

Children's Sense of Humor and Humor in the Classroom

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Abstract

The purpose of this research, is to investigate the lesson in which primary school students laugh the most and why they laugh in this lesson. For this purpose, the study was carried out according to the parallel design (Quantitative Data [Collection + Analysis] + Qualitative Data [Collection + Analysis] → Association → Interpretation) which was one of the mixed method research designs. The study group consisted of 227 primary school students (2nd-4th grade). The quantitative data of the study were collected through the "Multidimensional Humor Scale for School Children" and the qualitative data were collected through open-ended questions such as "In which lesson do primary school students laugh the most? Why do they laugh so much in this lesson?". The analysis of the quantitative data of the study was implemented with the SPSS package program. The qualitative data were analyzed and interpreted through the thematic coding. According to the results of the study, the students' humor levels were moderate; there was no difference by the grade level in terms of humor score averages; the highest sub-dimension mean score was in the appreciation of humor sub-dimension; there was a significant difference between the mean scores of the 3rd and 4th grades in favor of the 4th grade in terms of the mean scores of the humor creation sub-dimension; students laughed the most in the physical education lessons and they laugh because there are funny, funny and entertaining things in the lessons. Students' humor styles can be determined and teaching practices can be arranged accordingly, and thus, the learning process can be made more enjoyable with humor and humorous activities. In this case, the positive atmosphere in the classroom positively affects the students' feelings about both the lessons and the school.

Keywords: Education, Humor, School-age children, Sense of humor, Laughter



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INTRODUCTION

Humor, which is included in the dictionary of the Turkish Language Association (TDK, 2019) as "comedy (teasing, humor that is intended to amuse, laugh, and taunt someone's behavior without hurting him/her)" is the behaviors and all the emotions that can be put forward to lead to situations such as laughter and giggles (Martin, Puhlik-Doris, Larsen, Gray & Weir, 2003; Altinkurt & Yılmaz, 2011). The way to convey humorous feelings and thoughts in an intense and concise way (Nas, 2018); comedy is expressed as something that has the feature of making one laugh (TDK, 2019). Humor, which is the art of making people think about various events, amuse them or make them laugh, is a difficult concept to define and measure (Yardımcı, 2010). A group of researchers, on the other hand, argued that humor was a creative statement that could bring joy and entertain people (Banas, Dunbar, Rodriguez, & Liu, 2010; Berge 2017). Humor, which is also defined as wit, playfulness and humor (Ünveren, 2020), is both cognitive and social in nature (Hoicka & Akhtar, 2012). Having a good sense of humor as a personality trait strengthens communication and facilitates the development of relationships between individuals by reducing the social distance (Graham, 1995; Ho, 2016). Humor (Freud, 1928), which is also used as a coping mechanism to overcome difficult situations, enables one to have a humorous perspective (Ho, 2016) in facing negativities and coping with the stress of daily life. In this respect, it is postulated that the sense of humor has positive effects on the individual's well-being and mental health and possessing a 'sense of humor' is a desired positive personality trait in society (Degabriele & Walsh, 2010; Ünveren, 2020).

Humor, which is recognized as one of the main factors that strengthen interpersonal communication, is also regarded as a fascinating element (Niketic, 2019). Besides, humor is also defined as a turn of phrase that allows to regard the experienced reality from a different perspective, generates a smile when questioning it, get you to contemplate while making you smile and draws one's attention to different points while making you think (Fritz, Russek & Dillon, 2017). The multidimensional structure of humor and its existence in every language and in every culture illustrates that it is a universal concept. Therefore, it will be an unusual but uninteresting angle to look at from the perspective of humor when examining how children relate to themselves, others and the culture around them (Lillemyr, Sobstad, Marder, & Flowerday, 2010). However, humor does not have a structure that can be handled under a single genre or branch of art. Humor covers a wide range of genres (comedy/commedia, humorous stories, poems, anecdotes, caricature, arena theater, puppet show, meddah (public storyteller), Karagöz (Turkish shadow play), village theatrical plays, jokes, jokes, etc.) sarcasm, joke, irony, satire, painting, songs etc.) (Ünveren, 2020).

In daily life, children and adults come across humor in numerous ways, such as telling jokes, funny stories, humorous comments verbally, or using printed media (newspapers, comics, etc.) and visual media (comedies, cartoons, movies, etc.) (Degabriele & Walsh, 2010). One of the environments where humor is encountered is educational environments. According to Lovorn (2008), humor plays an important role in both teacher-student and parent-child relationships as it provides an important "feel-good" experience for children. Furthermore, presenting humor in different forms in the educational environment will ensure that individuals' verbal, visual, auditory and perceptual skills are effective (Degabriele & Walsh, 2010). This versatile structure of humor demonstrates that it is also a characteristic of "teaching and learning". Humor can be used to attract students' attention in increasing their interest, managing negative behaviors, motivating and encouraging students, creating a positive attitude towards the subject and reducing all kinds of anxiety (Powell & Andresen, 1985). Since humor makes one think while making him/her smile, attracts the attention of the listener, ensures that attention is focused and listened effectively (Nas, 2018). Therefore, in an attempt to develop a child's sense of humor, the child's creativity, critical thinking skills, imagination, cognitive skills, communication and social aspects should be supported and the child should be introduced to the art branches such as theater, painting, music and the genres such as jokes, cartoons, poetry, comedy and satire.

According to Toprakçı (2012; 88), "education is the process which the child's being made firstly an effective person, a qualified member of the society/nation and the world (or the universe) in which he/she lives." "The sub-system of school is classes. Practically, the production place of education and teaching activities is the class. Namely, classes are the sub-organizations where the objectives of

education become more visible on children. The classroom (or room) can be defined as a place where the people come together” (Toprakçı, 2017, 21). On this basis, the use of humor in the classrooms, which is a natural conflict environment, is an easy way to make the lesson fun, as well as an element that removes the teacher from the image of a harsh teacher from the student's point of view during the education process and emancipate the lesson from boredom and lack of enthusiasm (Altinkurt & Yılmaz, 2011; Aykaç, 2018; Koç Akran & Kocaman, 2018). Fun learning is a learning environment that uses humor in the classroom. Humor is behavior or spoken words that are funny and funny enough to reduce accompanying tensions (Amir, Biederman, Wang, & Xu, 2015; Chan, Hsu, & Chou, 2018). Moreover, the implementation of humour in the teaching process is still at a low level and is seen as something insignificant (Amran & Bakar, 2022). Researchers have stated that the mathematics teachers are at this low level because they have little knowledge, experience and training in applying humorous teaching instructions in their teaching. Jokes, funny stories and other forms of humor will considerably facilitate interpersonal relationships (Ho, 2016). Humor, on the way to reaching educational goals, develops creativity, critical thinking skills, communication skills, positive attitude and self-image in children, socializes children and helps them to make friends, liberates them, facilitates coping with stress, motivates and energizes the individual, enhances quality and quantity, reinforces the desired behaviors and has an entertainment value (Cornett, 1986). Therefore, humor in schools as a controlled environment is a highly convenient teaching material that provides a more comfortable, interesting and motivating classroom atmosphere (Bayülgen, 2011) that makes the students love the course and keeps their interest in the lesson alive (Aykaç, 2018). The place of humor in education stands out in teacher-student relations, motivating students to the lesson, drawing attention, and social interaction and communication of the students. Humor provides a generally trustful and friendly atmosphere during the teacher-student and student-lesson relationships.

