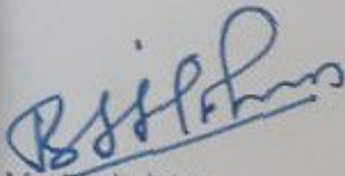


Certificate

This is to certify that the dissertation entitled, "Exploring the relationship between humor style and assertiveness in young adults and adults," is a bonafide record submitted by Ameena Parveen T A, SB21PSY050, of St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Princy Thobias and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title, or recognition before.

Date:



Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa's College, Ernakulam

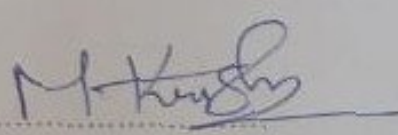


Ms. Princy Thobias

Assistant Professor

Department of Psychology

St. Teresa's College, Ernakulam

External Examiner 1: 

External Examiner 2:

Internal Examiner:



Exploring the Relationship Between Humor Style and Assertiveness in Young Adults and Adults

Dissertation submitted in partial fulfilment of the requirements for the award of
Bachelors of Science in Psychology

By:

Ameena Parveen T A

Register No:

SB21PSY050

Under the guidance of

Assistant Professor Princy Thobias

Department of Psychology



ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to: Mahatma Gandhi University

MARCH 2024

Certificate

This is to certify that the dissertation entitled, “Exploring the relationship between humor style and assertiveness in young adults and adults,” is a bonafide record submitted by Ameena Parveen T A, SB21PSY050, of St. Teresa’s College, Ernakulam under the supervision and guidance of Ms. Princy Thobias and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title, or recognition before.

Date:

Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa’s College, Ernakulam

Ms. Princy Thobias

Assistant Professor

Department of Psychology

St. Teresa’s College, Ernakulam

External Examiner 1:

External Examiner 2:

Internal Examiner:

Declaration

I, Ameena Parveen T A, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Princy Thobias, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Place: Ernakulam

Ameena Parveen T A

Date:

Acknowledgement

It is not possible to prepare a project report without the assistance and encouragement of other people. This one is certainly no exception. I would like to express my deep heartfelt gratitude to the Department of Psychology, St. Teresa's College, Ernakulam for providing me with the opportunity to undertake the research.

I would like to express my sincere gratitude to Ms. Bindu John, the Head of the Department of Psychology, for her guidance and support throughout the duration of my project. I am truly thankful for her expertise, unwavering encouragement, patience, and mentorship, which have been pivotal in my academic journey.

I acknowledge my indebtedness and deep sense of gratitude to my research guide, Ms. Princy Thobias, Assistant Professor, Psychology, for encouraging and guiding me throughout all the phases of my research.

I extend my sincere thanks to my parents, teachers and my friends who all have supported me throughout the time. I am grateful to each and every one who has given me guidance, encouragement, suggestions and constructive criticisms which has contributed immensely for this project.

Above all, I thank God Almighty for blessing me in all the stages of the project and for helping me complete the project successfully.

Thanking you

Ameena Parveen T A

Table of Contents

Abstract.....	8
Chapter I: Introduction.....	9
Humor styles.....	10
Theories of humor style.....	11
Types of humor styles.....	12
Factors influencing humor style.....	13
Assertiveness.....	14
Theories of assertiveness.....	15
Types of assertiveness.....	15
Factors affecting assertiveness.....	17
Rationale of the study.....	18
Statement of problem	19
Chapter II: Review of literature.....	20
Chapter III: Methods.....	27
Aim.....	27
Objectives.....	27
Hypothesis.....	27
Research Design.....	27

Sample and sampling design.....	28
Inclusion criteria.....	28
Exclusion criteria.....	29
Operational definition.....	28
Tools.....	29
Procedure.....	30
Ethical consideration.....	31
Statistical analysis.....	31
Chapter IV: Result and Discussion.....	33
Chapter V: Conclusion.....	38
Reference.....	41
Appendices.....	46
Appendix A.	46
Appendix B.	47
Appendix C.....	48
Appendix D.....	55

