

Teacher Humor Style and Attention Span of Grade 7 Students

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Abstract:- This study delved into the relationship between Teacher Humor Style and the Attention Span of Grade 7 Students. Utilizing a descriptive-correlation research design, the researcher conducted a comprehensive exploration, employing surveys to gather perceptions from students and statistical analyses to unravel the interplay between humor and attention. The findings reveal a moderately extensive use of humor across various indicators, fostering an engaging and enjoyable learning environment. The students demonstrated an extensive duration of focus and active participation, complemented by swift attention recapture abilities. Contextually relevant humor, including puns and subject-related jokes, emerged as a key component of this positive classroom atmosphere. The study also employed a Multiple Linear Regression Model, showcasing the significant influence of various humor indicators on attention span. Recommendations extend to the Department of Education, encouraging the integration of humor-focused professional development for educators. School heads are urged to foster a positive school culture supportive of diverse humor strategies. Teachers are recommended to adopt a reflective approach, continually adjusting their humor strategies based on student responses. For students, an awareness of the positive impact of humor on learning experiences is highlighted. Future researchers are encouraged to delve deeper into cultural nuances and conduct longitudinal studies to observe sustained impacts.

Keywords:- Teacher Humor Style, Attention Span, Grade 7 Students, Classroom Dynamics, Educational Humor, Student Engagement.

I. INTRODUCTION

The dynamics of classroom interactions are multifaceted and are influenced by a myriad of factors. Among these, the humor style adopted by educators and its impact on the attention span of students represents a crucial dimension of the educational process. The interplay between teacher humor and student engagement carries the potential to influence both academic outcomes and the overall classroom environment. Research carried out in different countries has highlighted the potential advantages of humor in increasing student engagement, lowering classroom anxiety, and creating a positive learning atmosphere.

Zooming into a more localized setting, Davao City, presents its own set of unique classroom dynamics. The intertwining of humor style and attention span in the classroom holds universal importance, as evident from international literature. However, the uniqueness of cultural contexts, particularly in the Philippines and even more specifically in Davao City, necessitates focused research. To truly harness the potential benefits of humor in enhancing student engagement and counteracting attention span challenges, it is imperative to delve deeper into these dynamics in a culturally sensitive manner.

This study, titled "Teacher Humor Style and Attention Span of Grade 7 Students" aims to add to the body of knowledge amidst the scarcity in research that delves deep into the implications of humor on the attention span of students in the local setting of Davao City. This underlines the necessity to further delve into this scene of the sphere to understand the concepts better.

The study recognizes the importance of humor styles on the attention span of Grade 7 students. Consequently, it seeks to provide insights and recommendations to highlight the influence of humor styles on attention span, ultimately enhancing the academic performance of Grade 7 students.

Through quantitative research methods, including descriptive correlational research design employing the survey method. In the case of this research, the variables in focus are the teacher humor style and the attention span of students. The descriptive component of the design enables the researcher to obtain a clear snapshot of the present situation by illustrating the current state of teacher humor styles and the typical attention spans of students. The correlational component, on the other hand, is pivotal in ascertaining whether a systematic relationship exists between these two variables.

The findings of this study have significant implications to DepEd, School Heads, Teachers, Students, and Future Researchers. By understanding the potential advantages of integrating humor into teaching, the department can craft guidelines and recommendations that promote its effective use, potentially leading to more engaging and productive classroom environments nationwide. The insights from this study can guide school heads in organizing professional development sessions that emphasize the strategic use of humor. Moreover, they can foster a school culture where humor is celebrated as a tool for enhancing student engagement and attention. As teachers harness the power of

humor, students may find lessons more relatable and memorable, leading to better information retention and understanding. Beyond academic benefits, humor can foster a positive classroom atmosphere, making learning not just productive but also enjoyable.

Additionally, this study adds to the existing body of research and literature on humor styles and their impact on attention span. Gaining insight into how humor styles affect the attention span of Grade 7 students can enhance the collection of literature that supports improvement and development.

In conclusion, by establishing the link between teacher humor style and student attention span, subsequent studies can delve deeper into the nuances of this relationship, exploring variables such as cultural differences or age-specific responses. Additionally, the methodologies and findings of this research can guide future investigations, paving the way for a comprehensive understanding of humor's multifaceted role in education.

II. METHOD

The research design selected for this study is a descriptive correlational design utilizing the survey method. This design is well-suited to the study's objectives, as it aims to identify the nature and extent of the relationship between two or more variables without manipulating them. In this research, the variables of interest are the teacher's humor style and the students' attention span.