A study was implemented in an attempt to investigate the teachers' perceptions of how, when and why they used humor in the classroom and to discuss the perceived barriers in doing so (Lovorn & Holaway, 2015). The findings of this study demonstrated that most of the participating teachers were able to show the examples of their use of humor in the classroom, but only few of them perceived humor as a structured classroom strategy. Furthermore, the study revealed that even though the participating teachers were open to the idea of using humor in their classroom, most of them did not deliberately or strategically incorporate humor into the planning or implementation of their lessons. The responses of the participants consistently indicated that humor "emerged out of the blue" in the classroom and that it was part of the teachers' responsibility to ensure that humor did not distract from the learning activities. Furthermore, the teachers stated many factors, more negative ones than the those of positive, that affected their decisions regarding the use of humor in the classroom.

Considering that a child spends the majority part of his/her daily life at school, the lessons held in classrooms where an effective and warm communication atmosphere consisting of students and teachers who have developed a sense of humor (Semrud-Clikeman, & Glass, 2010), which is regarded as one of the most flexible tools in social interaction, will ensure that the learning outcome is more permanent.

Some studies were conducted on the sense of humor of school-age children in the relevant international literature (Bariaud, 1989 as cited in Fox, Dean & Lyford, 2013; Dowling & Fain 1999; Ho et al. 2012) and it was established that humor was a protective factor that affected children's ability to cope with stressful situations in daily life (Dowling et al. 2003). When previous research literature on the determination of the sense of humor was examined, it turned out that there were two studies, a master's thesis and a research article, that were available. In one of these studies, it was stated that the effect of parental attitudes on the social skills of gifted children aged 7-12 was examined and the intermediary role of children's humor skills in this process (Kaya, 2022). In another study, 6-8th grade gifted children were investigated (Yalçın, Obalı, & Öztüren, 2021). The total scores and sub-dimensions for sense of humor were identified in both studies. Nevertheless, no study was available that investigated the sense of humor of primary school students. In this respect, there was a need for a study in which all aspects of humor, including primary school students' humor creation, humor appreciation and coping humor, were addressed. Thus, the level of primary school students in humor creation, humor appreciation and coping humor and how they view humor in the lesson will be revealed. In this sense, the main purpose of this

study is to identify the sense of humor of the primary school students. In the present study, it was aimed to investigate the dimensions of primary school students' sense of humor, identify the relationship between the lesson in which children laughed the most and why they laughed in this lesson. For this purpose, answers to the following questions were sought:

- What is the level sense of humor of primary school students and does this level differ by their grade level?
- What are the primary school students' levels of humor creation, humor appreciation and coping humor, and does this level differ by their grade level?
- In which lesson do the primary school students laugh the most? Why do they laugh so much in this lesson?

METHOD

In this study, the mixed method research design was used. The Convergent parallel design, one of the mixed method research designs, (Quantitative Data [Collection+Analysis] + Qualitative Data [Collection+Analysis] → Correlation→ Interpretation) was used. The simultaneous application of qualitative and quantitative stages in the study process forms the convergent parallel pattern. This pattern gives equal priority to methods, keeps these phases separate during analysis, and then consolidates the results in general interpretation. This design is appropriate to use in a study when a more complete understanding of the subject is needed and when it is desired to triangulate methods by directly comparing and contrasting quantitative statistical results with qualitative findings (Creswell & Plano-Clark, 2020). In this particular design, the researcher firstly collected the quantitative and qualitative data simultaneously. Secondly, the researcher analyzed these data separately. Finally, the researcher combined and related the findings obtained from two separate data in the discussion and interpretation part. The quantitative data obtained for the first and second sub-problems of the study were analyzed with the descriptive analysis. Mean scores, minimum, maximum, standard deviation and frequency distributions were all calculated. The mean scores of sense of humor were compared for unrelated samples using one-way analysis of variance (One-Way ANOVA). The qualitative data obtained for the third sub-problem of the study were expressed by sorting by frequency and percentages in the first stage, and in the second stage, the data were tabulated and interpreted by theme-coding. While generating the literature, defining the dimensions related to the research problem, revealing the relationships between the obtained data and analyzing the data were all effective in the selection of the themes (Yıldırım & Şimşek, 2008).

The research group consists of 227 primary school 2nd, 3rd and 4th grade students studying in two schools in the Nilüfer District of Bursa in the 2021-2022 academic year. The study group was selected by random sampling. Within the scope of the study, 248 students were contacted; however, due to some flaws or incorrect completion of the scales, the data entry and analysis of 227 students that were usable obtained from the data collection tools were made.

As a data collection tool, "A Multidimensional Sense of Humor Scale for School-Aged Children" was used in the study. The measurement tool was initially developed in two dimensions by Dowling and Fain (1999). Subsequently, this scale was rearranged by Dowling, Hockenberry and Gregory in 2003 by the addition of a third dimension. This three-dimensional version of the measurement tool was adapted into Turkish by Karataş and Sarıkaya-Karabudak (2019). There are 17 items on the scale. There is no reverse scored item in the scale. There are six items in the sub-dimension of humor creation of the scale, six items in the sub-dimension of humor appreciation and five items in the sub-dimension of coping with humor. The highest score that can be obtained from the scale is 85 and the lowest score is 17. The highest score that can be obtained from the first two sub-dimensions of the scale is 30 and the lowest score is 6. The highest score that can be obtained from the third sub-dimension is 25 and the lowest score is 5. In confirmatory factor analysis, the researchers found that the scale consisted of 17 items, consistent with the original form and the items were collected in three dimensions (humor creation, coping with humor, humor appreciation) ($p < .001$; $\chi^2 = 1606.89$, KMO= 0.89). The factor loadings of the scale ranged from .53 to .85. The Cronbach Alpha internal consistency reliability coefficient of the scale was .90 for the whole scale, .84 for the sub-dimension of creating humor, .87 for the sub-dimension of

coping with humor, and .80 for the sub-dimension of understanding humor. It was found that the item-total correlation coefficients for 17 items of the scale were between .41 and .68, and the two-half test reliability was .92. The Cronbach Alpha internal consistency reliability coefficient of the scale was recalculated in line with the data obtained from the 227 primary school students. Based on this, it was found that the Cronbach Alpha internal consistency reliability coefficient was .76 for the whole scale, .67 for the humor generation sub-dimension, .72 for the humor appreciation sub-dimension, and .68 for the coping humor sub-dimension. Students were also asked two open-ended questions. The researcher and two experts developed the questions.

The data collection process of the study consisted of three stages. In the first place, the required permissions were obtained for both the study and the scale to be used. Secondly, the two open-ended questions were developed by two experts and the researcher and added to the scale sheet as a separate section to identify "the lesson in which the students laughed the most and why they laughed so much in this lesson". In the third stage, the scale and the two open-ended questions were applied by the researcher to the students in the two selected schools. All the applications of the study were completed in three weeks.