List of Tables

Table 1 - Test for Normality- Kolmogorov-Smirnova test.....	31
Table 2 - Descriptive statistics of the data.....	33
Table 3- Correlation between affiliative humor style and assertiveness.....	34
Table 4- Correlation between self-enhancing humor style and assertiveness.....	34
Table 5- Correlation between aggressive humor style and assertiveness.....	35
Table 6- Correlation between self-defeating humor style and assertiveness.....	36
Table 7-Mann Whitney.....	37

Abstract

Understanding the relationship between assertiveness and humor styles provides valuable insights into interpersonal dynamics and communication strategies, enhancing our ability to foster healthy relationships and effective conflict resolution. The study aims to investigate the relationship between humor style and assertiveness among young adults and adults. A sample of 150 adults (75-young adults and 75 adults) aged between 18 and 44 participated in the study. In order to collect data, Socio-demographic sheet, Humor style questionnaire (Robin A Martin, 2003) and Rathus Assertiveness Schedule (Spencer Rathus, 1973) were used. Spearman correlation and Mann-Whitney U Test were employed for statistical analysis. The findings of the study revealed a statistically significant positive relation between affiliative humor style and assertiveness. There is no significant correlation between self-enhancing humor style, aggressive humor style, self-defeating humor style and assertiveness. There is a significant difference between young adults and adults on assertiveness. The findings of this research can inform the development of tailored interventions and training programs aimed at promoting assertiveness skills and fostering positive communication environments in educational, professional, and personal settings.

Keywords: humor style, assertiveness, young adults, adult

“A day without laughter is a day wasted”

- Charlie Chaplin

Humor styles represent the ways individuals use humor as a strategy for coping as well as shifting their perspectives (Dozois et al., 2009). In other words, different humor styles may play constructive or destructive roles in one's mental health. Humour is the ability of a person to be amusing or make others laugh. Humour style is the form of humour that an individual uses that differs from person to person. Humour provides a unique lens to explore cognitive flexibility, emotional regulation, and stress coping strategies among young adults and adults. Martin et al., (2003) differentiated four humor styles such as self-enhancing humor, affiliative humor, aggressive humor and self-defeating humor. Self-enhancing humor is used to augment oneself, affiliative humor to maintain and enhance interpersonal relationships, aggressive humor is used to enhance oneself at the expense of others and self-defeating humor is used for self-deprecation or self-disparagement. Among the four humor styles, self-enhancing, and affiliative humor styles are commonly regarded as adaptive humor styles, whereas aggressive and self-defeating humor styles are treated as maladaptive humor styles (Dozois et al., 2009). Humour serves as a powerful social tool, influencing interpersonal relationships and contributing to the development of social bonds. Adults who incorporate humour into their lives exhibit enhanced emotional regulation, reduced levels of perceived stress, and an increased sense of life satisfaction.

Assertiveness is the ability to express one's feelings, opinions, beliefs, and needs directly, openly and honestly, while not violating the personal rights of others (Ellis & Hartley, 2005). Being assertive means communicating your needs, wants, feelings, beliefs and opinions to others in a direct and honest manner, while at the same time being receptive to their needs and without intentionally hurting anyone's feelings. It is defined as the ability

to express one's thoughts, feelings, and desires openly and honestly while respecting the rights of others. Assertiveness plays a pivotal role in personal development, relationship dynamics, and overall well-being. As individuals transition from adolescence to adulthood, the demands of personal and professional life evolve, requiring effective communication and interpersonal skills. The ability to navigate complex social scenarios, assert one's needs, and establish boundaries becomes increasingly critical. Assertiveness in adults is crucial, impacting not just personal development but also contributing to the cultivation of positive relationships, successful collaboration, and supportive social atmospheres. Assertiveness is strongly associated with masculinity and with younger cohorts (Gallois, 2004; Rakos, 1991; Twenge, 2001; Wilson & Gallois, 1993). Older people are less assertive than younger peers because they never were as assertive and also because they may have lost the confidence to use assertiveness skills (Furnham & Pendleton, 1983). Given that non-assertive behaviour is encouraged in hierarchical societal institutions such as health care, assertive behaviour in health care encounters may be labelled as aggression (Adler, McGraw, & McKinlay, 1998).

