

Content Based Humor Strategy Influence on Obstetric and Gynecological Nursing Students' Intellectual Stimulation, Academic Interest and Engagement

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Abstract : Background and objective: Humor makes us think – it creates a relaxed environment where instructors and students contribute to learning. The use of humor is a key teaching strategy that builds the instructor/student relationship and deeply impacts the student learning experience. The current study aims to determine the influence of content-based humor on nursing students' intellectual stimulation, interest, and engagement within a course of obstetric and gynecological nursing. **Methods:** Quasi-experimental design was utilized. The study was carried out in the obstetrics and gynecology skills lab at the Faculty of Nursing, Damanshour University, Elbehera Governorate. It comprised a purposive sample of 160 undergraduate nursing students, enrolled in the Obstetrics and Gynecology Nursing Department (second semester of the third year in academic year (2018-2019). They were equally randomly assigned to either one of two groups, intervention group (80) and control group (80). Five tools were used: First, socio-demographic characteristics questionnaire sheet. Second, Student Intellectual Stimulation Scale. Third, Student Interest Scale. Fourth, Student Engagement Scale. Fifth, Students' Perception of Instructor Humor Questionnaire. **Results:** It was found that there was a statistically significant difference in Student Intellectual Stimulation score, Student Interest score, Student Engagementscore among the study and control group, where the study group reported high perception about humor in the classroom than the control group. **Conclusions:** students using humor teaching strategy had better nursing students' intellectual stimulation, engagement and increasing their level of interest in the nursing classroom than conventional learning. The study **recommended** that humor teaching strategy should be incorporated in obstetric clinical nursing education to increase the level of nursing students' intellectual stimulation, engagement and their level of interest in the nursing classroom.

Keywords: humor, students' intellectual stimulation, engagement, interest, perception.

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I. Introduction

Teachers at universities have an important job in guiding and challenging students to prepare them for entering the job market. Student intellectual stimulation, interest, and engagement within the college classroom are of boundless importance when trying to amplify learning experience, both cognitively and affectively. When teachers use these tools in the classroom, students receive benefits such as improved learning. By incorporating various strategies in the classroom, teachers create a welcoming environment for students^(1,2).

A welcoming learning environment and positive climate help educators in building rapport, enhance communication, and increased the perception of the students towards the effectiveness of learning⁽³⁾. Gynecology nursing is the nursing branch dealing with the health of the female reproductive systems (vagina, uterus, and ovaries) and the breasts. It can be termed "the science of women". Women's health nurse practitioners can provide screenings for an array of health-related issues. These include breast cancer, cervical cancer, uterine displacement, human papillomavirus infection (HPV) and sexual transmitted diseases, screening and early detection can affect positively on women health and decrease maternal morbidity and mortality⁽⁴⁾.

The gynecological nursing is a difficult material for students, including many of diseases needs to understand, with the lack of time in teaching the material and the lack of cases in hospitals, it is best to use an educational method that makes it easier for students to understand⁽⁵⁾. Humor is one communication tool teachers can utilize to assist learning^(6,7).

Humor is a social-interaction material that can have a playful manner "Moreover, humor is "a broad term that refers to anything that people say or do that is perceived as funny and tends to make others laugh as well as the mental processes that go into both creating and perceiving such an amusing stimulus and the

effective response involved in the enjoyment of it". Garnerin (2006) defined humor as "the mental faculty of discovering, expressing, ambiguity and explain how "ha-ha can lead to aha" (7, 8).

Fekete in 2009 classified humor as appropriate and inappropriate. First appropriate types of humor; 1. Related humor; any humor used by the professor that related to the material or enhanced learning in the classroom. 2. Humor unrelated to class material; any humor used by the professor that did not relate to learning or classroom enhancement. 3. Self-disparaging humor; jokes, stories or comments in which an instructor criticizes, pokes fun of or belittles him/herself. 4. Unintentional or unplanned humor; not intended to be funny, such as unintentional puns and slips of the tongue. Second the inappropriate types of humor; 1. Offensive humor; any types of humor that were clearly identified as offensive in nature although not necessarily targeted at a specific person or persons. 2. Disparaging humor student target; any humor that is disparaging in nature and targets students as a group or individual students. 3. Disparaging humor: "other "target any humor attempts that are clearly disparaging in nature and are targeted at individuals or groups other than students. 4. Self-disparaging humor; type of humor involving the professor criticizing, poking fun of him/herself (9, 10).