In the analysis of the data obtained in the study, arithmetic mean (\bar{x}), standard deviation (ss), frequency (f), percentage (%) were used for the independent groups. Statistical operations were performed in the SPSS program. If the values fall between -1.96 and +1.96 as a result of the test of conformity to the normal distribution, the distribution can be considered normal (Can, 2017). Based on this, it was found that skewness was -0.251, standard error (Standard Error of Kurtosis) was 0.162; Kurtosis was 0.056, standard error (Standard Error of Kurtosis) was 0.322] it was determined that the research data showed a normal distribution. Furthermore, one-way analysis of variance (One-Way ANOVA), which is used to compare the averages of more than two groups, was conducted to identify whether students' sense of humor changed by their grade level. Furthermore, the total scores obtained from the scale and the scores of the sub-dimensions were identified as three levels as low, medium and high, by dividing the value obtained by subtracting the minimum scores from the maximum scores in each group and dividing by three. As far as this classification is concerned, the maximum score among the mean scores of the scale was 83, the minimum score was 18, and the difference between the two scores was calculated as 65, and this value was divided into three. As a result of the calculations, the low-level score range was identified as 18-39, the medium score range as 40-61, and the high-level score range as 62-85. Since the maximum (30) and minimum (6) mean scores for the first and second sub-dimensions and the number of items (6) were equal for the sub-dimensions, the same values were identified as intervals. As far as these findings are concerned, the low-level score range was calculated as 6-13, the medium score range was calculated as 14-21, and the high-level score range was calculated as 22-30. The third sub-dimension consisted of five items and the maximum score was 25 and the minimum score was 5. Therefore, the lower-level score range was identified as 5-11, the medium-level score range was 12-18, and the high-level score range was 19-25. For the second sub-problem, the arithmetic mean (\bar{x}) and percentages (%) of the mean scores of the sub-dimensions of humor sub-dimensions were obtained in terms of low, medium and high-level by students' grade levels; one-way analysis of variance (One-Way ANOVA), which was used to compare the averages of more than two groups, was performed to identify whether the sub-dimensions of students' sense of humor differed by their grade levels. For the third sub-problem, first of all, the frequency (f) and percentages (%) were obtained from the answers given by the students to the first question. Secondly, the answers given by the students to the open-ended questions were turned into separate tables for all classes, analyzed and interpreted through thematic coding. In order to enhance the reliability of the obtained data, the same data were analyzed by two different experts in addition to the researcher.

FINDINGS

Findings and comments regarding the sub-problems of the research were offered by considering the sub-problem order.

1. The level sense of humor of primary school students and does this level differ by their grade level:

The results of the analysis of the data collected are illustrated in Table 1 and Table 2.

Table 1. The total mean score of the scale and the mean score regarding the grade levels

	N	Mean of Total Scores \bar{x}	Low Level \bar{x} , (%)	Medium Level \bar{x} (%)	High Level \bar{x} (%)
Total Humor	227	54,09	34,42 (8,4)	50,96 (63)	66,72 (28,6)
2.grade	94	54,93	31,71 (7,4)	51,25 (62,8)	68,5 (29,8)
3.grade	67	52,92	37,00 (10,4)	50,74 (64,2)	65,00 (25,4)
4.grade	66	54,07	34,60 (7,6)	50,78 (62,1)	65,7 (30,3)

Humor levels were classified as low, medium and high level. Based on this classification, the total humor score average of the students participating in the study from the scale (54.09) illustrated that the students' humor levels were at a moderate level. In Table 1, it is seen that the group with the highest average total humor score by their grade levels were the 2nd grade students. In terms of total humor score averages, the group with the highest rate of students at the low level (37%) was the 3rd grade students.

Table 2. One-way analysis of variance (One-Way ANOVA) of the total score averages of the scale

	Source of Variance	Sum of Squares	sd	Mean Squares	F	P
Total Humor	Intergroup	158,192	2	79,096	,663	,516
	Intragroup	26704,865	224	119,218		
	Total	26863,057	226			

In Table 2, it was investigated whether there was a significant difference between the sense of humor of a group of 227 2nd, 3rd and 4th grade primary school students by their grade levels. Means of sense of humor scores were compared with one-way analysis of variance (One-Way ANOVA) for unrelated samples. As far as the findings are concerned, the mean total score of sense of humor did not differ by the students' grade levels.

2. Primary school students' levels of humor creation, humor appreciation and coping humor, and does this level differ by their grade level:

The results of the analysis of the data collected are illustrated in Table 3.

Table 3. Distribution of the mean scores of the levels and dimensions of sense of humor by the students' grade levels

Sub-dimensions	Grade	N	Mean of Scores \bar{x}	Low Level \bar{x} (%)	Medium Level \bar{x} (%)	High Level \bar{x} (%)
Humor Creation	2.grade	94	17,53	11,4 (21,3)	16,9 (57,4)	25,3 (21,3)
	3.grade	67	16,26	11,0 (26,9)	17,4 (64,2)	23,3 (9,0)
	4.grade	66	18,01	11,3 (15,2)	16,8 (57,6)	24,2 (27,3)
Humor Appreciation	2.grade	94	22,10	11,6 (9,6)	17,5 (33,0)	26,4 (57,4)
	3.grade	67	21,64	10,6 (4,5)	18,1 (44,8)	25,7 (50,7)
	4.grade	66	21,81	11,1 (10,6)	18,0 (31,8)	25,8 (57,6)
Coping Humor	2.grade	94	15,29	8,4 (23,4)	15,1 (46,8)	20,9 (29,8)
	3.grade	67	15,01	8,7 (26,9)	14,8 (47,8)	21,9 (25,4)
	4.grade	66	14,24	8,3 (25,8)	15,1 (59,1)	20,9 (15,2)

As far as Table 3 is concerned, in the humor creation sub-dimension, the highest grade point average (18.01) belonged to the 4th grade students, while the mean scores of humor appreciation (22.10) and coping humor (15.29) belonged to the 2nd grade students. At the upper level, the highest average scores in humor creation (25.3) and humor appreciation (26.4) belonged to the 2nd grade and to the 3rd grade in the sub-dimension of coping humor (21.9). In all three sub-dimensions, it is seen that the ratios of students at low and medium levels were very close to each other in terms of their grade levels. When the percentage distributions of the sub-dimension mean scores were analyzed, it is noticeable that the students who were at the highest level in terms of their mean scores had the highest rate in the sub-dimension of humor appreciation (57, 50, 57).

