insufficient evidence to reject the null hypothesis and thus there is no significant difference was noted. The results implied that the respondents' attitude to pedagogical integration of improvisational humor is the same regardless of their age.

Since three independent groups are under the study, and assessment of respondents on their attitude to pedagogical integration of improvisational humor is in ordinal measurement, Kruskal Wallis One Way Analysis of Variance (ANOVA) is the appropriate test.

Table 7

Difference of Respondents' Attitude to Pedagogical Integration of Improvisational Humor when Grouped According to Sex and Academic Program

Dependent Variable	Sex	Median	Test Statistic	p-value
Attitude to Pedagogical Integration of Improvisational Humor	Male	3	-1.006	0.315
	Female	3.5		
	Academic Program		-0.099	0.921
	RBEC	3.5		
	SPA	3.5		

Note: If the p-value is less than or equal to 0.05 level of significance, reject the null hypothesis; otherwise, do not reject.

Table 7 presents that the p-value 0.315 of the computed test statistic greater than 0.05 level of significance. This indicate insufficient evidence to reject the null hypothesis. Therefore, there is no significant difference among respondents' attitude to pedagogical integration of improvisational humor when grouped according to sex and when grouped according to academic program the p value 0.921 of the computed test statistic is greater that level of significance @ 0.05, therefore there is no significant difference when grouped according to academic program. The results inferred that the respondents' attitude to pedagogical integration of improvisational humor is the same regardless of their sex and academic program.

Table 8

Difference of Respondents' Degree of Motivation towards Learning Development in terms of Age

Dependent Variable	Age	Median	Test Statistic	p-value
Degree of Motivation towards Learning Development	14 to 15 years old	3	1.989	0.370
	16 to 17 years old	3		
	18 years old and above	3		

Note: If the p-value is less than or equal to 0.05 level of significance, reject the null hypothesis; otherwise, do not reject.

Table 8 presents the difference of respondents' degree of motivation towards learning development when grouped according to age, as shown, the obtained p value 0.370 was greater than 0.05 level of significance, therefore, this indicates insufficient evidence to reject the null hypothesis and thus there is no significant difference was observed. The results implied that the respondents' degree of motivation towards learning is the same regardless of their age.

Since three independent groups are under the study, and assessment of respondents on their degree of motivation towards learning is in ordinal measurement, Kruskal Wallis One Way Analysis of Variance (ANOVA) is the suitable test.

Table 9

Difference of Respondents' Degree of Motivation towards Learning Development in terms of Sex and Academic Program

Dependent Variable	Sex	Median	Test Statistic	p-value
Degree of Motivation towards Learning Development	Male	3	-0.948	0.343
	Female	3		
	Academic Program			

RBEC	3		
SPA	3	-3.294	0.001

Note: If the p-value is less than or equal to 0.05 level of significance, reject the null hypothesis; otherwise, do not reject.

Table 9 presents that the p-value 0.343 of the computed test statistic greater than 0.05 level of significance. This indicate insufficient evidence to reject the null hypothesis. Therefore, there is no significant difference among respondents' degree of motivation towards learning when grouped according to sex and in terms to academic program the p value 0.001 of the computed test statistic is lesser that level of significance @ 0.05, therefore there is a significant difference when grouped according to academic program. The results inferred that the respondents' degree of motivation towards learning is the same regardless of their sex and for academic program respondents' degree of motivation is not the same irrespective of their program.

Table 10

Relationship Between Attitude to Pedagogical Integration of Improvisational Humor and Degree of Motivation towards Learning Development

Degree of Motivation towards Learning Development		
Attitude to Pedagogical Integration of Improvisational Humor	Correlation Coefficient	p-value
	0.509	<0.000

Note: If the p-value is less than or equal to 0.05 level of significance, reject the null hypothesis; otherwise, do not reject.

As shown on Table 10, there is a significant relationship between attitude to pedagogical integration of improvisational humor and degree of motivation towards learning at $\alpha = 0.05$ level of significance. The p-value is less than 0.05 level of significance, indicating the rejection of the null hypothesis. Furthermore, the correlation coefficient of the variables of interest indicates a moderate positive relationship ($\rho(85) = .51, p < 0.000$). The results inferred that the respondents' attitude to pedagogical integration of improvisational humor and degree of motivation towards learning is correlated to each other.

The result is supported by the study of Buskist et al., (2002) as cited by Appleby (2018) humor can break social barriers and lead to the establishment of student-teacher rapport, it is found that students not only learn from teachers but on the other hand they are enjoying the process of learning as they go along the discussion.

CONCLUSION

As the educational system progress to industrial revolution, teaching pedagogy transformed the classroom setting into positive teaching-learning atmosphere. The challenge that defy the very core of teacher's strategy is on how teacher adapt to the varying environment and showcased differentiated learning to students. Based on the careful analysis of the findings of the study, the researcher concluded that majority of the respondents' had a very positive attitude towards the pedagogical integration of improvisational humor in lesson discussion. On the other hand, the respondents' degree of motivation is very high towards learning development considering the following indicators: self-belief, learning focus and valuing. As to test of relationship, the respondents' attitude to pedagogical integration of improvisational humor had a bearing on their degree of motivation towards learning development. Therefore, the teacher's humorous side, affects and influences the students learning process and development.

FUTURE DIRECTION

To render educated and substantial proposition to the inquiry of knowledge, the following recommendations are hereby recognized: on the given result though student respondents had a very positive attitude to pedagogical integration of improvisational humor and their degree of motivation is very high towards learning development considering the following indicators: self-belief, learning focus and valuing. It is therefore recommended, firstly to teachers to make sure that use of positive and non-aggressive humor is align to the course discussion, as to students, they may utilize this pedagogy to their advantage to learn and process the lesson concepts. Further, it is recommended that teachers should employ humor to classroom discussion to spice-up the learning environment and to solicit positive learning outcomes, which in return students

can benefit from. Moreover, it is recommended that qualitative research studies be conducted to find out other factors that affect the attitude to pedagogical integration of improvisational humor and degree of motivation towards learning development, and considering also other variables.

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