Humor Style

Humor styles represent the ways individuals use humor as a strategy for coping as well as shifting their perspectives (Dozois et al., 2009). Humour is a universal sensation that occurs frequently in everyday life and across cultures (Frew, 2006). Martin, Puhlik-Doris, Larsen, Grey, and Weir (2003) attempted to create a multidimensional measure of humour that included both adaptive and maladaptive kinds of humour, as well as self and other directed functions that are not captured by previous measures. Martin et al., (2003) proposed categorising humour into four separate styles that could be quantified. The Humour Styles Questionnaire (HSQ) was then established to assess affiliative, self-enhancing, combative, and self-defeating humour. Martin et al., (2003) defined affiliative humour as a tendency to say funny things and tell jokes in order to facilitate social connection by amusing others. Self-

enhancing humour is also adaptive, although self-directed. Self-enhancing humour can be utilised to relieve stress and improve mood in order to overcome difficulties. It is positively connected to overall psychological well-being, optimism, self-esteem, and contentment with social support, but negatively related to anxiety and depression (Martin et al., 2003).

Aggressive humour is defined as the use of jokes, teasing, or sarcasm to benefit oneself at the expense of others, regardless of the possibly harmful consequences. Similar to Zillmann's (1983) definition of humour, this suggested that the purpose of humour was to target others in order to acquire supremacy over them. Self-defeating humour is defined as an individual's attempts to make others laugh at the expense of themselves (Martin et al., 2003).

Theories of Humor

Relief theory. The relief theory of humor, pioneered by Sigmund Freud, posits that humor serves as a psychological release or coping mechanism for repressed thoughts and emotions. According to Freud, jokes allow individuals to express socially unacceptable or taboo thoughts in a disguised and acceptable form, providing a cathartic outlet for repressed feelings. Freud's relief theory highlights the therapeutic function of humour, suggesting that laughter provides a way to navigate and manage psychological discomfort through the veil of comedy.

Superiority theory. The superiority theory of humour, proposed by philosophers like Plato and Aristotle, suggests that laughter arises from feeling superior to others or us in a past state. This theory found favour for centuries, offering a seemingly simple explanation for humour derived from schadenfreude, mockery, and jokes relying on stereotypes. It suggests we laugh at others' misfortune or mistakes because it makes us feel superior. However, by the 20th century, its limitations became apparent. Critics like Peter Berger (1972) argued it

couldn't explain all humour, particularly forms lacking superiority elements like wordplay or absurdity.

Incongruity Theory. The incongruity theory of humour, notably advanced by philosophers such as Immanuel Kant and later refined by Arthur Schopenhauer, posits that humour arises from the perception of incongruities or inconsistencies. According to this theory, a joke or humorous situation involves a deviation from the expected or normal, catching the audience off guard. Immanuel Kant proposed that laughter arises when there is a sudden transformation of a tense expectation into nothing. Incongruity theory suggests that the element of surprise or the unexpected triggers amusement, as the mind reconciles the incongruent elements, resulting in a pleasurable response. This perspective emphasizes the cognitive process of resolving incongruities as a fundamental aspect of humor.

Dispositional theory. The dispositional theory of humour suggests your preferred humour style stems from your underlying personality traits and dispositions. It focuses on how your moral judgments, attitudes towards characters, and even sensitivity to negativity interact with humour. This means someone high in agreeableness might enjoy affiliative humour that avoids putting others down, while someone with higher dominance might lean towards witty or even aggressive humour. While not fool proof, the theory offers a glimpse into how your inner world shapes the jokes you tell and find funny.

Types of Humour style

Affiliative Humor. Affiliative humor involves using humor to foster connections, build rapport, and strengthen social bonds with others. Individuals who favor affiliative humor enjoy telling jokes, sharing funny stories, and engaging in lighthearted banter to create a positive and inclusive atmosphere in social interactions.

Self-Enhancing Humor. Self-enhancing humor involves using humor as a coping mechanism to maintain a positive outlook and alleviate stress or adversity. Individuals who employ self-enhancing humor often find amusement in life's challenges, difficulties, and imperfections, using self-deprecating humor and playful self-mockery to maintain resilience and perspective.

Aggressive humor. involves using humor to mock, criticize, or belittle others, often at their expense. Individuals who utilize aggressive humor may engage in sarcasm, teasing, or ridicule to assert dominance, challenge authority, or express dissatisfaction with others' behavior or beliefs.