Table 4. One-way analysis of variance (One-Way ANOVA) of the mean scores of the sub-dimensions of the scale regarding the grade levels

	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Humor Creation	Intergroup	3,048	2	1,524	3,841	,023
	Intragroup	88,881	224	,397		
	Total	91,930	226			
Humor Appreciation	Intergroup	,010	2	,005	,012	,988
	Intragroup	94,554	224	,422		
	Total	94,564	226			
Coping Humor	Intergroup	1,123	2	,561	1,134	,324
	Intragroup	110,860	224	,495		
	Total	111,982	226			

One-way analysis of variance (ANOVA) was performed to identify whether primary school students' levels of humor creation, humor appreciation and coping humor differed significantly by their grade levels (Table 4). As a result of the analysis, it was found that the mean scores of primary school students for humor creation, humor appreciation and coping humor differed significantly by their grade levels. As a result of the Tukey HSD test, which was implemented to find out between which groups the difference existed, it was found that there was a significant difference in favor of the 4th grade students in only one of the sub-dimensions of the scale. It was found that in terms of the humor creation sub-dimension score averages, there was a significant difference ($p < .05$; .023) between the mean scores of the 3rd and 4th grades (-.30032*) in favor of the 4th grades.

3. The lessons that primary school students laugh the most and the reasons for it:

The results of the analysis of the data collected are illustrated in Table 5.

Table 5. The frequency and percentages of the question "Which lesson makes you laugh the most?"

Answers	f	%	Answers	f	%
Physical Education	53	23,3	Blank/False	7	3,1
Turkish Lesson	39	17,2	None of the lessons	6	2,6
Mathematics	35	15,4	Religion Lesson (RL)	6	2,6
English	25	11,0	Painting Lesson (PL)	5	2,2
Social Studies	18	7,9	Free Activity (FA)	3	1,3
Science	15	6,6	Every Lesson	1	,4
Music Lesson	13	5,7	Civil Rights (CR)	1	,4

It was found that only 3.1% of the students participating in the study did not answer the question of "Which lesson makes you laugh the most?" or the answer given was unrelated to the question. On the other hand, while one of the students answered that "every lesson made him/her laugh", six students answered "I don't laugh in any lesson" stating that no lesson made them laugh. As far as the Table 5 is concerned, it is clearly observed that 53 students stated the "physical education", 39 students the "Turkish lesson", 35 students mathematics and 25 students "English" as the lessons they laughed in the most. Among the 11 lessons stated, the lesson with the highest percentage was the "physical education" with 23.3%. The fact that primary school students were at the play age and loved being active might be the reason why "physical education" was stated the most.

Table 6. Thematic coding of the question "Why do you laugh so much in this lesson?"

Theme	Subtheme	Description
Funny/ humorous	Funny/ humorous (n=34)	"Because it is funny"; "Funny song, poem, word, music..."
	Teacher (n=24)	"Because my teacher is funny"
	Friend (n=23)	"My friends do funny things"
	Game (n=12)	"We play very funny games"
Enjoyable	Enjoyable (n=22)	"Enjoyable...; fun lesson"
	Game (n=4)	"...I play games and have fun"
	Other (Text, lesson, question) (n=6)	"The texts are enjoyable...; ... I have have fun while solving problems"
Both funny and enjoyable	Funny and enjoyable (n=6)	"Funny and enjoyable"

It is clear that the majority of the students (93.8%) who participated in the study answered the question of "Why do you laugh so much in this lesson?" It is clearly seen that the most frequently funny and humorous elements were among the answers given by the students about why they laughed so much in the lesson in which they stated that they laughed the most. The students participating in the study under this theme stated that they laughed the most because of "funny and humorous" things in the lessons. Among the things that students laughed the most and found funny were the "texts, topics, units, activities, questions, problems, stories, poems, jokes, sketches, pleasantries, terms, words, sayings, pictures, music, songs". Some of the students' answers can be listed as follows: "It's because there is something funny in the text." (Turkish lesson, 2C8); "It's because there are funny questions." (Math lesson, 2C62); "There are funny poems." (Social Sciences lesson, 3C147); "There are so many funny things going on." (Physical Education lesson, 4C215); "We read poems and those poems make me laugh." (Turkish lesson, 2C4); "It's because, sometimes the jokes in the books in Turkish lessons make me laugh a lot." (Turkish lesson, 4C211); "It's because when I sing, I feel embarrassed and I laugh." (Music lesson, 4C193). In the second place under the same theme, there were students who stated that they laughed a lot because of some of the things their teachers did. Some of the students indicated their reasons for laughing about their teachers as "Our teacher makes funny moves." (English lesson, 4C171); "It's because the teacher huffs and puffs a lot." (Math lesson, 2C7); "It's because it's funny when the religion lesson teacher gets angry." (Religion Lesson, 4C181); "It's because the teacher changes his/her voice when s/he reads the text." (Turkish lesson, 3C119); "Teacher Özgür is hilarious." (Music lesson, 2C34); "The teacher brings humor to the class and makes great jokes." (Religion lesson, 4C168). It was found that the third reason among the reasons for laughing in the lessons in which the students laughed the most was the funny things their friends did. Some of these reasons in their answers were as follows: "It's because when my friends read something in this lesson, it sounds funny sometimes" (Turkish lesson, 3C158); "Sometimes we end up writing stories and my friends write funny things" (Social Studies lesson, 2C58); "It's because of my friend Osman Efe, because he's so funny." (Free activity lesson, 3C141). The fourth one among the reasons for laughing in the lessons under the theme of funny/amusing was the title of "game". Three of the students stated (Physical Education lesson, 4C208, 4C214, 4C221) that they laughed because they played "very funny games".

Under the second theme, "enjoyable", the students stated that they laughed the most because of the "enjoyable" things in the lesson. Among the reasons for the lesson in which the students stated that they laughed the most, some of the answers given for the enjoyable sub-theme were as follows: "It's because it's so much fun and beautiful." (Physical Education lesson, 2C14, 3C109, 4C206; Turkish lesson, 3C133; Free activity lesson, 2C25); "I'm/we're having fun; that's why" (Physical Education lesson, 3C157). In the "game" category, which is the second sub-theme of the enjoyable theme, the students who participated in the study answered "It's because I play games and have fun with my friends." (Physical Education lesson, 4C194). The third sub-theme among the reasons for laughing in the lessons in which the students laughed the most was the "other" theme. In the 'other' title, the students stated the reasons for the lesson that they laughed the most as "It's because reading texts are enjoyable" (Turkish lesson, 4C185); "I have fun while solving problems." (Math lesson, 4C216); "I'm pleased if the questions are easy to answer. The lesson is enjoyable" (Math lesson, 4C222).

Regarding the third theme, the answers given by the students about why they laughed a lot in the lesson, in which they stated that they laughed the most, was "both funny and humorous". Under the "funny and humorous" category, which was the sub-theme of this theme, the students gave answers as

"funny and humorous." (Turkish lesson, 3C97); "It's entertaining and funny when I am doing an experiment." (Science lesson, 4C191) about the things they laughed at the most.

Besides these lessons, there were 14 students in the "Blank/I don't know" category, who ticked the lesson in which they laughed the most, but did not state why they laughed in this lesson. There were 7 students who did not answer both questions (2C1, 2C23, 2C32, 2C45, 2C82, 3C144, 3C146); 6 students who stated that they did not laugh in any class (2C54, 2C70, 3C105, 3C138, 3C150, 4C209); and there was one student who stated the lesson t s/he laughed the most was "every lesson", stating the same "that s/he laughed in every lesson" in the reason part (4C187).