Within the classroom setting, instructors act not only as facilitators of knowledge, but they also act as leaders who facilitate intellectual stimulation. Chowdhry and Osowska (2017) determined educators needed to develop exciting learning activities that involved critical thinking, as well as, stimulating course content to guarantee that the students were reflecting deeply and able to draw their own conclusions about the content. Overall, Bolkan's research discovered that when students became engaged in the classroom and enjoyed their coursework they worked harder in their classes with the goal of mastering the material instead of simply working for a grade (11, 12, 13).

Student engagement is a multidimensional (multifaceted) construct that can be measured with all the dimensions dynamically interrelated. Student engagement typically includes three dimensions: Behavioral engagement, focusing on participation in academic, social, and co-curricular activities. Emotional engagement, focusing on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school. Finally, cognitive engagement, focusing on students' level of investment in learning (14).

Also, Mazer (2012) noted that student engagement could be fostered by effective communication strategies and stimulated by student interests. Student engagement contains four dimensions; Out-of-class behaviors refer to studying, talking to other students about course material and reviewing notes. Silent in-class behaviors involve students listening attentively during the course. Thinking about course content refers to how students can relate content to their own lives. The last dimension is Oral in-class behaviors refer to students participating and sharing their thoughts and opinions during class (15).

Student interest contains two separate dimensions. Mazer (2012) identified those dimensions as emotional interest and cognitive interest. Emotional interest was conceptualized as an affect response in students who are enthused, engaged, and excited by course content and the class experience. Cognitive interest was hypothesized as a cognitive response in students who are interested in the material/topics because they are able to understand, recall, and remember course material (15).

Significant of the study, although previous research on humor orientation, student intellectual stimulation, student interest, and student engagement have been significant to instructional research. The combination of the chosen dependent variables has not been examined deeply. Although intellectual stimulation has been validated to enhance student learning in (16, 17). It has not been examined in correlation with instructor humor orientation. Humor is often linked positively to learning amongst the other given variables; however, it has not been directly named as an educational strategy that could enhance students' intellectual stimulation, interest, and engagement (18, 19, 20). Therefore, **this study will aim** to determine the influence of content-based humor on nursing students' intellectual stimulation, interest, and engagement within a course of obstetric and gynecological nursing.

Hypothesis is proposed; Students' instructed by content-based humor will experience higher intellectual stimulation, interest, and engagement within a course of obstetric and gynecological nursing than those instructed with conventional method.

II. Materials and Method

MATERIALS

Study design:

A quasi-experimental research design was utilized in this study.

Setting:

The study was carried out in the obstetric and gynecological skills lab at the Faculty of Nursing, Damanhour University.

Subjects:

The subjects of this study comprised of 160 students. Allnursing students, enrolled in Obstetric and GynecologicalNursing course (second semester of the third year in academicyear (2018-2019). They were equally randomly assignedto either one for two groups.

Study group: include 80 students; they received their teaching about menopause, uterine displacement, gynecological examination and sexual transmitted diseases using humor.

Control group: include 80 students; they received their teaching about menopause, uterine displacement, gynecological examination and sexual transmitted diseases using conventional method.

Data collection tools

Five tools were used.

Tool I: socio-demographic characteristics questionnaire sheet;to collect information about students' age, gender andresidence.