Self-Defeating Humor. Self-defeating humor involves using humor to downplay one's own accomplishments, competence, or worthiness in social situations. Individuals who employ self-defeating humor may use self-criticism, self-deprecation, or self-effacing jokes to seek validation, gain sympathy, or disarm criticism from others.

Factors influencing Humour styles

Personality Traits. Personality traits play a significant role in shaping humor style. For example, individuals with a high level of extraversion may prefer using affiliative humor to foster social connections, while those with a strong sense of creativity may gravitate towards absurd or surreal humor.

Cultural Background. Cultural norms, values, and communication styles influence humor preferences. Humor that is acceptable and appreciated in one culture may be perceived differently or misunderstood in another.

Cognitive Abilities. Cognitive abilities, such as verbal fluency, creativity, and abstract thinking, influence humor style. Individuals with strong cognitive skills may engage in more sophisticated forms of humor, such as wordplay or satire, while those

with limited cognitive abilities may prefer simpler forms of humor, such as slapstick or physical comedy.

Emotional Intelligence. Emotional intelligence, including the ability to understand and manage one's own emotions and empathize with others, impacts humor style.

Individuals with high emotional intelligence may use humor to defuse tension, cope with stress, or connect with others on an emotional level.

Social Context. The social context, including the audience, setting, and purpose of communication, affects humor style. Individuals may adapt their humor style based on the cultural norms of the group, the relationship with the audience, and the appropriateness of certain types of humor for the situation.

Media and Popular Culture. Exposure to different forms of media, including television, film, literature, and the internet, influences humor preferences and styles.

Media portrayals of humor shape individuals' perceptions of what is funny and acceptable, leading to the adoption of certain humor styles.

Assertiveness

Assertiveness is defined as the ability to express one's thoughts, feelings and beliefs in a confident and respectful manner while maintaining appropriate behaviour (Rathus, S.A., 2008). Assertiveness has also been defined as the process of direct and appropriate communication of a person's needs, wants and opinions without punishing or putting down others (Arrindell & Ende, 1985). It is the ability to express one's feelings, opinions, beliefs, and needs directly, openly and honestly, while not violating the personal rights of others (Ellis & Hartley, 2005). Assertiveness was considered to be a mean of self-development and achievement of maximum personal fulfilment and assertive skills in various communication fields in conjunction with the increased demands on social competence of the individual (Ivelina & Mavrodiev, 2013).

Theories of assertiveness

Social Learning Theory. Developed by Albert Bandura(1977), Social Learning Theory posits that individuals learn behavior through observation, imitation, and reinforcement. In the context of assertiveness, this theory suggests that assertive behavior can be acquired through modeling and reinforcement. Individuals observe assertive behaviors in others and learn to imitate them, especially when they are positively reinforced for doing so.

Cognitive-Behavioral Theory. CBT was proposed by Aaron Beck and Albert Ellis. Cognitive-behavioral theories emphasize the role of thoughts, beliefs, and attitudes in shaping behavior. Assertiveness training based on cognitive-behavioral principles aims to identify and challenge maladaptive thoughts and beliefs that contribute to passive or aggressive behavior. By replacing these with more assertive cognitions, individuals can learn to behave assertively in social situations.

Self-Efficacy Theory. Proposed by Albert Bandura (1977), Self-Efficacy Theory refers to individuals' beliefs in their ability to successfully perform specific tasks or behaviors. Assertive behavior is influenced by one's self-efficacy beliefs; individuals with high assertiveness self-efficacy are more likely to engage in assertive behavior across various situations, while those with low self-efficacy may hesitate or avoid assertive actions.

Types of assertiveness:

Basic Assertiveness. Basic assertiveness involves expressing one's thoughts, feelings, and needs in a clear and direct manner while respecting the rights of others. It encompasses the ability to communicate assertively without being overly passive or aggressive. In basic assertiveness, individuals prioritize open and honest communication, ensuring that their message is straightforward and easily understood. This style is characterized by self-confidence, effective communication, and an emphasis on maintaining mutual respect in interactions.