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

According to [Smith, Harrington, and Neck \(2000\)](#), there was no complete consensus on the definition of humor in the literature and humor was any form of communication that resulted in laughter or exuberance (joke, joke, wordplay). The present research, it was aimed to identify whether primary school students' level of sense of humor and their perception of the sense of humor differed by their grade levels. The study also sought answers to the questions of the lesson in which the students laughed the most and why they laughed so much in this particular lesson. As far as the results of the study are concerned, it was revealed that the primary school students' sense of humor was at a moderate level. This result illustrated that students should be supported in order for their level of sense of humor to develop. It is because humor is a skill that can be developed, taught and learned ([Lyon, 2006](#)). However, as far as the results of the present study are concerned, the level of sense of humor did not differ by the students' grade levels. It is also possible to interpret this result as follows; the learning process did not make any difference in terms of the development of students' sense of humor. Nevertheless, humor has an effect that enhances performance, establishes social relations and develops friendship, creates a sincere and warm environment and improves productivity, highlights leadership, encourages creativity, changes behaviors and improves communication ([Clouse & Spurgeon, 1995](#)). Such that, as children increasingly integrate richer knowledge information and more complex cognitive mechanisms, they become increasingly capable of enjoying and producing a wider range of humor ([Semrud-Clikeman & Glass, 2010](#)).

While the mean scores of humor sense of the students participating in the study did not differ by their grade levels, it was found that there was a significant difference in terms of sub-dimensions by their grade levels. This difference was in favor of the average score of the 4th grade students between the 3rd and 4th grade students' humor creation sub-dimension score averages. Furthermore, among the students participating in the study, the average score of the humor creation sub-dimension belonged to the 4th grade level. This result signifies many things: For instance, based on this result, it is possible to say that as the grade level of the students increased, they moved from just humor appreciation to the stage of generating it. In this case, it becomes even more important for students to have humor in the school and classroom environments where they spend most of their daily lives in order to come up to this level. There should be a positive culture in schools where teachers dedicate themselves to education, where there is solidarity and improvement, where student achievements are celebrated, and where success, joy and humor abound ([Peterson & Deal, 2016](#)). According to [Chye \(2008\)](#), no sufficient attention is paid to the fact that teacher humor can be an effective way of teaching. Thus, thanks to humor, a sincere environment based on trust and permanent learning is ensured, effective communication is established, students' attention and interest are drawn, and a more fun classroom atmosphere is provided by reducing anxiety and stress ([Altinkurt & Yilmaz, 2011](#)). This result can also be evaluated positively because it was in favor of the fourth grade in terms of the fact that they were at the advanced grade level, while it is possible to evaluate it negatively in terms of the fact that the second grade students' average scores were higher than those of the third grade students. Humor creation required being able to make others laugh and make up jokes and funny stories. In this sense, the fact that there was a difference between the students participating in the study against the third grade students demonstrated that the students needed more support in this respect. Nevertheless, the highest average scores among primary school students belonged to the 2nd grade level in the sub-dimensions

of humor creation (25.3) and humor appreciation (26.4). These results also illustrated how much second-year students loved humor and how much their humorous creativity improved and how much they are supported in this respect. According to Dowling (2014), school-age children demonstrate their humor appreciation in the riddles and jokes they tell, as well as through their smiles and laughter.

Regarding the sub-dimension of coping humor, Dowling and Fain (1999) stated that some researchers regarded humor as a coping mechanism in its own right. The highest average score in the sub-dimension of coping humor belonged to the 2nd grade level students. Humor is an effective and healthy method used to cope with the difficult experiences of life by presenting different perspectives (Ulus, Yaman, & Yalçıntaş-Sezgin, 2019). However, this result can be accepted as an indicator that students improved themselves in terms of conflict resolution skills, on the one hand, and on the other hand, it can also be accepted as an indicator that children at this grade level were more likely to encounter undesirable behaviors in school, especially peer bullying, and try to cope with bullying in this way. Nevertheless, it is stated that more effective communication is established, more enjoyable time is spent, and anger is reduced, especially in environments where humor is shared (Karataş & Sankaya-Karabudak, 2019). Dowling (2014) stated that children used humor to help themselves to cope with the daily life stresses related to interpersonal relationships, school and after-school activities and life at home. In the study he carried out in 2014, Dowling interviewed with the primary and secondary school students and 11 groups of 4-6 people about humor in a focus group interview. According to the interview results, contrary to the results of the current study, as the grade level increased, the level of creating humor increased as well. For instance, it was found that the jokes of the 4th grade students were more complex than the riddles remembered by the 2nd grade students. It was also found that the 6th grade students reported more spontaneously humorous words than the 4th graders.

According to McGhee (2002), the most important future emotional benefit of developing humor skills in childhood perhaps is the coping skill, which is known to be related to humor. The children who develop humor skills, which are regarded as the most effective power in coping with stress, can benefit from this coping skill advantage throughout their lives. According to this idea, it is possible to say that the 2nd grade primary school students, whose average scores for coping humor were high, could display a more positive approach to the stress and negative situations brought by daily life with their sense of humor. Children who spend more time finding different ways to make sense of words also develop their thinking skills in innovative ways in connection with the other questions or problems with humor, which also increases their creative thinking skills (McGhee, 2002). According to the results of the study, the students who stated the answers "because I love problems, because I have fun while solving problems, because it sounds like a shape-scheme processing game, because we do brain sports" given to the question "why?" the mathematics and science lessons were the lessons they laughed the most seem to support McGee's opinion. In other words, it is possible to say that students' creative thinking skills developed at such a level that could bring humor together with all kinds of subjects and lessons.

The use of humor generates a joyful impact that can be recognized positively by the others (Amran & Bakar, 2022). The answers given to the question "Why do you laugh so much in this lesson?" regarding the lesson in which students laughed the most, they stated that they found humor "enjoyable, beautiful, pleasant, funny" and that the fact that they laughed a lot while playing games in physical education class illustrated that humor was a social phenomenon. The fact that students laugh, smile and give mirth response in these lessons is an indication of the sensitivity to humor in the lessons (Lyon, 2006). The students stated that they laughed a lot in the "Turkish, Mathematics, English, Science, Music, Religion, and Free Activity" lessons because the teachers them made laugh or because they made jokes, pleasantries and funny moves in these lessons. These responses also illustrate how a teacher can transform the classroom environment into an effective, productive and enjoyable learning environment and how to endear the lesson to the students more. These answers also illustrated how a teacher could turn the classroom environment into an effective, productive and enjoyable learning environment, and how to make the lesson more enjoyable. Especially the jokes, impersonations and the use of funny elements were the situations that attached the students to the lesson more, added joy to it and attracted the attention of the students. In educational studies, it is commonly emphasized that humor is one of the most desirable features of teacher personality (Chaniotakis & Papazoglou, 2019). In the study of Szentes, Horváth, and Harangus (2020), among the qualities sought in a good teacher, primary school 1st grade

students reported listening to the students, communicating well, making logical explanations, emphasizing certain points intelligibly, as well as having a good sense of humor. The positive effects of humor contributed to an increase in the number of teachers who perceived the importance of humor in the classroom and used it for many reasons and in various ways (Chaniotakis & Papazoglou, 2019).