Tool II: Student Intellectual Stimulation Scale (SISS); developed by Bolkan and Goodboy (2010)⁽¹²⁾. It comprised 30-item scale that measured how intellectually stimulatedstudents perception within a specified learning experience because of their instructors teaching style. Participantswere asked to answer 30 statements on a 5-point Likert scale with responses ranging from1 (strongly disagree) to 5 (strongly agree). **SISS**explores dimensions of intellectual stimulation through three scales: **interactive teaching style;** (i.e., “uses unique activities to get the class involved with the course material”, “Hasa superior teaching style compared to my other teachers”), **challenging students** (i.e.,“assigns demanding but worthwhile assignments,” “helps me come to conclusions aboutwhat I learn through discussion”), and **encouraging independent thought** (i.e., “helps methink critically about course concepts”, asks for personal examples from students in classwhen teaching concepts”).The total score ranges from 30 to 150, with higher scores indicating higher intellectual stimulation. Respondents whose total scores range from 30-70 are considered as having low level of intellectual stimulation, scores ranging from 71-110 indicate moderate level of intellectual stimulation, scores from 111-150 denote high level of intellectual stimulation,after consulting statistician.In this study Cronbach's alpha reliability obtained was .90 (M=3.37, SD=. 59).

Tool III: Student Interest Scale; The Student Interest Scale developed by Mazer (2012)⁽¹⁵⁾, wasemployed to measure students interest within the reported learning experience. Participants wereasked to answer 16 statements on a 5-point Likert scale with responses ranging from 1(strongly disagree) to 5 (strongly agree).Students were asked to indicate the degree to which they agreed with the statement “I aminterested in this class because.” The student interest scale measures two differentdimensions of interest; emotional and cognitive. Examples of the types of questionsutilized to measure emotional interest are “the class experience makes me feel good” and“the class makes me feel excited.” Examples of questions utilized to measure cognitiveinterest are “the topics covered in the course fascinate me” and “the material fascinatesme.” Cronbach's alpha reliability obtainedwithin the current study for both emotional and cognitive interest was .96 (M=3.76, SD=.88).The total score ranges from 16 to 80, with higher scores indicating higher intellectual stimulation. Respondents whose total scores range from 16-37 are considered as having low level of academic interest, scores ranging from 38-58 indicate moderate level of academic interest, scores from 59-80 denote high level of academic interest, after consulting statistician.

Tool IV: Student Engagement Scale;A modified version of the Student Engagement Scaleddeveloped by Mazer (2012)⁽¹⁵⁾, was employed to measure students' engagement within thereported course. Participants were asked to answer 13 statements on a 5-point Likertscale with responses ranging from 1 (Never) to 5 (Always) about their engagement withinthe reported course. The student engagement scale measures four different dimensions ofengagement: silent in-class behaviors (i.e., “attended class”), oral in-class behaviors (i.e.,“participated during class discussions by sharing your thoughts”), thinking about coursecontent (i.e., “thought about how the course material related in your everyday life”), andout-of-class behaviors (i.e., “reviewed your notes outside of class”). Cronbach's alphareliability obtained within the current study was .89 (M=3.54, SD=.78).The total score ranges from 13 to 65, with higher scores indicating higher engagement. Respondents whose total scores range from 13-30 are considered as having low level of engagement, scores ranging from 31-48 indicate moderate level of engagement, scores from 49-65 denote high level of engagement, after consulting statistician.

Tool V: Students'Perception of InstructorHumor Questionnaire; this tool was constructed by the researchers after reviewing the relevant literature. To assess the educator humor orientation. It comprised 10 statements on a 5-point Likertscale with responses ranging from1(strongly agree) to 5 (strongly disagree). The total score ranges from 10 to 50, with higher scores indicating higher satisfaction. Respondents whose total

scores range from 10-23 are considered as having low satisfaction, scores ranging from 24-37 indicate moderate satisfaction, scores from 38-50 denote high satisfaction, after consulting statistician.

Methods

- An official approval was obtained from responsible authorities and participants after explaining its purpose.
- Tools II, III, and IV were translated to Arabic. Content validity of the tools was tested by a jury of 5 experts in nursing Education and obstetric and gynecological nursing fields and consequently, necessary few modifications were done. Tools reliability was checked by Cronbach's Alpha test. Its result was 0.94 which indicates an accepted reliability
- Pilot study was conducted by the researchers to test the clarity and applicability of the tools on undergraduate nursing students from the first term enrolled in obstetrics and gynecology course (out of the sample). According to the results of the pilot study, the tools were reconstructed and put in its final form.