Direct Assertiveness. This involves clearly and directly expressing one's thoughts, feelings, and needs without ambiguity or aggression. Direct assertiveness aims to communicate assertively while maintaining respect for others.

Indirect Assertiveness. In contrast to direct assertiveness, indirect assertiveness involves expressing oneself in a more subtle or tactful manner. Individuals using indirect assertiveness may use hints, suggestions, or non-verbal cues to communicate their needs or boundaries.

Assertive Body Language. Assertiveness can also be conveyed through non-verbal communication, such as body language. This includes maintaining eye contact, standing or sitting upright, using open gestures, and speaking with a clear and confident tone of voice.

Assertive Listening. Assertiveness isn't just about expressing oneself; it also involves active listening and responding respectfully to others' viewpoints. Assertive listening entails giving full attention, paraphrasing to show understanding, and providing constructive feedback.

Strategic Assertiveness. Sometimes, assertiveness requires strategic planning to achieve desired outcomes while maintaining positive relationships. This may involve assertively negotiating, compromising, or problem-solving to find mutually beneficial solutions.

Self-Advocacy. Self-advocacy is a form of assertiveness focused on advocating for one's own rights, needs, and interests. It involves speaking up for oneself in various situations, such as in academic or professional settings, healthcare, or interpersonal relationships.

Boundary Setting Assertiveness. It often involves setting and maintaining personal boundaries. This includes clearly communicating limits and expectations to others and asserting oneself when those boundaries are crossed.

Empathetic Assertiveness. Empathetic assertiveness goes beyond simple self-expression; it involves an understanding and consideration of the feelings and perspectives of others. This assertive style emphasizes active listening, acknowledging others' viewpoints, and finding common ground. Individuals employing empathetic assertiveness aim to assert their needs while also demonstrating empathy and sensitivity to the feelings of those they interact with. This approach fosters positive relationships and effective collaboration by recognizing the emotional dynamics within interpersonal communication.

Factors affecting assertiveness:

Personality Traits. Personality traits such as self-esteem, self-confidence, and extraversion can affect assertiveness. Individuals with higher levels of self-esteem and self-confidence are more likely to assert themselves confidently in social situations, while introverted individuals may find assertive communication more challenging.

Socialization and Upbringing. Early experiences and socialization play a significant role in shaping assertiveness. Individuals who are encouraged to express their thoughts and feelings openly, assert their needs, and negotiate conflicts effectively during childhood are more likely to develop assertive communication skills in adulthood.

Communication Skills. Effective communication skills, such as active listening, empathy, and conflict resolution, are essential for assertive behavior. Individuals who possess strong communication skills are better equipped to express themselves assertively, navigate difficult conversations, and resolve conflicts constructively.

Perceived Control and Efficacy. Perceptions of control and self-efficacy influence assertiveness. Individuals who believe they have control over their circumstances and possess the skills necessary to assert themselves effectively are more likely to engage in assertive behavior. Conversely, feelings of powerlessness or low self-efficacy may inhibit assertiveness.

Situational Factors. The context and nature of the situation can impact assertiveness.

Factors such as the relationship with the other person, the perceived stakes of the interaction, and the presence of authority figures or social norms can influence whether individuals choose to assert themselves or remain passive.

Rationale of the study

Exploring the intricate relationship between humor styles and assertiveness has significant implications for understanding interpersonal dynamics and psychological well-being. Humor serves as a multifaceted aspect of communication, influencing social dynamics, coping mechanisms, and overall well-being. Understanding the correlation between humor styles and assertiveness is crucial for gaining insights into how individuals express themselves socially and navigate interpersonal interactions. This knowledge can have practical applications in areas such as communication training, counselling, and personal development. Understanding these associations is vital for practitioners, educators, and mental health professionals, as it can inform targeted interventions to enhance assertiveness skills in individuals who may lean towards particular humour styles. Understanding these dynamics holds paramount importance in advancing our comprehension of individual differences in communication styles, contributing to both theoretical knowledge and practical applications in various fields.

Furthermore, the investigation into the potential significant difference in assertiveness between young adults and adults recognizes the dynamic nature of assertiveness across different life stages. This aspect is crucial for tailoring assertiveness training programs to specific age groups, taking into account developmental factors that might influence communication styles. As individuals transition from young adulthood into full-fledged adulthood, understanding potential differences in assertiveness can provide valuable insights into developmental aspects of communication. This knowledge is not only pertinent for

academic research but also holds practical implications for educators, counsellors, and professionals involved in interpersonal communication training.

