

HUMOR: NOT JUST FOR LAUGH

by:

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Many people find that maintaining a sense of humor is helpful for a good quality of life. Our teachers' sense of humor allows us to find delight, experience joy, and release tension. Also, laughter actuates the chemistry of the will to live and escalates our capacity to fight disease, making it an effective self-care tool.

With the development and proliferation of technology, reflections on humor in education have become inevitable. Teachers may need new methods and techniques in learning with technology. As a result of this need, humor is an effective method, as it is noteworthy in the humor studies that the concepts of "videos, games, puzzles, online, and media" are highly relevant (Erdogdu, 2021, p.182). More specifically, the theory suggests that when instructor humor is appropriate and related to academic concepts, it creates a positive effect that captures learners' attention and, in doing so, improves their ability and motivation to elaborate on and deeply deal with instructional messages. Because of enhanced information processing, this proposes that students learn more from instruction incorporating relevant and appropriate humor. Based on the conclusions promoted, we might expect instructional humor to influence student learning positively (Bolkan et al., 2018). Studies show that humor leads to enhanced information processing due to the positive effect experienced in humorous situations.

Therefore, these theories explain the study findings through a theoretical framework. Data about children's humor development and styles are necessary to understand what humor means in the classroom and how teachers can meet children's demands by instructing them about what makes them laugh. While children's data can

help develop a better understanding of children's humor, the data collected from teachers can also be a precious derivation to learn about their views, knowledge, and approach to children's humor. Consequently, the latest study furnishes teachers, parents, and researchers with insights that will empower them to understand learners' humor better and offer appropriate environments and experiences for their humor development (Yilmaz & Erden, 2022). The reason behind this hesitation is apparent: humor often comes with a bite. It is about ridicule or sneering at things that distress people, and this innate edge can easily lead to discord. In addition, some facilitators of learning link humor with a need for more dedication or significance about work. Humor and work have always had a tenuous relationship. Teachers who reported using more antecedent-focused strategies, such as situation excerpt, situation modification, attentional deployment, and cognitive change (e.g., reappraisal), were perceived to express positive emotions (such as happiness, affection, tenderness, and inspiration) more frequently and negative emotions less frequently (Muehlbacher et al., 2022).

However, these fears surrounding humor in the workplace are not only groundless; unfounded; they directly contradict a growing body of research that advocates that workplace humor is paramount to productivity, cohesion, and creativity. Even if one that has softened in recent years. Using humor in Luz Elementary School boosts our co-teachers' spirits and makes work more fun. The tense journey he is going through is challenging, but it helps build trust among our teaching and non-teaching staff. A clever observation or lighthearted joke from our school head, Dr. Rowena M. Lisud, can make the school atmosphere more affable and relatable. We say laughter is the best medicine, and that is true even at work. Like any medicine, though, it works best when used correctly. Certain stigmas and uncertainties surround humor, even in casual office environments.

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