

Styles of Humor and Interpersonal Relationships in University Students

Ayesha Idrees and Saira Batool

Institute of Applied Psychology, University of the Punjab, Lahore

Rukhsana Kausar

GC Women University, Sialkot, Pakistan

The study aimed to investigate relationship between humor styles and interpersonal relationships in university students. It was hypothesized that: there would be a relationship between humor styles and interpersonal relationships in university students; humor styles are likely to predict interpersonal relationships in university students; there would be gender differences in humor styles and interpersonal relationships. The sample consisted of 196 students from two Universities of Lahore. Humor Style Questionnaire (Martin, Puhlik-Doris, Larsen, Gray & Weir, 2003) and Interpersonal Relationship Questionnaire (Callaghan, 2006) were used for assessment. Data were analyzed by using Pearson product moment correlation, hierarchical regression analysis and independent sample t-test. Results revealed significant relationship between humor styles and interpersonal relationships. Affiliative humor style predicted interpersonal relationships negatively whereas self-defeating humor style predicted interpersonal relationships positively. Men used more aggressive humor styles compared to women but they did not differ on other humor styles. Findings highlight significance of humor in the quality of interpersonal relationships.

Keywords: Styles of Humor, Interpersonal Relationships, University Students

Humor is an ability to perceive, get pleasure and express what is amusing, incongruous, absurd or comical. Humor is a quality that makes something amusing, laughable and funny which results in amusement and laughter (Sedlar, 2008). Martin, et al., (2003) grouped humor into two categories including adaptive and maladaptive humor. Adaptive humor helps in facilitating relationships and decreases interpersonal tension while maladaptive humor is considered unhealthy and spoils the relationship quality (Klein & Kuiper, 2006). Adaptive humor styles are further divided

Correspondence concerning this article should be addressed to Saira Batool, Assistant Professor, Govt. Queen Mary College, Lahore, PhD Scholar, Institute of Applied Psychology, University of the Punjab, Lahore, Email: Sairakhalid09@gmail.com

Contribution of Authors:

1. Ayesha Idrees contributed in planning the study, Data collection, Data analysis and writing manuscript
2. Saira Batool contributed in conceiving the idea, planning the study, Data Analysis, writing manuscript, and Editing
3. Rukhsana Kausar contributed in planning the study, Data Analysis, writing manuscript, Editing and Critical review

into two types: Affiliative humor facilitates and enhances the quality of interpersonal relationship, feelings of wellbeing and resolves conflicts among relationships while Self-enhancing humor improves and protects oneself by keeping a realistic view of life. Maladaptive humor involves aggressive type of humor that is used to manipulate or criticize others and functions a potentially negative effect towards others while self-defeating humor entertains others by using humor inappropriately at the expense of one's own self (Martin et al., 2003).

A good sense of humor has long been presupposed to be a private quality which has been reported to moderate the impact of stressors in one's life (Bell, McGhee, & Duffey, 1986). Humor plays a crucial role in improving and maintaining interactions from initial attraction to long-lasting commitment (Ashe & McCutcheon, 2001). In new interactions, humor can function as an effective strategy by appealing others as well as by dealing with any embarrassing or awkward situation that arises in the course of getting familiar with others and during dating. In long-lasting relationships, humor can hold things fresh, vibrant and, exciting. It can also help in overcoming the disagreements, conflicts, and the small aggravations that can arise over time and ruin even the close relationships (Robinson, 1991). People love and like to interact with others who possesses a positive attitude. So a sense of humor can affect the relationship with others. It is the fact that with a sense of humor one looks friendlier and more welcoming and approachable to others, and this could open doors to friendships. It is likely that people will be attracted to one who is humorous, more than to a person who is critical and serious. Also, laughter and seeing the funny aspect of things could relieve the stress and tension in awkward situations (Martin, 2004).

Humor plays an effective and significant role in interpersonal relationships. It establishes, maintains, and enhances relationships with others. Interpersonal relationships can be defined as strong connections with the family, friends and colleagues. It has five components including identification and expression (it refers to the problems related to the expression for interpersonal closeness, logistical and pragmatic needs and social support), bidirectional communication (it refers to how people affect others and their response to others' feedback), conflict in interpersonal relationships (people experience problems in responding to interpersonal conflicts which may create problems in developing and maintaining relationships), disclosure and interpersonal closeness (problems in establishing and maintaining close relationships), and emotional experience and expression (problems in experience of emotional expressions) in interpersonal relationships (Callaghan, 2006).