According to Masten (1986), better humor creation, humor appreciation, and greater joy are also associated with academic and social competence. Humor affects the classroom behavior and peer relationships. The teachers indicate that the children with a sense of humor are as more active, more attentive, collaborative, sensitive and productive in the classroom. On the other hand, their peers, on the other hand, regard them as more popular, sociable, happy, and good-minded leaders. This study is compatible with the findings in our third sub-problem, with the students expressing that they laughed at their friends' impersonations, various funny sounds and moves, and their humor. The fact that the students stated that they laughed in the "Physical Education, Turkish, English, Music, Social Sciences, Religion and Free Activity" lessons thanks to the situations caused by their peers demonstrated that they had classmates who were more active and had a high sense of humor, making these lessons fun greatly. According to Cann and Calhoun (2001), the individuals who were thought to have a good sense of humor were also perceived as friendly, extroverted, courteous, kind, interesting, creative and intelligent.

Consequently, while the mean scores of the primary school students participating in the study demonstrated that they were at a moderate level, their answers to the open-ended questions illustrated how well they knew the elements of humor, that the majority of the students appreciated humor and that they have had very enjoyable, funny and humorous moments especially thanks to their teachers and friends' approaches in some lessons. The following suggestions can be made in line with the research results:

- The most important limitation of the study was the failure to make any evaluations about the students who were at a lower level, especially in terms of their sense of humor, since no interviews were planned and no demographic information about the students was obtained in the collection of the study data. Therefore, the research can be developed in terms of variables.
- Factors affecting students' sense of humor can be determined.
- A school culture that includes humor in educational approaches and teaching practices can be developed.
- The side of humor that strengthens teacher-student communication and brings fun and creativity to the lesson will change the students' perspectives and increase their participation in the lesson. With this approach, applied studies can be planned.
- Students' humor styles can be determined and teaching practices can be arranged accordingly, and thus, the learning process can be made more enjoyable with humor and humorous activities. In this case, the positive atmosphere in the classroom positively affects the students' feelings about both the lessons and the school.

Çocukların Mizah Anlayışı ve Dersteki Mizah

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Özet

Bu araştırmanın amacı, ilkökul öğrencilerinin mizah duyguları; en çok güldükleri ders ve bu derste neden güldüklerinin belirlenmesidir. Bu amaç doğrultusunda araştırma karma yöntem araştırma desenlerinden yakınsayan paralel desene (Nicel Veri [Toplama+Analiz Etme] + Nitel Veri [Toplama+Analiz Etme] → İlişkilendirme → Yorumlama) göre gerçekleştirilmiştir. Araştırmanın çalışma grubunu 227 ilkökul öğrencisi (2.-4.sınıf) oluşturmaktadır. Araştırmanın nicel verileri "Okul Çocukları İçin Çok Boyutlu Mizah Duygusu Ölçeği" ve nitel verileri ise "İlkökul öğrencilerinin en çok güldükleri ders hangisidir? Bu derste neden çok gülmektedirler?" açık uçlu sorularıyla toplanmıştır. Araştırmanın nicel verilerinin analizi SPSS paket programıyla yapılmıştır. Nitel veriler ise tematik kodlama yoluyla analiz edilmiş ve yorumlanmıştır. Araştırma sonuçlarına göre; öğrencilerin mizah düzeyleri orta düzeyde; mizah puan ortalamaları bakımından sınıf düzeyine göre farklılık bulunmamakta; en yüksek alt boyut puan ortalaması mizah anlama alt boyutunda; mizah yaratma alt boyutu puan ortalamaları bakımından 3.sınıf ile 4.sınıf puan ortalamaları arasında 4.sınıf lehine anlamlı fark bulunmakta; öğrenciler en çok beden eğitimi dersinde gülmekte ve derslerde komik, güldürücü ve eğlenceli şeyler olduğu için gülmektedir. Öğrencilerin mizah stilleri belirlenerek öğretim uygulamaları buna göre düzenlenebilir ve böylelikle mizah ve mizah içeren etkinliklerle öğrenme süreci daha eğlenceli bir hale getirilebilir. Bu durum da sınıftaki olumlu atmosferin öğrencilerin hem derslere hem de okula dair duygularını olumlu yönde etkiler.

Anahtar Kelimeler: Eğitim, Mizah, Okul çağı çocukları, Mizah anlayışı, Gülmek



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Genişletilmiş Özet

Problem: Araştırmanın temel amacı, ilkökul öğrencilerinin mizah duygularının belirlenmesidir. Bunun yanı sıra öğrencilerin en çok güldükleri ders ve bu derste neden güldüklerinin belirlenmesi amaçlanmıştır. Bu doğrultuda aşağıdaki sorulara cevap aranmıştır:

- İlkokul öğrencilerinin mizah duygusu düzeyleri nedir ve bu düzey sınıf seviyesine göre farklılık göstermekte midir?
- İlkokul öğrencilerinin mizah yaratma, mizahı anlama ve mizahla baş etme boyutlarına göre düzeyleri nedir ve bu düzeyler sınıf seviyesine göre farklılık göstermekte midir?
- İlkokul öğrencilerinin en çok güldükleri ders hangisidir? Bu derste neden çok gülmektedirler?

Yöntem: Araştırmada, karma yöntem araştırma deseni kullanılmıştır. Karma yöntem araştırma desenlerinden yakınsayan paralel desen (Nicel Veri [Toplama+Analiz Etme] + Nitel Veri [Toplama+Analiz Etme] → ilişkilendirme → Yorumlama) kullanılmıştır. Araştırmanın birinci ve ikinci alt problemleri için elde edilen nicel veriler betimsel analiz ile analiz edilmiştir. Aritmetik ortalama (\bar{x}), frekans (f), yüzde (%) hesaplamaları yapılmıştır. Öğrencilerin mizah anlayışlarının sınıf düzeyine göre değişip değişmediğinin belirlenmesi için ikiden fazla grubun ortalamalarının karşılaştırılmasında kullanılan tek yönlü varyans analizi (One-Way ANOVA) yapılarak karşılaştırılmıştır. Üçüncü alt problem için ise öncelikle öğrencilerin ilk soruya verdikleri cevaplardan frekans (f) ve yüzdelere (%) ulaşılmıştır. İkinci olarak öğrencilerin açık uçlu sorulara verdiği cevaplar tüm sınıflar için ayrı ayrı tablolar haline getirilip tematik kodlama yoluyla analiz edilmiş ve yorumlanmıştır.

Araştırmanın çalışma grubunu 2021-2022 eğitim-öğretim yılında, Bursa İli Nilüfer İlçesindeki iki okulda öğrenim gören 227 ilkökul 2., 3. ve 4.sınıf öğrencisi oluşturmaktadır. Çalışma grubu seçkisiz örnekleme yoluyla seçilmiştir.