Statement of problem

The study investigates the relationship between humor styles and assertiveness among young adults and adults.

Humor plays a significant role in shaping social interactions and relationships, while assertiveness involves expressing oneself confidently and respectfully (Martin, 2003; Rathus, 1973). Understanding how humor relates to assertiveness is crucial for enhancing interpersonal effectiveness. Previous studies have explored this relationship across different age groups, examining various humor styles such as affiliative, self-enhancing, aggressive, and self-defeating. This review aims to synthesize existing literature to provide insights into how humor influences assertive behavior, contributing to a deeper understanding of social dynamics and interpersonal communication skills in young adults and adults.

In the study titled "Humour types, assertiveness, self-efficacy, personality, and perfectionism in pre-service teachers," Samfira and Samfira (2023) examined 284 pre-service teachers. They investigated correlations between four humor types (affiliative, self-enhancing, aggressive, and self-defeating) and assertiveness, perfectionism, and Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and emotional stability). Statistical analysis using SPSS 23 revealed that affiliative and self-enhancing humor were positively correlated with assertiveness, Big Five traits, and adaptive perfectionism, while negatively correlated with maladaptive perfectionism. Conversely, self-defeating humor showed negative correlations with assertiveness, Big Five traits, and positive correlations with maladaptive perfectionism. An interesting finding was the positive correlation between aggressive humor and assertiveness.

Eype and Lokesh (2021) conducted a study on "Humor Styles and Emotional Intelligence among Young Adults". The research included 241 participants, consisting of 109 males and 132 females. The findings indicated a significant positive correlation between affiliative humor and all dimensions of emotional intelligence, as well as between self-enhancing humor and all dimensions of emotional intelligence. Conversely, aggressive humor showed a significant negative correlation with all dimensions of emotional intelligence

except for managing one's own emotions. The study also found a significant gender difference in the usage of aggressive humor styles, with males displaying a higher tendency to use aggressive humor compared to females.

In the study titled "Humor and Resilience: Predicting Happiness in Young Adults," Shelia M. Kennison (2021) investigated whether different humor styles could act as distinct protective factors for resilience in predicting happiness. The research involved assessing humor styles, resilience, and happiness through an online survey with 204 young adults (105 men, 99 women). The findings revealed that, even after controlling for resilience, the less frequent use of negative humor styles (specifically, aggressive and self-defeating) emerged as protective factors associated with higher levels of happiness. Surprisingly, the use of positive humor styles did not explain additional variance in happiness once resilience was taken into account.

In 2020, Ritika Vig conducted a study titled "Humor styles and emotional competence among young adults" to explore the relationship between humor styles and emotional competence among young adults, as well as to examine gender differences in this association. The participants comprised 100 Indian young adults. Correlation and independent t-tests were employed. The results revealed a positive correlation between self-enhancing humor and emotional competence among male participants. Among female participants, a significant positive correlation was observed between self-enhancing humor and a negative relationship with aggressive humor style, along with emotional competence.

The study "Empathy, Styles of Humor and Social Competence in University Students" conducted by Nazir and Rafique (2019) explore the predictors of social competence in university students, focusing on empathy and styles of humor. The research involved 186 university students. Using correlational design, they utilized the Interpersonal

Reactivity Index, Humor Styles Questionnaire, and Interpersonal Competence Questionnaire to assess empathy, styles of humor, and social competence, respectively. Their analysis revealed that empathic concern and the self-enhancing style of humor significantly predicted social competence.

Findings by Halfpenny and James (2019) from the research on "Humor Styles and Empathy in Junior-School Children" indicated intriguing relationships between humor styles and empathy in children aged 9-11 years old. The study utilized the Humor Styles Questionnaire for young children (HSQ-Y) and the Thinking and Feeling Questionnaire, administered to 214 UK children. Correlational analyses unveiled that self-enhancing humor correlated positively with cognitive empathy, affective empathy, and sympathy. Affiliative humor showed a positive association specifically with cognitive empathy. Aggressive humor exhibited a negative correlation with affective empathy and sympathy.