Sharing the pleasure of humorous experience develops a sense of connection and intimacy among people. These are the qualities which indicate intimacy and closeness in relationships. When people laugh with each other, it creates positive bonding among them. This positive bonding serves as a strongest buffer against disappointments, disagreements, stress, and bad patches in a relation (Robinson, 1991). Saroglou (2010)'s study on humor in the marital context found that in men, healthy or adaptive humor styles (affiliative, and self-enhancing) had positive association with relationship satisfaction and use of aggressive humor predicted divorce as well as poor relationship quality. In women, self-defeating humor significantly predicted divorce and marital dissatisfaction. They concluded that humor styles used by partners present distinctive and gender-specific evidence to understand the factors that influence marital stability and dissolution.

Younger adults, specifically students experience a wide range of challenges and study related stressors and humor can help them relax and build healthy relationships with their class fellows and

family members (Kamath & Kanekar, 1993). Humor styles effect social relationships, emotional intelligence and social skills and psychological wellbeing of the students (Saroglou, Lacour, & Demeure 2010; Tumkaya, 2011; Yip & Martin, 2006, Kuiper & Nicholl, 2004). Wong (2010) in his study with youngsters in Hong Kong found that adaptive styles of humor had positive relationship with social competence and negative relationship with loneliness whereas for maladaptive styles of humor the relationships were opposite. Moreover, mediating role of affiliative and self-defeating styles of humor was found between social competence and loneliness whereas self-defeating humor also played a moderating role in the connection between social competence and loneliness. Yip and Martin (2006) studied correlation between humor, social competence, and emotional intelligence in a student population. Self-enhancing humor and trait cheerfulness had positive relationship with emotional management ability whereas maladaptive styles had negative association with ability to perceive emotions accurately. Trait cheerfulness and adaptive humor styles had positive association with different domains of social competence, whereas trait bad mood and maladaptive styles of humor were negatively linked with social competence.

Men and women are reported to be different in using and responding to adaptive as well as maladaptive styles of humor. Men generally think about themselves to be additional facetious than women, they have higher chance to tease, joke, and being childish than women. Women generally prefer to act in appreciative manner and otherwise as a listener. Moreover, men are reported to get indulged in maladaptive humor (aggressive humor and self-defeating humor) more than women (Salovey, Mayer, Caruso & Yoo, 2012; Tumkaya, 2011; Wong, 2010).

Culture plays a significant role in humor. Although humans may be predisposed to humor, how they engage in it, when it is appropriate, and what is considered humorous is determined by each society's cultural norms (Aries, 1987). When analyzing humor, one must consider the situation in which it happened. As part of the social contract between a comedian and his or her audience, everyone must be on the same linguistic and cultural level for the joke to have its desired effect (Hampes, 2010).

In Pakistan, recently researchers have started to shift their focus on positive psychology and there are few researches undertaken on humor and its implications. Nazeer and Rafique (2011) conducted a research to examine association between styles of humor, empathy, and social competence in Pakistani students. They found self-enhancing styles of humor and empathetic concerns as significant predictors of social competence. Moreover, men were reported to use more maladaptive humor styles than women. In another study, Rana (2009) compared less humorous and more humorous young adults in interpersonal relationships and emotional wellbeing and found no significant differences in two groups. However, there was positive relationship between humor, interpersonal relationships and emotional wellbeing.

Main objective of this study was to examine humor styles of university students and their relationship with quality of interpersonal relationships and also to examine gender differences in styles of humor and interpersonal relationships.

Hypotheses

It was hypothesized that:

- Adaptive humor styles are likely to have negative relationship whereas maladaptive humor styles are likely to have positive relationship with quality of interpersonal relationships.

- Styles of humor would predict interpersonal relationships in university students.
- Men are likely to use more maladaptive humor styles compared to women whereas women are likely to use more adaptive styles of humor compared to men.

Method

Sample

Sample comprised of 196 University students (men=128, women=68) recruited from different Universities of Lahore, Pakistan. Students registered in BS 4 year and M.A/ MSc programs and those living in intact families were included. Those with any physical disability and who had lost either of their parents were excluded from the study. Demographic characteristics of the participants are given in table 1.

Table 1

Demographic Characteristics of the Participants (N=196).