1. Assessment phase; Tool I socio-demographic characteristics questionnaire sheet, Tool II: Student Intellectual Stimulation Scale (SISS), Tool III: Student Interest Scale Tool IV: Student Engagement Scale was used as a pretest to both the study and control groups.

2. Preparation phase

- a) Content preparation: revising the content of menopause, uterine displacement, gynecological examination, neoplasia, menstrual disorders and sexual transmitted diseases to specify how to include humorous aids that is related to the content.
- b) Educational materials preparation: Instructional materials as handouts, videos, PowerPoint presentations that include the humorous aids were prepared.
- c) Student preparation; in this study the researchers announce on a team that will assist the educator within the teaching sessions. Certain characteristic includes ability to participate in a comedian role play and ability to design comics using films or plays quotes that are relevant to the content. In addition, a training session on how to implement a role play for students was done. To ascertain the objectives, roles, how and when to use pause and how to manage the debrief.

3. Implementation phase;

- The clinical sessions started from 8:30 AM to 1:00PM two days/week for two weeks.
- The following plan was designed to implement humor in the study group:

Time frame	Content related	Activity
45 min	Dysmenorrhea	Quotes: of famous people putting the quote on a visual and comment on it a funny comment.
15 min	Physiology of menopause	Playing with words is a higher-order thinking skill. The witty humor in puns promotes retention of new vocabulary words and can increase the connection between new and previous learning.
One hour	Gynecological examination	Cartoons.
30 min	Neoplasia	Roleplay; students participate in a roleplay planned by the teacher that related to the content.
Two hours	Types of sexual transmitted diseases	Multiple choice items; e.g. what 90% of women say about labour.
Two hours	Uterine displacement	Top ten lists, or top five lists; e.g. top 5 reasons you thank God for being a man. Top ten things more fun than... (Name of your subject). Top ten things you should know about your instructor advantages of (your course name).
30 min	Cervical carcinoma	Current event items; newspaper articles, campus news, world headlines, personal anecdotes. etc e.g. initiatives on obesity and its influence on fertility.
Two hours	Menstrual disorders	Definitions; providing humorous definitions of topics.
15 min	Uterine displacement	Teacher responses to students' questions; a. Making a mistake to check their attention. b. Teacher garbles or slurs a sentence misspeaks; "Does anyone cares to interpret what I just said?"
30 min	Management of menopause	Asking a simple question to the students where at least one is a humorous question. E.g. a. How many of you agree with this statement? b. How many of you disagree with this statement? c. How many of you have no opinion? d. How many of you want to go home and go back to bed?
45 min	Types of sexual	Including humorous written comments on handouts and formative test.

	transmitted diseases		
30 min	Management of dysmenorrhea	of	Funny stories
45 min	Management of menopause	of	Self-disparaging humor; jokes, stories or comments in which an instructor criticizes, pokes fun of or belittles him/herself.
One hour	All included content		Humor log: Keep a log about funniest things happen in your classroom? And capture the funny memories of our year together

4. Post test and evaluation phase

Tool I, II, III, IV, and V used as a post test among the study group. Whereas, I, II, III, and IV were used as a post test among the control group.

Data Analysis:

The collected data was revised, categorized, coded, computerized, tabulated and analyzed using Statistical Package for Social Sciences (SPSS) version 20. The following statistical measures were used: Number and percentage were used for describing and summarizing qualitative data. Fisher’s Exact test, Chi-Square test were used for test of significance. The 0.05 level was used as the cut off value for statistical significance (e.g. significant at $p > 0.05$).

Ethical considerations

Official permissions to conduct the study were obtained from the Dean of the Faculty and the head of the Obstetric and Gynecological Department, at the Faculty of Nursing, Damanshour University. An individual informed consent was obtained from each student with explanation of the aim of the study. Students were reassured that their responses would be confidential and will not affect their clinical evaluation grades.

