



USE OF HUMOR TO MAKE RESEARCH SUBJECT INTERESTING

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Abstract

Today's teaching – learning process should be such that students should enjoy it. Today, syllabus, project work, tuitions, classes, dissertations, test tutorials and seminars impose lot of stress and tensions on the students. Not only has this but long, boring, old fashioned lectures of the professors has to be attend. *The purpose of this research paper was to study the effect of Sense of Humors in teaching Educational Research to M.Ed. students. The Lecture cum Sense of Humor Method and Lecture Method of teaching Educational Research were compared with each other. Non – equivalent control group Design was used. Intelligence test and Post test of Educational research were used as Data collection tools. In all 70 M. Ed. students were selected for the study. Two intact groups belonged to the two randomly selected collages of M.Ed in Jalgaon city. Two levels of treatment were assigned randomly to the selected two groups. Jokes, cartoons, exaggerations, SMS etc. were introduced in experimental group. It was found that the Lecture cum Sense of Humor Method of Teaching Educational Research was found significantly effective than Lecture Method of Teaching Educational Research.*

Introduction:

If we want responsible, qualitative good human being than we need effective teaching learning process . There are lot of innovative teaching methods and techniques such as Mind Mapping, Concept Map, Models of Teaching, Collaborative Learning, Team Teaching etc. These are effective methods of communicating information and helping students to learn but the way that information is presented to the student is more important. If the teacher use an innovative method with oily face then it became useless.

This is a competitive era and there is explosion of knowledge, information and ambitions. In this ever changing era, cut throat competition is created in the field of education also. The horizon of knowledge and information is too much extended in front of child, therefore teaching learning process must be reshaped and remodel. Today's teaching – learning process should be such that students should enjoy it. Today, syllabus, project work, tuitions, classes, dissertations, test tutorials and seminars impose lot of stress and tensions on the students. Not only has this but long, boring, old fashioned lectures of the professors has to be attend. In that lectures we observed gap of communication as well as gap of age, experiences and examples used by the lecturers. The result is that students are unwilling to attend classes. They fell that teaching – learning process are very dry, dull, boring and inactive. This creates inactive, ineffective students.

Several studies have found that a number of strategies can be used to help students for better assimilate and retain information. Among those strategies, one of the strategies is the effective use of sense of humor, analogy and metaphor.

In this research study an attempt has been made to study the effectiveness of SENSE OF HUMOR in teaching Educational Research at M. Ed. Level. Most of the people believe that



Research is a dry and hard task; it should be learned with a serious face. Therefore, researchers made an attempt to introduce Sense of Humor in teaching research.

Sense of Humor:

The mental faculty of discovering, expressing or appreciating something that is comical, amusing, or absurdly incongruous

Rationale

The use of humor in our society has received widespread attention. Numerous experts have espoused the use of humor in their fields for various physiological and psychological benefits that are believed to be associated with laughter or humor. The use of humor in the classroom can help to create a more positive learning environment by breaking barriers of communication between the professor and students. According to [7] Talbot (2000) Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting, and, if relevant to the subject, may even enhance recall of the material. According to [1] Berk (1996) Humor in the classroom relaxes students and makes lectures more interesting also found that humorous exam questions in undergraduate and graduate statistics classes could indeed reduce student stress. [8] Trefts and Blakeslee (2000), in a study dealing with library instruction, found that humor is a good way of making a boring subject more interesting for both students and instructors. [3] Friedman, Halpern, and Salb (1999) show how humorous anecdotes can be employed to make a statistics course more interesting to students. [5] Korobkin (1988) found that classroom information is retained longer when presented in a humorous manner. [6] Stewart and Furse (1986), in a study that analyzed 1059 commercials on 150 elements found the highest correlation between humor and recall of a commercial. [4] Kaplan and Pascoe (1977), claim that humor that is relevant to the subject material enhances the retention of the concepts being taught. [2] Edwards and Gibboney (1992) suggest that humor in the classroom is particularly effective if it helps make a point or clarify a concept, that is, if it is relevant to the subject material. All these findings show that humor is very important for making teaching – learning process interesting and effective. Therefore an attempt has been made to study the effectiveness of sense of humor in teaching Educational Research at M. Ed. level

Objectives:

- 1) To develop humorous examples for teaching Educational Research**
- 2) To compare adjusted mean scores of Achievement Test of Educational Research of students taught through Lecture Cum Sense of Humor Method and Lecture Method by considering Intelligence as a covariate.**

Hypothesis:

There is no significant difference in adjusted mean scores of Achievement Test of Educational Research of students taught through Lecture Cum Sense of Humor Method and Lecture Method by considering Intelligence as a covariate.