The study conducted by T. Fikret Karahan, B. Murat Yalcin, Melda M. Erbas, and Seda Ergun in 2018 explored the relationship between humor styles, emotional intelligence (EI), and problem-solving skills (PSI) in 1456 volunteer trainee teachers in Turkey. Participants completed the Humor Styles Questionnaire (HQS), Revised Schutte Emotional Intelligence Test (R-SSEIT), and Problem-Solving Inventory (PSI). Most women displayed adaptive humor dominance. Adaptive humor styles were positively correlated with EI and problem-solving skills, while maladaptive styles showed negative correlations.

In a 2018 study by Eucharia U. Onyeizugbo titled "Effects of gender, age, and education on assertiveness in a Nigerian sample," 214 married participants were examined to explore the impact of gender, age, and educational level on assertiveness. Assertiveness was assessed using the Assertive Behavior Assessment Scale (ABAS). The study hypothesized that individuals with higher education levels would exhibit greater assertiveness. Results

supported this hypothesis, indicating that those with higher educational attainment demonstrated higher levels of assertiveness. Additionally, younger men were found to be more assertive than younger women, while older women showed higher assertiveness levels compared to older men.

Another study “Styles of humor and social skills in students: Gender differences” (2018) conducted by Carlos Salavera, Pablo Usán, and Laurane Jarie explored the relationship between humor styles and social skills in students, focusing on gender differences. They assessed 643 participants using the Humor Styles Questionnaire (HSQ) and the Social Skills Scale (EHS). The findings revealed that males tended to use humor styles (Affiliative, Self-enhancing, Aggressive, and Self-defeating) more frequently than females. Although correlations were found between humor styles and social skills, they were not consistent across all factors. The results indicated that males tended to use humor styles more frequently than females.

In the study, Exploring the mediation effect of social support and self-esteem on the relationship between humor style and life satisfaction conducted by Jingjing Zhao, Yonghui Wang, and Feng Kong, in 2014 the researchers investigated the mediating effects of social support and self-esteem on the relationship between humor style and life satisfaction among Chinese college students. The study involved 477 university students aged 18–23, who completed self-report measures including the Humor Style Questionnaire, Multidimensional Scale of Perceived Social Support, Rosenberg Self-Esteem Scale, and Satisfaction with Life Scale. The results indicated that social support and self-esteem fully mediated the relationship between affiliative humor, self-enhancing humor, and life satisfaction.

Another study, “Humor and shyness: The relation between humor styles and shyness” (2006) William P. Hampes examined the relationship between humour styles and shyness in

174 subjects. Subjects were administered the Shyness Scale and the Humour Styles Questionnaire. The findings revealed a significant negative correlation between shyness and affiliative humour across the total group suggesting that assertive individuals are more likely to use this humour style. There was a significant positive correlation between shyness and self-defeating humour for the total group, attributed largely to the low self-esteem commonly observed in shy individuals. However, correlations between shyness and self-enhancing humour, as well as aggressive humour, were not significant for the total group.

Jeremy A. Yip and Rod A. Martin studied the relationships among sense of humour, emotional intelligence (EI), and social competence) in 111 undergraduate students in the study “Sense of humor, Emotional intelligence and social competence”(2005) .The sample comprised 45 males and 66 females, with ages ranging from 18 to 24. The statistical tools used included the Humour Styles Questionnaire, the trait version of the State-Trait Cheerfulness Inventory, the Mayer–Salovey–Caruso Emotional Intelligence Test, and the Interpersonal Competence Questionnaire. The study found that emotional management ability positively correlated with self-enhancing humour and trait cheerfulness, and negatively correlated with trait bad mood and the ability to accurately perceive emotions was negatively associated with aggressive and self-defeating humour. Positive humour styles and trait cheerfulness were positively linked with various domains of social competence, while negative humor styles and trait bad mood were negatively correlated with social competence.

The study “Sex, Age and Cultural difference in self-reported assertiveness” conducted by Charles E. Kimble, Nancy B. Marsh, and Andrew C. Kiska in 1986 examined differences in self-reported assertiveness associated with sex, age, cultural or ethnic group, and ordinal position (birth order). Results indicated that men reported higher levels of assertiveness compared to women. Older students reported greater assertiveness than younger students..

