

## TEACHER'S SENSE OF HUMOR

by:

**Hazel P. Balansag**

*Teacher I, Mariveles National High School - Cabcaben*

Most prospectively, the opportunity to laugh and joke around with pupils in the classroom has been one of the momentous feeling, teachers have longed for during the closure of schools due to the pandemic.

Telling jokes and hilarious anecdotes, laughing along with pupils, and exploiting pertinent, fascinating, and lighthearted personal recounts to underscore decisive concepts are all instances of teaching behaviors that hearten pupil gratification of learning. A nonexistence of humor is a feature that pupils grasp as "demonstrative of poor teaching," according to some studies.

An educator's sense of humor works like a miracle in flourishing efficacious learning and teaching state of affairs where tension and worry have no dwelling and intrinsic motivation is instead fortified. A teacher's exploitation of humor can aid individual to relax, especially in taxing situations, and it can also oblige to level the power disproportion between students and teachers. Another trait of expert teachers is their aptitude to progress relationships with their pupils through humor.

In terms of how an educator's sense of humor moves students' intrinsic impetus, pupils who relish their teacher's humor in class, are more enthused to trail the instructor's directives, and contemplate the teacher is strong. As an upshot, it may be claimed that a tight affiliation between an educator and pupil is what directed to this discernment. These networks may be gotten more momentous in classes where pupils must sense free and at comfort to prompt their viewpoints and engross in subject-related discussion.

However, educators must maintain some semblance of levity and oversee the classroom. A healthy sense of humor can boost pupils' cognition when utilized in the appropriate circumstance.

*References:*

Busler, J., Kirk, C. Keeley, & Buskist, W. (2017). What constitutes poor teaching? A preliminary inquiry into the misbehaviors of not-so-good instructors. *Teaching of Psychology*, 44(4), 330-344. doi: 10.1177/0098628317727907.

Huss, J. & Eastep, S. (2016). The attitudes of university faculty toward humor as a pedagogical tool: Can we take a joke? *Journal of Inquiry & Action in Education*, 8(1), 39-65.