III. Results

Table (I): Number and percent distribution of the study subjects according to their socio-demographic characteristics

Socio-demographic characteristics	Study (80)		Control (80)		F / χ^2 (P)
	N	%	N	%	
Age (years):					
20	14	17.50	15	18.75	3.071 (0.381)
21	42	52.50	37	46.25	
22	22	27.50	28	35.00	
24	02	02.50	0	00.00	
Sex:					
- Female	62	77.50	66	82.50	0.625 (0.429)
- Male	18	22.50	14	17.50	
Current residence:					
- Rural	42	52.50	39	48.75	1.172 (0.279)
- Urban	38	47.50	41	51.25	

χ^2 (P): Chi-Square Test & P for χ^2 Test

F (P): Fisher Exact test & P for F Test

*: Significant at $P \leq 0.05$

Table (I) shows the number and percent distribution of the study subjects according to their socio-demographic characteristics. **Age** revealed that 52.5% & 46.25% of the study and the control groups respectively were 21 years old, while 27.5% & 35% of both groups respectively were 22 years old and 17.5% & 18.75% respectively were 20 years old

Sex illustrated that a sizeable proportion of the study and the control groups (77.5 & 82.5%) respectively were females, while only (22.5% & 17.5%) of both groups respectively were males. **Current residence** manifested that 52.5% & 48.47% of the study and the control groups respectively were rural residents, while 47.5% & 51.25% of both groups respectively were urban residents. However, no statistically significant differences were found between both groups' socio-demographic characteristics and this means that they were matching.

Table (II): Distribution of the study subjects according to their total score of student interest

Total score of student interest	Study (80)				Control (80)				F / χ^2 (P)
	Pre		Post		Pre		Post		
	N	%	N	%	N	%	N	%	
Low (16-37)	12	15.00	0	00.00	9	11.20	20	25.00	Pre 3.098 (0.212) Post 114 (0.000) *
Moderate (38-58)	56	70.00	6	07.50	65	81.30	58	72.50	
High (59-80)	12	15.00	74	92.50	6	07.50	2	02.50	
F / χ^2 (P)	97.02 (0.000)*				6.571 (0.037)*				

χ^2 (P): Chi-Square Test & P for χ^2 Test

F (P):Fisher Exact test & P for F Test

*: Significant at P ≤0.05

Table (II) elucidates the study subjects' total score of student interest scale. A highly statistically significant difference was observed among the study group (P= 0.000), where most of them (92.5%) gained high total score post intervention, compared to only (15%) pre intervention. In contrast, a statistically significant difference was found among the control group (P= 0.037), where the total score was moderate pre intervention (81.3%) higher than post intervention (72.5%). The total score was highly statistically significant between the two groups post intervention (P=0.000), where most of the study group (92.5%) obtained high total score, compared to only (2.5%) of the control group.

Table (III): Distribution of the study subjects according to their total score of student engagement scale

Total score of student engagement scale	Study (80)				Control (80)				F / χ^2 (P)
	Pre		Post		Pre		Post		
	N	%	N	%	N	%	N	%	
Low (13-30)	12	15.00	0	00.00	9	11.20	26	32.50	Pre 2.540 (0.281) Post 98.425 (0.000) *
Moderate (31-48)	40	50.00	10	12.50	50	62.50	46	57.50	
High (49-65)	28	35.00	70	87.50	21	21.00	8	10.00	
F / χ^2 (P)	48 (0.000)*				14.251 (0.001)*				

χ^2 (P): Chi-Square Test & P for χ^2 Test

F (P):Fisher Exact test & P for F Test

*: Significant at P ≤0.05

Table (III) exhibits the study subjects' total score of student engagement scale. The total score was highly statistically significant among the study group (P= 0.000), where the vast majority of them (87.5%) attained high total score post intervention, compared to a minority (35%) pre intervention. On the contrary, the total score was statistically significant among the control group (P= 0.001), where 21% of them achieved high total score pre intervention, compared to 10% post intervention. However, the relationship between the total score of the two groups post intervention was highly statistically significant (P=0.000), where the vast majority of the study group (87.5%) got high total score, compared to a minority of the control group (10%).