Araştırmada veri toplama aracı olarak "Okul Çocukları İçin Çok Boyutlu Mizah Duygusu Ölçeği" kullanılmıştır. Ölçme aracı ilk olarak [Dowling ve Fain \(1999\)](#) tarafından iki boyutlu olarak geliştirilmiş, 2003 yılında ise [Dowling, Hockenberry ve Gregory](#), tarafından üçüncü bir boyut eklenerek yeniden düzenlenmiştir. Aracın bu üç boyutlu versiyonu [Karataş ve Sarıkaya-Karabudak \(2019\)](#) tarafından Türkçeye uyarlanmıştır (Cronbach Alfa iç tutarlılık güvenirlik katsayısı ölçeğin bütünü için .90, mizah yaratma alt boyutu için .84, mizahla baş etme alt boyutu için .87, mizahı anlama alt boyutu için .80 dir).

Sonuç ve Tartışma: Araştırma sonuçlarına göre, ilkökul öğrencilerinin mizah anlayışlarının orta düzeyde olduğu ortaya çıkmıştır ($\bar{x}=54.09$). Bu sonuç, öğrencilerin mizah düzeyinin gelişmesi için desteklenmesi gerektiğini göstermektedir. Çünkü mizah geliştirilebilen, öğretilebilen ve öğrenilebilen bir beceridir ([Lyon, 2006](#)). Ancak mevcut araştırma sonuçlarına göre mizah anlayışı düzeyleri sınıf seviyesine göre farklılık göstermemektedir. Bu sonuç aynı zamanda öğrenme sürecinin öğrencilerin mizah anlayışlarının gelişimi bakımından da fark yaratmadığı şeklinde yorumlanabilir. Oysa mizahın performansı yükselten, sosyal ilişkiler kurdurup arkadaşlığı geliştiren, samimi ve sıcak bir ortam oluşturup üretkenliği artıran, liderlik özelliğini öne çıkaran, yaratıcılığı teşvik eden, davranışları değiştiren ve iletişimi geliştiren ([Clouse ve Spurgeon, 1995](#)) bir etkisi vardır. Öyle ki çocuklar, giderek daha zengin bilgileri ve daha karmaşık bilişsel mekanizmaları bütünleştirdikçe, daha geniş bir mizah yelpazesinden zevk alma ve üretme konusunda giderek daha yetenekli hale gelirler ([Semrud-Clikeman ve Glass, 2010](#)).

Araştırmaya katılan öğrencilerin mizah anlayışı puan ortalamaları sınıf düzeyine göre farklılık göstermezken alt boyutlar bakımından ise sınıf düzeylerine göre anlamlı farklılık olduğu belirlenmiştir. Bu fark 3 ve 4.sınıf öğrencilerinin mizah yaratma alt boyutu puan ortalamaları arasında 4.sınıf öğrencilerinin puan ortalaması lehinedir. Ayrıca araştırmaya katılan öğrenciler arasında mizah yaratma alt boyutu puan ortalamaları en yüksek 4.sınıf düzeyindedir. Bu sonuç birçok şey ifade etmektedir. Örneğin, bu sonuca dayanarak öğrencilerin sınıf düzeyi arttıkça mizahı sadece beğenme durumundan çıkıp üretme aşamasına geçtikleri söylenebilir. Bu durumda öğrencilerin bu düzeye gelebilmelerinde günlük hayatlarının büyük bir kısmını geçirdikleri okul ve sınıf ortamlarında mizahın olması daha da önemli olmaktadır. Okullarda öğretmenlerin kendilerini eğitime adadıkları, dayanışma ve iyileştirmenin olduğu, öğrenci başarılarının kutlandığı, başarının, neşenin ve mizahın bol olduğu bir pozitif kültür olmalıdır ([Peterson ve Deal, 2016](#)). Böylece mizah sayesinde güvene dayalı samimi bir ortam ve öğrenmenin kalıcı olması sağlanır, etkili iletişim kurulumu, öğrencilerin dikkati ve ilgisi şekillenir, ayrıca kaygı

ve stres azaltılarak daha eğlenceli bir sınıf atmosferi sağlanmış olur (Altinkurt ve Yılmaz, 2011). Bu sonuç, ayrıca ileri sınıf düzeyinde olması bakımından dördüncü sınıf lehine olduğu için olumlu olarak değerlendirilebilirken ikinci sınıf öğrencilerinin puan ortalamasının üçüncü sınıflarından yüksek olması bakımından ise olumsuz olarak değerlendirilmektedir. Mizah yaratma, başkalarını güldürebilmeyi, şaka ve komik hikâyeler uydurabilmeyi gerektirir. Bu yönüyle araştırmaya katılan öğrenciler arasında üçüncü sınıfların aleyhine bir fark olması, öğrencilerin bu yönden daha çok desteğe gereksinim duyduklarını göstermektedir. Diğer taraftan ilkökul öğrencileri arasında üst düzeyde en yüksek puan ortalamaları mizah yaratma (25.3) ve mizahı anlama (26.4) alt boyutlarında 2.sınıf düzeyindedir. Bu sonuçlar aynı zamanda ikinci sınıf öğrencilerinin mizahı ne kadar sevdiklerini ve mizahi yaratıcılıklarının ne kadar geliştiğini göstermektedir. Dowling'e (2014) göre okul çağındaki çocuklar, mizahı takdir ettiklerini gülümseme ve kahkahaların yanı sıra anlattıkları bilmece ve fıkralarda gösterirler.

Mizahla baş etme alt boyutu hakkında Dowling ve Fain (1999), bir dönem bazı araştırmacıların mizahı başlı başına baş etme mekanizması olarak gördüklerini ifade etmiştir. Mizahla baş etme alt boyutunda en yüksek puan ortalaması 2.sınıf düzeyindedir. Mizah farklı bakış açıları sunarak hayatın zorlu deneyimleriyle baş etmede kullanılan etkili ve sağlıklı bir yöntemdir (Ulus, Yaman ve Yalçıntaş-Sezgin, 2019). Ancak bu sonuç bir yandan öğrencilerinin çatışma çözme becerileri yönünden geliştiğine dair bir gösterge olarak kabul edilebileceği gibi diğer yandan da bu sınıf düzeyindeki çocukların diğer öğrencilere göre okul içinde istenmeyen davranışlarla ve özellikle de akran zorbalığıyla daha sıklıkla karşılaştıkları ve bu yolla zorbalıkla baş etmeye çalıştıkları şeklinde bir gösterge olarak da kabul edilebilir. Oysa özellikle de mizahın paylaşıldığı ortamlarda daha etkili iletişimin kurulduğu, daha keyifli vakit geçirildiği ve öfkenin azaldığı belirtilmektedir (Karataş ve Sarıkaya-Karabudak, 2019). Dowling (2014) çocukların mizahı, kişilerarası ilişkiler, okul ve okul sonrası etkinlikler ve evdeki yaşamla ilgili günlük yaşam stresleriyle başa çıkmalarına yardımcı olmak için kullandıklarını belirtmektedir. Araştırmacı 2014 yılında yürüttüğü çalışmada, odak grup görüşmesiyle ilk ve ortaokul öğrencileri ile 4-6 kişilik 11 grupta mizah hakkında görüşmüştür. Görüşme sonuçlarına göre, mevcut araştırma sonuçlarının tersine sınıf düzeyi arttıkça mizah yaratma düzeyi de artmaktadır. Örneğin; 2.sınıf öğrencilerinin hatırladıkları bilmeceye göre 4.sınıf öğrencilerinin şakaları daha karmaşık bulunmuştur. 6.sınıf öğrencilerinin ise 4.sınıflara göre daha spontane nükteli sözler söyledikleri belirlenmiştir.