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The respondents chosen for this study are Grade 7 students from Sta. Ana National High School. Sta. Ana National High School is one of the public schools in Davao City. Public schools typically offer a diverse range of student populations in terms of socioeconomic backgrounds, cultural affiliations, and academic orientations. This diversity can provide a broad perspective on how teacher humor style impacts students from various backgrounds and contexts. The sampling procedure employed for this study is simple quota sampling.

The research instrument utilized for gathering data regarding teacher humor style has been adapted from Wanzer, Frymier, and Irwin (2010) seminal work titled "An Explanation of the Relationship Between Instructor Humor and Student Learning: Instructional Humor Processing Theory." Published in the *Communication Education* journal, this study provides a comprehensive exploration of how humor employed by instructors influences student learning outcomes. In conclusion, the research design used

in this study descriptive correlational design using the survey method.

Statistical tools such as the Pearson Product Moment Correlation and Multiple Linear Regression were applied to analyze the data. These methods provided a framework to reveal the connections between Teacher Humor Style and the Attention Span of Grade 7 Students, offering valuable insights for both theoretical understanding and practical application in educational settings.

III. RESULTS AND DISCUSSIONS

The study's findings are based on the responses of participants to a survey, which explored the relationship between teaching with humor styles and the attention span of Grade 7 learners. Teachers were asked to complete this survey to provide data for the research. By analyzing these responses, the study aimed to understand how different humor styles employed by teachers can impact and influence the attention span of their students. The survey sought to capture detailed insights into the dynamics of humor in the classroom and its effects on student engagement and focus.

The first theme explores the perceived extent of teacher humor style concerning the type of humor used. The overall indicator for the extent of teacher humor style in terms of the type of humor used is 3.38 with a standard deviation of 0.84, categorizing it as moderately extensive. This means that the teacher humor style is sometimes manifested. This implies that, on the whole, students perceive their teachers' use of different types of humor as moderately extensive. The implication is that teachers have successfully created a balanced and engaging environment by incorporating various humor styles into their teaching.

The second explores the perceived extent of teacher humor style concerning the frequency of humor. The overall indicator for the extent of teacher humor style in terms of the frequency of humor is 3.36 with a standard deviation of 0.66, categorizing it as moderately extensive. This means that the teacher humor style is sometimes manifested. This implies that, on the whole, students perceive their teachers' use of humor as moderately extensive in terms of frequency. The implication is that teachers have successfully established a balanced approach to humor, incorporating it strategically into various aspects of their lessons.

The third theme delves into the perceived extent of teacher humor style concerning the context of humor. The overall indicator for the extent of teacher humor style in terms of the context of humor is 3.40 with a standard deviation of 0.64, categorizing it as extensive. This means that the teacher humor style is often manifested. This implies that, on the whole, students perceive their teachers' use of humor within various contexts as extensive. The implication is that teachers have successfully incorporated humor across different instructional settings, contributing to a positive and engaging classroom environment.

The fourth theme investigates the perceived extent of teacher humor style concerning student reaction. The overall indicator for the extent of teacher humor style in terms of student reaction is 3.19 with a standard deviation of 0.75, categorizing it as moderately extensive. This means that the teacher humor style is sometimes manifested. This implies that, on the whole, students perceive their reactions to the humor used in class as moderately extensive. The implication is that while humor plays a significant role in student engagement, there may be room for improvement in terms of overall appeal.

The fifth theme explores the perceived extent of teacher humor style concerning relevance. The overall indicator for the extent of teacher humor style in terms of relevance is 3.31 with a standard deviation of 0.63, categorizing it as moderately extensive. This means that the teacher humor style is sometimes manifested. This implies that, on the whole, students perceive the relevance of humor to the subject matter as moderately extensive. The implication is that while humor is seen as beneficial in clarifying lessons, there may be room for improvement in consistently aligning humor with the subject material.

Overall, the moderately extensive use of humor across various indicators suggests a well-balanced approach, fostering an engaging and enjoyable learning environment. This balance is crucial for sustaining attention and creating a positive classroom atmosphere, contributing to a holistic educational experience.

In terms of recommendations, the study suggests that the DepEd may consider incorporating professional development programs for educators that emphasize the effective integration of humor in the classroom. This study also suggests that School Heads create an open dialogue within the school community to share successful practices related to humor in education could enhance collaboration and contribute to an overall positive teaching and learning environment. Teachers are also suggested to consider adopting a reflective approach to their use of humor in the classroom, being attuned to students' responses and adjusting their strategies accordingly. Consequently, students are encouraged to foster a sense of awareness on the positive impact of humor on their learning experiences can be encouraged. Lastly, future researchers may further explore the intersection of Teacher Humor Style and student outcomes and consider conducting longitudinal studies to observe the sustained impact of humor over time.

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