Table (IV): Distribution of the study subjects according to their total score of student intellectual stimulation scale

Total score of student intellectual stimulation scale	Study (80)				Control (80)				F / χ^2 (P)
	Pre		Post		Pre		Post		
	N	%	N	%	N	%	N	%	
Low (30-70)	16	20.00	0	00.00	19	23.80	22	27.50	0.458 (0.795)
Moderate (71-110)	50	62.50	8	10.00	46	57.50	50	62.50	
High (111-150)	14	17.50	72	90.00	15	18.70	8	10.00	Post 103.614 (0.000)*
F / χ^2 (P)	85.53 (0.000)*				2.517 (0.284)				

χ^2 (P): Chi-Square Test & P for χ^2 Test

F (P): Fisher Exact test & P for F Test

*: Significant at P ≤ 0.05

Table (IV) displays the study subjects' total score of student intellectual stimulation scale. The total score was highly statistically significant among the study group (P=0.000), where most of them (90%) received high total score post intervention, compared to only (17.5%) pre intervention. It was also highly statistically significant between the two groups post intervention (P=0.000), where most of the study group (90%) had total score, compared to only (10%) of the control group.

Table (V): Number and percent distribution of the study group according to their students' perception about humor in the classroom

Students' perception about humor in the classroom	Students' opinion (80)									
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
I am more likely to skip a class where I find the lectures typically boring.	16	20	15	18.75	5	6.25	35	43.75	3	03.75
I am more likely to remember class material if it is presented with humor.	38	47.50	36	45.00	6	07.50	0	0.0	0	0.0
I feel more comfortable asking an instructor a question if s/he uses humor in the classroom.	31	38.75	38	47.50	11	13.75	0	0.0	0	0.0
I am likely to go to class where the instructor uses some humor.	35	43.75	34	42.50	11	13.75	0	0.0	0	0.0
I am more likely to pay attention to an instructor if s/he uses humor in a lecture.	41	51.25	28	35.00	11	13.75	0	0.0	0	0.0
The use of humor makes classes more fun or interesting.	31	38.75	45	56.25	4	5.00	0	0.0	0	0.0
A fun and playful class environment promotes learning.	40	50.00	40	50.00	0	0.00	0	0.0	0	0.0
My instructor's humor promotes learning.	50	62.50	30	37.50	0	00.00	0	0.0	0	0.0
My teacher's humor motivates me to work harder during class.	40	50.00	40	50.00	0	00.00	0	0.0	0	0.0
Using humor made me not to feel embarrassed when I make mistakes in class.	44	55.00	32	40.00	4	05.00	0	0.0	0	0.0

Table (IV) displays the number and percent distribution of the study group according to their perception about humor in the classroom. It was revealed that more than one-half of them strongly agreed on I am more likely to pay attention to an instructor if s/he uses humor in a lecture (51.25%), and using humor made me not to feel embarrassed when I make mistakes in class (55.25%). Meanwhile, more than two-fifths (62.5%) strongly agreed on my instructor's humor promotes learning

In addition, one-half (50%) of the study group strongly agreed & agreed on my teacher's humor motivates me to work harder during class and a fun and playful class environment promotes learning. Moreover, more than two-fifths of them strongly agreed & agreed on I am likely to go to class where the instructor uses some humor (43.75% & 42.50%) respectively and I am more likely to remember class material if it is presented with humor (47.5% & 45%) respectively.

Furthermore, almost one-half and more of the study group agreed on I feel more comfortable asking an instructor a question if s/he uses humor in the classroom (47.5%) and the use of humor makes classes more fun or interesting (56.25%). However, more than two-fifths (43.75%) of them disagreed on I am more likely to skip a class where I find the lectures typically boring.

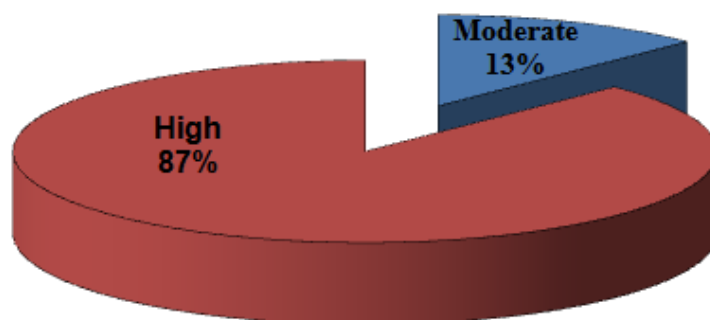


Figure (1): Percent distribution of the study group according to their students' perception about humor in the classroom

Figure (1) shows the percent distribution of the study group according to their students' perception about humor in the classroom. It was revealed that the vast majority of them (87%) reported high satisfaction, while a minority (13%) reported moderate one.