Variables	<i>M</i>	<i>SD</i>	<i>f</i>	(%)
Age	21.02	2.47		
Gender				
Men			128	65.3
Women			68	34.7
Education	14.07	1.19		
12 years			162	15.8
14 years			127	64.8
16 years			38	19.4
Birth order				
1-3			37	82.7
4-6			30	15.3
7-9			4	2
Family System				
Joint			94	48.0
Nuclear			102	52.0
Father education	13.83	1.14		
Mother education	13.50	1.45		
No. of siblings				
0-3			71	57.3
4-6			76	38.8
7-8			8	4.6

The participant's age fall between 18-25 years with the mean age of 21 (SD = 2.47). Majority of the participants were men and were living in joint family system.

Assessment Measures**Humor Style Questionnaire (HSQ)**

Martin, et al. (2003) developed Humor style Questionnaire. The purpose of the questionnaire was to assess two adaptive humor styles (affiliative and self-enhancing humor) and two maladaptive styles of humor (aggressive and self-defeating humor). It has 32 items and each item is rated on five point rating scale. Each subscale comprises of eight items. Alpha reliability of the subscales varies from .77 to .81 (Martin et al., 2003).

Interpersonal Relationship Questionnaire (IRQ)

The IRQ was developed by Callaghan (2006) and it comprises of five classes. Class A: refers to assertion of needs (identification and expression) in which participants are asked to mark their level of identification and expression of needs with each other and it comprises of 21 items. Class B: refers to bidirectional communication, in which participants rate how they affect others and respond to others' feedback and it contains 25 items. Class C measures conflict in interpersonal relationships and it contains 23 items. Class D: disclosure and interpersonal closeness having 24 items and Class E: emotional experience and expression in interpersonal relationships and it contains 24 items. There are 117 questions each item is rated on 6 point rating scale. The higher score in each class indicates problems in that domain. Alpha reliability for Class A was .80, for Class B .77, for Class C .74 for Class D .80, and for Class E .84 (Callaghan, 2006).

Procedure

First of all approval of the research proposal was sought from Board of studies, Institute of Applied Psychology, University of the Punjab. Subsequently, an authority letter explaining nature and purpose of the study was taken from Institute of Applied psychology, University of the Punjab, Lahore and it was presented to the concerned authorities of Universities to get permission for data collection. After getting their permission, students were approached and explained nature of the study, they were assured of confidentiality and those willing to participate were asked to complete consent form. Students completed the questionnaire within 15 to 20 minutes. Response rate was 98%.

Ethical Considerations

Certain ethical concerns were addressed while conducting this research, which are given below:

- The study got approval from Board of Studies, Institute of Applied Psychology, University of the Punjab, Pakistan.
- Authors were contacted to get the permission of the scales to use them in research.
- Permission was sought from the concerned authorities of the Universities for the collection of data.
- The participants were assured about the confidentiality of the data and it would not be used for any purpose other than this research and their written informed consent was taken.

Results

Descriptive and inferential statistics were used for data Analyses.

It was hypothesized that adaptive humor styles are likely to have negative relationship whereas maladaptive humor styles are likely to have positive relationship with quality of interpersonal relationship. Pearson product moment correlation analysis was applied to see the relationship (see table 2).

Table 2

Relationship between Humor Styles and Interpersonal Relationships of University Students (N = 196)

Variables	2	3	4	5	6	7	8	9	M	SD
1.Affiliative humor	-.01	-.06	.01	-.17*	-.13	.12	-.17*	-.06	5.57	.78
2.Self- Enhancing	-	.02	.33** *	.10	.14*	.19**	.04	.12	6.06	.90
3.Aggressive humor	-		.20**	.04	.04	-.04	-.00	-.04	5.83	.97
4.SD humor			-	.29** *	.30** *	.31***	.30** *	.22** *	5.75	1.09
5.Identif & expression				-	.27** *	.19**	.25** *	.19**	5.69	.74
6.Impact and feedback					-	.45***	.40** *	.36** *	5.39	.62
7.Conflict						-	.48** *	.47** *	5.66	.69
8.DIC							-	.43** *	5.56	.77
9.EEE								-	5.78	.79

Note: N= 196. *P< .05. **p<.01. ***p<.001. SD Humor = Self-defeating humor, Identif &Expression = Identification & expression, DIC = Disclosure and interpersonal closeness, EEE = Emotional experience and expression

The results reveal that affiliative humor has significant negative relationship with identification and expression and with disclosure while Self-enhancing humor is positively correlated with conflict and with impact and feedback. Self-defeating humor has significant positive relationship with all dimensions of interpersonal relationships (identification and expression, impact and feedback, disclosure, conflict and emotional experience).