**Sample:**

The present study was an experimental study. From the population two M. Ed. Colleges were selected. The selected colleges were

- 1) Department of Education, North Maharashtra University, Jalgaon and
- 2) K.C. E. Society's College of Education, Jalgaon.

The selected groups were assigned randomly to the two levels of Treatment. Department of Education formed experimental group, it was given experimental treatment in the form of introduction of Sense of Humor in teaching Educational Research while College of Education formed control group. The distribution of the sample is given in the following table:

Table 1- Distribution of the Sample

Sr. no.	Name of the college/	Group	Male	Female	Total
1	Department of Education	Experimental	16	19	35
2	College of Education	Control group	22	13	35
Total			38	32	70

Design:

The present study was experimental in nature. It employed Post Test Control Group Design.

Variables:

Independent Variables: Teaching Methods: Lecture Cum Sense of Humor Method and Lecture Method and Intelligence

Dependent Variables: Achievement Scores

Tools:

In the present study, the data were collected in respect of Intelligence by administering the standardized tool *Non-verbal Group Intelligence Test of A.O Imtisungba* while *Achievement Test in Educational research* was developed by the researcher.

Procedure of Data collection:

Sense of Humor was developed by using Jokes, exaggerations, Examples, in the form of SMS, Cartoons on the topics of Educational Research such as i) meaning of research ii) problem iii) hypothesis iv) Methodology v) sample vi) tools vii) degree of freedom viii) median ix) mode etc. Humor was developed in the mother tongue i.e. in Marathi. Groups were formed randomly. Then Intelligence was assessed with the help of Non verbal Intelligence Test of A. O. Imtisungba. Experiment was carried out near about 21 days. Data was collected using Test of Achievement of Educational Research. These data were analyzed with the help of ANCOVA.

Interpretation of Data & Result:

The hypothesis of this research paper was that there is no significant difference in post test scores of Achievement Test of Educational Research of students taught through Lecture Cum Sense of Humor Method and Lecture Method by considering Intelligence as a covariate. The data related to this hypothesis was analyzed with the help of Analysis of Covariate. The results are given in Table 2

Table 2 - Summary of ANCOVA of Achievement in Educational Research

Source of variance	SSy.x	df	MSSy.x	Fy.x
Treatment	3177.76	1	3177.76	88.46
Error	1263.99	67	18.87	
Total		70		

From table 2, it can be seen that the adjusted F value is 88.46, which is significant at 0.01 level with $df = 1/ 67$. It indicates that the adjusted mean scores of Achievement in Educational Research of Sense of humor and lecture method Groups differ significantly when Intelligence was considered as covariate. In the light of this, the null hypothesis that “There is no significant difference in adjusted mean scores of Achievement Test of Educational Research of students taught through Lecture Method and Sense of Humor by considering Intelligence as a covariate” is rejected. Further the Adjusted mean scores of experimental group was 38.66, which is significantly higher than the control group whose adjusted mean score was 24.91. It reflects, that introduction of sense of humor is significantly effective than lecture method of teaching Educational research when groups were matched with respect of Intelligence.

Discussion:

Major finding of this research study was that Sense of Humor was found to be effective than lecture method. This finding is supported by the findings of Stewart and Furse (1986), Korobkin (1988), Edwards and Gibboney (1992), Halpern, and Salb (1999), Trefts and Blakeslee (2000), Berk (1996) and Talbot (2000) who proved that use of sense of humor is effective in the class rooms. The possible reason behind this result may be that most of teachers, lecturers or professors teach their subject with serious face. Generally, laughing is not allowed in the classroom. It is supposed as a sign of indiscipline. The most of the teachers believe that if we pass jokes or use humor in the classroom then students will become friendly and then they will not respect them. But when humor is used in the M. Ed. classroom for teaching Educational Research, the students enjoyed it, appreciated it, most of the students expressed that they feel more relaxed and stress free and jokes help them to remember content of the subject. One thing is that humor should be used in proportion and it should be match with the subject matter otherwise adverse effect will be there. Due to the use

of humor in the class room, students become friendly; they interact with the teacher in better manner and are more attentive in the classroom.

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Annexure I



IDENTIFICATION OF PROBLEM

Identification of problem



- ✓ It's a first step for research .
- ✓ Researcher spent sleep less night for searching problem.
- ✓ It's a difficult work.
- ✓ It's crucial step for research.
- ✓ Problem should be well defined.
- ✓ Problem will become a study.

Identification of Bride



- It's a first step for marriage.
- Bride groom spent sleep less night for searching Bride.
- It's a difficult work.
- It's crucial step for marriage.
- Bride should be well defined.
- Bride will become a Wife.

HYPOTHESIS

- Why is he crying?



- He may want a chocolate.
- He may want an Ice cream.
- He may want his mother.
- He may want to go home.
- He may want a toy.

Probable answers