Table (VIII): Linear regression analysis for the effect of student perception regarding humor and their Post student interest, post engagement and Post intellectual stimulation

Student perception regarding humor	B	Beta	t	p	F (p) If sig. model accepted	R ²
Post student interest score	0.371	0.466	4.656	0.000*	21.681	1.207
Post engagement score	0.143	0.089	1.610	0.111	2.593	0.179
Post intellectual stimulation score	0.571	0.630	7.164	0.000*	51.316	2.857

F: F test (ANOVA); R: Coefficient or regression; B: Un-standardized Coefficients; Beta: Standardized Coefficients; t: t-test of significance; *: $p \leq .01$

a. Predictors: (Constant), Student perception regarding humor

b. Dependent Variable: Post student interest, post engagement and Post intellectual stimulation

Based on findings of the linear regression analysis, the two scores which showed significant relation to Student perception were the Post student interest score and Post intellectual stimulation score. ($p = 0.000$). As for Post student interest score, an increase in Student perception by one was associated with increased probability of having high Post student interest score knowledge by 46%. Also, Post intellectual stimulation score an increase in Student perception by one was associated with increased probability of having high Post intellectual stimulation score by 63%.

IV. Discussion

Effective teaching strategies in nursing are strategies made by teachers who have successful, imaginative, and innovative communication aptitudes. Numerous cutting-edge nurture teachers have begun to apply inventive instructing procedures in scholarly and clinical settings to development their learners' competency levels and to attain the most excellent learning results. Humor itself isn't new, but it is an innovative teaching strategy that can be utilized to make strides diverse ranges of nursing instruction. Humor is a creative teaching technique that places demands on the skills and art of the educators^(21,22).

The current study lends substantial insight to the instructional field of education by identifying students' perceptions of content-based humor strategy and its influence on students' intellectual stimulation, interest, and engagement.

Students are stimulated to greater intellectual effort when they become engaged with the content of the course and make an investment in their own learning⁽²³⁾. In the present study results shows a highly statistically

significant difference among the study group ($P=0.000$), where the most of them received high total score of intellectual stimulation post intervention and also highly statistically significant between the two groups post intervention ($P=0.000$). This study suggests that instructor humor within the course can be linked directly as a stimulator of the student intellectual stimulation. From my point of view humor strategy allows students to feel secure in sharing personal stories and examples within a given course and it can encourage students to feel comfortable enough to share personal stories that relate to the course content.

These results are in consisting with the Alkhatab M (2012), who concluded that a student's perception of an instructor's humor orientation acted as a predictor to student intellectual stimulation within the reported course. This was of significance because it demonstrated that the more an instructor was perceived to use humor within the course, the more intellectually stimulated students were within that course ⁽²⁴⁾.

Such similarities among the result of the current study can be attributed to what is elicited in the literature review about using humor increased the students' memorization of class material, improved their final exam scores, aided them in the learning process, increased their integration with their teachers, and increased cognitive stimulation ^(25,26).

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education⁽²⁷⁾. The result of the current study reveals that a highly statistically significant among the study group ($P= 0.000$), where the vast majority of them attained high total score post intervention and the relationship between the total score of the two groups post intervention was highly statistically significant ($P=0.000$).

This result is in line with Kisno 2014, how reported that humor is beneficial in creating an environment conducive to learning, since it breaks the barriers of communication in the classroom ⁽²⁸⁾. Moreover, the current result is matching with Alkhatab M (2012), who concluded that student' perceptions of an instructor's humor orientation acted as a predictor of student engagement within the reported course. Although an instructor's humor orientation was a significant predictor of student engagement shown by the current regression analysis ⁽²⁴⁾.