It was hypothesized that humor styles are likely to predict quality of interpersonal relationship in university students after controlling for the effect of demographic variables. For this purpose, A series of hierarchical regression analysis was run to find out the predictors of interpersonal relationships after controlling for demographic characteristics (see table 3).

Table 3

Hierarchical Regression Analysis Predicting Interpersonal Relationships from Styles of Humor in University Students (N = 196)

	Identification and Expression		Impact and Feedback		Conflict		Disclosure and Interpersonal Closeness		Emotional Experience and Expression	
	ΔR^2	β	ΔR^2	B	ΔR^2	β	ΔR^2	B	ΔR^2	β
Step 1										
Age		-.04		-.07		.02		.02		.08
Gender		.01		.08		.06		-.01		.22
Education		-.06		-.11		-.11		-.02		.01
Family system		-.06		.05		-.01		-.03		.01
Father education		-.06		-.02		.04		.05		.04
Mother education		-.48		-.02		.03		-.07		.06
Step 2	.12** *		.11** *		.14** *		.15		.08* *	
Affiliative humor		-.19*		-.15*		-		-.20**		-.08
						.15*				
Self-enhancing		-.02		.03		.10		-.07		.06
Aggressive		-.03		-.01		-.12		-.08		-.09
Self-defeating		.31** *		.29** *		.30 ***		.36***		.26**
Total R ²		.14**		.14**		.39 ***		.16***		.10*

Note: *p< .05, **P< .01, ***P< .001

Results show that affiliative humor negatively predicts conflict, identification and expression, disclosure, impact and feedback while self-defeating humor significantly positively predicts all subscales of quality of interpersonal relationship (identification and expression, conflict, disclosure, impact and feedback, and emotional experience and expression).

A series of independent sample t test was applied to find out gender differences in humor styles and interpersonal relationships (see table 3).

Table 3

Independent Sample t-test Showing Gender Differences in Humor Styles and Interpersonal Relationships (N=196)

Variables	Men (n=128)		Women (n=68)		t(194)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
AHS	5.57	.78	5.58	.79	-0.08	.93	-.24	0.22	-0.01
SHE	6.12	.88	5.91	.93	1.50	.14	-0.06	.47	0.23

AGH	5.94	1.01	5.64	.87	1.99	.05	0.01	.58	0.31
SDH	5.80	1.04	5.60	1.14	1.21	.23	-0.12	.52	0.18
IE	5.70	.71	5.67	.83	0.22	.83	-.20	.25	0.03
IF	5.85	.68	5.85	.65	-0.07	.99	-.20	.20	0.00
Conflict	6.19	.77	6.21	.74	-0.10	.92	-.24	.21	-0.02
DIC	5.58	.79	5.52	.75	0.44	.65	-.18	.28	0.08
EEE	6.02	.89	6.03	.69	-0.07	.94	-.26	.24	-0.01

Note. AHS= affiliative humor style; SEH= self-enhancing humor; AGH= aggressive humor; SDH= self-defeating humor; IE= identification and expression; IF= impact and feedback; DIC= Disclosure and interpersonal closeness; EEE= emotional experience and expression.

Results indicate that except for aggressive humor styles, there are no gender differences in humor styles and interpersonal relationship. Men have significantly more aggressive humor style as compared to women.

Summary of the Findings

- Affiliative humor has significant negative relationship with identification and expression and with disclosure while Self-enhancing humor is positively correlated with conflict and with impact and feedback in relationship quality.
- Self-defeating humor has significant positive relationship with all dimensions of the quality of interpersonal relationships (identification and expression, impact and feedback, disclosure, conflict and emotional experience).
- Affiliative humor negatively and self-defeating humor significantly positively predict quality of interpersonal relationships in University students.
- Men use more aggressive humor styles as compared to women.

Discussion

The present study was carried out to assess the relationship between humor styles and interpersonal relationships in University students. Results revealed that positive or adaptive styles of humor enhance the quality of interpersonal relationships while using maladaptive styles of humor create problems in interpersonal relationships.

Findings regarding correlation analysis revealed that affiliative humor has significant negative relationship with identification and expression and with interpersonal closeness which indicates that a person who uses more affiliative humor is more expressive and close in his relationships. As affiliative humor style is used to entertain others and keep relationships smoothly (Dobson, 2011). Those people who use this style of humor tend to amuse others to build or promote relationships (Saroglou, & Scariot, 2002). Individuals having higher level of this style of humor tend to say funny stories and jokes, and to indulge in spontaneous humorous banter for amusing others, to build and facilitate relationships, and to lessen interpersonal problems (Lefcourt, 2001). It enhances cohesiveness and attraction among relationships. So the findings of the current study also indicated that students who use this style of humor experience less problems in identification and expression and in interpersonal closeness.