McGhee (2002)'ye göre çocuklukta mizah becerilerinin gelişmesinin geleceğe yönelik en önemli duygusal faydası, belki de mizahla ilişkili olduğu bilinen başa çıkma becerisidir. Stresle başa çıkmadaki en etkili güç olarak görülen mizah becerisinin erkenden geliştiği çocuklar, yaşamları boyunca bu başa çıkma avantajından yararlanabilirler. Bu düşünceye göre, mizahla baş etme puan ortalamaları yüksek düzeyde çıkan ilkökul 2.sınıf öğrencilerinin, geliştirdikleri mizah anlayışlarıyla günlük hayatın getirdiği stres ve olumsuz durumlara karşı daha pozitif bir yaklaşım sergileyebilecekleri söylenebilir. Kelimelerden anlam çıkarmanın farklı yollarını bulmak için daha fazla zaman harcayan çocuklar yaratıcı düşünme becerilerini de artıran mizahla diğer sorular veya problemlerle bağlantılı olarak yenilikçi yollarla düşünme becerilerini de geliştirirler (McGhee, 2002). Araştırma sonuçlarına göre, matematik ve fen bilgisi derslerini en çok güldükleri ders olarak belirten öğrencilerin "neden?" sorusuna verdikleri "problemleri çok sevdiğim için, problem çözerken eğlendiğim için, şekil şema, işlem, oyun gibi geldiği için, beyin sporu yaptığımız için" şeklindeki cevapları McGee'nin bu düşüncesini destekler niteliktedir. Bir başka deyişle öğrencilerin yaratıcı düşünme becerilerinin mizahı, her türlü konu ve dersle bir araya getirebilecek düzeyde geliştiği söylenebilir.

Mizah kullanımı başkaları tarafından olumlu kabul edilebilecek neşeli bir etki yaratmaktadır (Amran ve Bakar, 2022). Öğrencilere en çok güldükleri dersle ilgili yöneltilen "Bu derste neden çok gülüyorsun?" sorusuna verilen cevaplar, onların mizahı "eğlenceli, güzel, hoş, komik" bulmaları ve özellikle beden eğitimi dersinde oyun oynarken çok güldüklerini belirtmeleri mizahın sosyal bir olgu olduğunu göstermektedir. Bu ifadeler aynı zamanda öğrencilerde, mizah anlayışının üç ana yönünden (kahkahalar, gülümsemeler ve neşeli tepkiler) söz konusu derslerde ne kadar etkin olduğunun bir kanıtıdır (Lyon, 2006). Araştırmaya katılan öğrenciler "Türkçe, matematik, İngilizce, fen bilgisi, müzik, din kültürü, serbest etkinlik" derslerinde öğretmenleri güldürdüğü için ya da şaka, espri, komik hareketler yaptığı için çok güldüklerini belirtmişlerdir. Bu cevaplar bir öğretmenin sınıf ortamını nasıl etkili, verimli ve keyifli bir öğrenme ortamına dönüştürebileceğini, dersi nasıl daha fazla sevdirebileceğini de

göstermektedir. Özellikle yapılan şakalar, taklitler, komik unsurların kullanılması öğrencileri derse daha çok bağlayan, derse neşe katan ve öğrencilerin ilgisini çeken durumlardır.

Masten'e (1986) göre daha iyi mizah üretimi, anlama ve daha fazla neşe, akademik ve sosyal yeterlilik ile de ilişkilidir. Mizah sınıf davranışlarını ve akran ilişkilerini etkilemektedir. Öğretmenler, mizah anlayışı gelişmiş çocukların, sınıfta daha etkin, daha dikkatli, işbirlikçi, duyarlı ve üretken olduklarını ifade ederken akranları da onları daha popüler, girişken, mutlu ve yapılacak şeyler için iyi fikirleri olan liderler olarak görmektedirler. Bu çalışma, öğrencilerin arkadaşlarının taklitlerine, çeşitli ses ve hareketlerine, yaptıkları komikliklere güldüklerini ifade etmeleriyle bağdaşmaktadır. Öğrencilerin "beden eğitimi, Türkçe, İngilizce, müzik, hayat bilgisi, din kültürü, serbest etkinlik" derslerinde akranlarının yaptıklarına/söylediklerine güldüklerini belirtmeleri bu dersleri eğlenceli hale getiren faktörlerden birinin mizah anlayışı yüksek sınıf arkadaşları olduğunu göstermektedir.

Öneriler: Sonuç olarak araştırmaya katılan ilkökul öğrencilerinin mizah anlayışı puan ortalamaları onların orta düzeyde olduğunu gösterirken açık uçlu sorulara verdikleri yanıtlar ise mizah unsurlarını ne kadar iyi bildiklerini, öğrencilerin büyük çoğunluğunun mizahı sevdiklerini ve öğretmenleri ve arkadaşlarının mizahi yaklaşımlarıyla özellikle de bazı derslerde çok keyifli, eğlenceli ve komik/güldürücü anlar yaşadıklarını göstermektedir. Araştırma sonuçları doğrultusunda şu öneriler getirilebilir:

- Araştırma verilerinin toplanmasında görüşme yapılması planlanmadığı ve öğrencilerle ilgili herhangi demografik bilgi edinilmediği için özellikle de mizah anlayışları düzeyleri bakımından alt düzeyde bulunan öğrencilerle ilgili herhangi bir değerlendirme yapılamaması araştırmanın en önemli sınırlılığını oluşturmaktadır. Bu nedenle araştırma değişkenler yönünden geliştirilebilir.
- Öğrencilerin mizah duygusu düzeylerine etki eden faktörler belirlenebilir.
- Eğitim yaklaşımları ve öğretim uygulamalarında mizaha yer verilen bir okul kültürü geliştirilebilir.
- Mizahın öğretmen-öğrenci iletişimi güçlendiren, derse eğlence ve yaratıcılık kazandıran tarafı öğrencilerin derse bakış açılarını değiştirerek derse katılımlarını artıracaktır. Bu yaklaşımla uygulamalı çalışmalar planlanabilir.
- Öğrencilerin mizah stilleri belirlenerek öğretim uygulamaları buna göre düzenlenebilir ve böylelikle mizah ve mizah içeren etkinliklerle öğrenme süreci daha eğlenceli bir hale getirilebilir. Bu durum da sınıftaki olumlu atmosferin öğrencilerin hem derslere hem de okula dair duygularını olumlu yönde etkiler.

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