This result proposes that the intensity of engagement of students in the classroom increases as humor is applied by teachers during the lecture. As a result, students tend to listen more carefully in the classroom. The main reason might be that the humor introduced during the lecture session touches the students' emotion. Emotion plays a central role of social interaction amongst teacher and students, and it causes the cognitive processing and students' engagement to increase ⁽²⁹⁾.

Interest refers to a psychological state of having an affective reaction to and focused attention for particular content and/or the relatively enduring predisposition to re-engage particular classes of objects, events, or ideas ⁽³⁰⁾. The current study founded that a highly statistically significant difference was observed among the study group ($P= 0.000$), where most of them gained high total score of student interest post intervention, compared to only one quarter pre intervention. In contrast, a statistically significant difference was found among the control group ($P= 0.037$), where the majority of the control group had moderate interest pre test and decreased in post test, this may be due to the difficulty of the content and the time constraints that made the students not integrated into the lectures.

This result in congruent with Nadler & Clark (2010) in the study to test how using humor will increase the students' interest in class and knowledge of the department and its faculty. Results denoted that PowerPoint template slides in the psychological classroom setting will increase the students' familiarity with the faculty, and that will increase the integration of students into the rest of the Psychology department ⁽²⁶⁾.

Furthermore the current result is in matching with Stein and Reeder (2009), who conducted a research to discover the denotation of the experience of laughing at oneself for beginning nursing students. Results reported that, using this experience of laughing in the nursing profession provided the nursing students with means that they could use effectively with the tasks in their nursing careers ⁽³¹⁾.

The present study reveals that that the vast majority of them reported high satisfaction, while a minority reported moderate one. This result is in line with Ulloth (2002) in a study to examine the benefits for both nurse educators and students of using humor in the nursing classroom who concluded that, using humor can provide five benefits for nurse educators and students: relieve stress and anxiety, focus attention, make learning fun, aid learning, and strengthen social relationships ⁽²²⁾.

Moreover the current result is congruent with Torok et al.(2004) Examined how students perceived professors' humor during class .The students appreciated the appropriate use of humor and recommended the use of funny stories, funny comments, jokes, and professional humor that are mainly content based ⁽³²⁾.

Based on findings of the linear regression analysis, the two scores which showed significant relation to Student perception were the Post student interest score and Post intellectual stimulation score. ($p= 0.000$). As for Post student interest score, an increase in Student perception by one was associated with increased probability of having high Post student interest score knowledge by 46%. Also, Post intellectual stimulation score an increase

in Student perception by one was associated with increased probability of having high Post intellectual stimulation score by 63%.

These results are in line with many of researches, **firstly** Bolkan et al (2015), who concluded that humor is often linked positively to learning amongst the other given variables; however, it has not been directly named as an educational strategy that could enhance students' intellectual stimulation, interest, and engagement⁽¹⁸⁾. **Secondly**, Stein and Reeder (2009) conducted a research to discover the denotation of the experience of laughing at oneself for beginning nursing students. Results reported that, using this experience of laughing in the nursing profession provided the nursing students with means that they could use effectively with the tasks in their nursing careers⁽³¹⁾. And **finally**, Alkhatab M (2012), who concluded that the majority of the participants responded positively to the use of humor in the nursing classroom⁽²⁴⁾.

Based on the finding of the current study it can be concluded that the nurse educators could be used the humor teaching strategy to improve nursing students' intellectual stimulation, engagement and to increase their level of interest in the nursing classroom.

V. Conclusion And Recommendation

Conclusion

Based on the finding of the current study it can be concluded that students using humor teaching strategy had better nursing students' intellectual stimulation, engagement and increasing their level of interest in the nursing classroom. Furthermore, the vast majority of students reported high perception regarding humor teaching strategy.

Recommendation

It was recommended that humor teaching strategy should be incorporated in obstetric clinical nursing education to increase the level of nursing students' intellectual stimulation, engagement and their level of interest in the nursing classroom. In addition, applying humor to different nursing courses is strongly recommended. It is also recommended that future research examine the different effects of using humor in the nursing classroom.

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