Findings also indicated that Self-enhancing humor positively related with impact and feedback and with conflict which means that students who use more self-enhancing humor tend to experience more problems in impact and feedback and conflict in interpersonal relationships. This

type of humor is used for one's own benefits as a way to help limit impact of stressors (Dobson, 2011). It is the tendency of keeping a humorous perspective about life even in the absence of others, using humor while cope with stress, and cheering oneself up with humor. This type is seen as a defense mechanism (Saroglou, & Scariot, 2002). So, it may create conflict and problems in feedback.

Self-defeating humor showed positive relationship with all the subscales of interpersonal relationships. It indicates that a person higher on self-defeating humor faces more problems in interpersonal relationships such as in expression, interpersonal closeness, impact and feedback, and emotional experiences. It is also an unhealthy type of humor. It refers to the tendency of amusing people at one's own cost, self-disparaging humor. It involves laughing with others when being put down or ridiculed; use of humor to conceal one's true emotions from oneself and others (Saroglou, & Scariot, 2002). According to Ruch and Ekman (2001) this type of humor is used to build relationships with others at the expense of oneself, such as excessively putting down oneself and through self-disparaging, or humor as denial or avoidance". People try to amuse others by disparaging themselves or laugh along when being ridiculed in order to gain approval (Linh, 2011). It also creates problems in interpersonal relationships.

The findings of the current study are consistent with previous researches as Saroglou, et al. (2010) found that adaptive humor (affiliative), particularly among men, was associated with relationship satisfaction. In another study, Bark and Martin (2006) examined associations between humor, emotional intelligence and social relationship. Ability to understand emotions accurately was negatively associated with aggressive humor. In a study, Kuiper and Nicholl (2004) found that adaptive styles of humor were related to social relationship whereas maladaptive styles of humor had negative relationship with social ability. A lot of studies have indicated that people who are high in humor tend to get high on social relationships: social ability (Bell et al., 1986). This study revealed that positive styles of humor improve social relationships. Yip and Martin (2006) found that ability to recognize emotions accurately was negatively associated with maladaptive humor styles (aggressive and self-defeating humor).

The findings indicated that no gender differences were found except in aggressive humor style. A lot of studies are in support with these findings indicating that men use more aggressive humor as compare to females (Moroschan, Hurd, & Nicoladis, 2009; Martin et al., 2003; Salovey, et al., 2002). The aggressive humor style involves using humor to manipulate, disparage, or threaten others. It can create partitions and divisions in groups and suffering for certain individuals because of its destructive quality. Individuals who use more aggressive humor are likely to show higher scores on aggression and hostility. Males tend to use more aggressive humor as compared to women.

The findings from regression analysis revealed that affiliative humor significantly negatively while self-defeating humor significantly positively predicted the quality of interpersonal relationships after controlling for demographic variables. It means affiliative humor lessens the problems in interpersonal relationships and improves relationship quality while self-defeating humor creates problems in the quality of interpersonal relationships. The reason could be that adaptive styles of humor facilitate and promote relationships by increasing cohesiveness among people. While maladaptive styles of humor are unhealthy and detrimental, they create problems in interpersonal relationships.

Conclusion

In the light of above results it can be concluded that adaptive styles of humor are beneficial in enhancing and maintaining quality of interpersonal relationships while maladaptive style of humor specially self-defeating humor negatively affect interpersonal relationships and create problems in relationships. These findings would be beneficial for government and private academic institutions to promote and enhance adaptive humor styles among students in order to decrease academic stress and improve their relationship quality for their peace of mind. Certain steps can be taken to encourage positive styles of humor and to minimize the use of unhealthy styles.

Limitations

- Generalizability is a major issue because only youngsters were included, old adults should also have been the part of study.

Suggestions

- Experimental researches can be conducted to investigate effect of humor styles on interpersonal relationships.
- Furthermore styles of humor of people of different socio economic status should be studied.

Implications of the Findings

- The study can be helpful to provide awareness about maladaptive humor styles with the help of media and make people understand that aggressive humor can be harmful.
- Moreover, students and people of all age groups can be motivated through awareness programs to increase their sense of humor to have a positive life and improve their relationships.

References

- Aries, E. (1987). Gender and communication. *Review of Personality and Social Psychology*, 7, 149–176.
- Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology*, 6, 124-133.
- Bell, N. J., McGhee, P. E., & Duffy, N. S. (1986). Interpersonal competence, social, assertiveness and the development of humor. *British Journal of Developmental Psychology*, 4, 51-55. Doi:10.1111/j.2044-835X.1986.tb00997.
- Callaghan, G. M. (2006). The Functional Idiographic Assessment Template (FIAT) system: For use with interpersonally-based interventions including Functional Analytic Psychotherapy (FAP) and FAP-enhanced treatments. *The Behavior Analyst Today*, 7(3), 357-398. <http://dx.doi.org/10.1037/h0100160>
- Dobson, L. (2011). *What's your style?* Retrieved from <http://www.psychologytoday.com/articles>
- Hampes, W. P. (2010). The Relation between Humor Styles and Empathy. *Europe's Journal of Psychology*, 6 (3), 34-45. Retrieved from <http://ejop.psychopen.eu/article/view>
- Kamath, M., & Kanekar, S. (1993). Loneliness, shyness, self-esteem, and extraversion. *The Journal of Social Psychology*, 133, 855-857.
- Klein, D., & Kuiper, N. (2006). Humor styles, peer relationships, and bullying in middle childhood. *Humor*, 19: 383-404.
- Kuiper, N. A., & Nicholl, S. (2004). Thoughts of feeling better: Sense of humor and health. *Journal of Humor Research*, 17(1-2). Doi: 10.15 15\humor. 2004.007
- Lefcourt, H. M. (2001). *Humor: The psychology of living buoyantly*. New York: Kluwer Academic Publishers.

- Linh, P. T. (2011). Teachers humor use in the class room and students perceptions of its effectiveness and appropriateness (Unpublished Bachelors thesis). Vietnam National University, Hanoi: University of Languages and International Studies. Retrieved from <http://www.scribd.com/doc/62694137/>
- Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37 (1) 48–75. Retrieved from <http://www.sciencedirect.com>
- Moroschan, G., Hurd, P. L., & Nicoladis, E. (2009). Sex Differences in the Use of Indirect Aggression in Adult Canadians. *Evolutionary Psychology*, 7 (2). Doi: 10.1177/147470490900700201.
- Nazeer, M., & Rafique, R. (2011). Empathy, Styles of humor and social competence in university students (Unpublished Master's thesis). Department of Applied Psychology University of the Punjab, Lahore.
- Rana, M. A. (2009). Effects of humor on interpersonal relationships, and emotional wellbeing of the young adults (Unpublished Master's thesis). Department of Psychology, Government University Lahore.
- Robinson, V. (1991). *Humor and the health professions: the therapeutic use of humor in health care* (2nd.ed.). New York: Slack, Inc
- Ruch, W., & Ekman, P. (2001). The expressive pattern of laughter. In A.W. Kaszniak (Ed.), *Emotion, qualia, and consciousness* (pp. 426–443). Tokyo: Word Scientific Publisher.
- Salovey, P., Mayer, J. D., Caruso, D., & Yoo, S.H. (2012). The positive psychology of emotional intelligence. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*. New York: Oxford.
- Saroglou, V. (2010). Bad Humor, Bad Marriage: Humor Styles in Divorced and Married Couples. *Europe's Journal of Psychology*, 6(3); 94-121. Retrieved from <http://www.ejop.org/images>
- Saroglou, V., & Scariot, C. (2002). Humor Styles Questionnaire: Personality and Educational Correlates in Belgian High School and College students. *European Journal of Personality*, 16 43-55. Doi:10.1002/per.430
- Saroglou, V., Lacour, C., & Demeure, M. (2010). Bad Humor, Bad Marriage: Humor Styles in Divorced and Married Couples. *Europe's Journal of Psychology*, 3, 94-121.
- Sedlar, J. H. (2008). *The Construction of Humor in Spanish and French Comic Strips: A Sociolinguistic Perspective*. USA: ProQuest
- Tumkaya, S. (2011). Humor styles and socio demographic variables as predictors of subjective wellbeing of Turkish university students. *Education and science*, 36 (160), 158-170. Retrieved from <http://egitimvebilim.ted.org>
- Wong, A. (2010). Humor styles, social competence, and loneliness. A study of 337 youngsters in Hong Kong and Hangzhoo (Unpublished Master's thesis). City University of Hong Kong: China
- Yip, J. A., & Martin, R. A. (2006). Sense of humor, emotional intelligence, and social competence. *Journal of Research in Personality*, 40, 1202-1208. Doi:10.1016/j.jrp.2005.08.005.