In 1986 Nancy J. Bell, Paul E. McGhee and Nelda S. Duffey conducted a study on “Interpersonal competence, social assertiveness, and the development of humour.” The study was conducted to examine the relationships between humour and social skills/orientation measures (self-monitoring, social self-esteem, machiavellianism, social assertion/aggression, and sex-role orientation). The sample involved 446 undergraduate students. Some additional data were obtained with an elderly adult sample 27 women over 60 years of age residing in a senior citizens' establishment. They used correlation and regression. They found that self-monitoring of expressive behaviour and social assertiveness were more significant predictors of humour compared to general social self-esteem, Machiavellianism, masculinity, or femininity, for both male and female respondents.

Aim

The aim of the study is to examine the relationship between humor style and assertiveness in both young adults and adults.

Objectives

- To find whether there is a significant relationship between humour styles and assertiveness.
- To find whether there is a significant difference between young adults and adults on assertiveness.

Hypothesis

H1: There is no significant relationship between affiliative humour style and assertiveness.

H2: There is no significant relationship between self-enhancing humour style and assertiveness.

H3: There is no significant relationship between aggressive humour style and assertiveness.

H4: There is no significant relationship between self-defeating humour style and assertiveness.

H5: There is no significant difference between young adults and adults on assertiveness.

Research Design

This present study is a cross sectional study. Spearman's correlation analysis and Mann-Whitney U Test was used since the data did not follow normal distribution.

Sample and Sampling Design

The study involves sample of participants aged 18-44. 150 young adults and adults (69 males and 81 females) that fall under this category were involved. Convenient sampling method is used in this study.

Inclusion criteria

1. Individuals willing to participate in the study
2. Individuals within age group 18-44

Exclusion criteria

1. Individuals of age below 18 and above 44
2. Individuals who are illiterate.

Operational Definition of the variables

Humor styles represent the ways individuals use humor as a strategy for coping as well as shifting their perspectives (Dozois et al., 2009). There are four types of humor styles: affiliative, self- enhancing, aggressive and self- defeating. Affiliative Humor is the tendency to share humor with others, tell jokes and funny stories, amuse others, make others laugh, enjoy laughing along with others. Self-enhancing Humour is the tendency to maintain a humorous outlook on life even when not surrounded by people, to use humour to cope with stress, and to cheer oneself up. Aggressive Humour is the inclination to use humour to degrade, put down, or manipulate people; use of ridicule, offensive humour; compulsive expressing of humour even when inappropriate. Self-Defeating Humour is a tendency to entertain others at one's own cost; self-deprecating humour; laughing along with others when criticised or put down; and using humour to conceal one's genuine feelings from oneself and others (Rod A. Martin 2003).

Assertiveness is defined as the ability to say no, the ability to ask favours or make requests, ability to express positive and negative feelings, the ability to initiate, continue and finish a general conversation. (Lazarus 1973)

Tools

1. Socio- demographic details

Socio-demographic sheet was used to collect information regarding age and gender.

2. Humour styles questionnaire (HSQ)

The Humour style Questionnaire as developed by Rod A. Martin and Patricia Doris (2003), evaluates the four dimensions relating to different use of humor in daily routine. Two dimensions were considered to be adaptive such as Affiliative humour and Self-enhancing humour, and other two dimensions were considered to be mal-adaptive such as Aggressive humour and Self-defeating humour, There are 32 items in the questionnaire. Each of the four subscales (i.e., affiliative, self-enhancing, aggressive, and self-defeating) were assessed with eight items -- one for each of the four humor styles. Each item was accompanied with a 7-point rating scale (1 = totally disagree, 7 = totally agree). The HSQ has been shown to have adequate internal consistency, Cronbach alphas ranging from .70 to .86. Internal consistency was found to be: affiliative ($\alpha = .85$), self-enhancing ($\alpha = .73$), aggressive ($\alpha = .70$), and self-defeating ($\alpha = .81$). Test-retest reliability ranged from .80 to .85. This scale has been utilized in social, clinical, personality, developmental and organizational domain of psychology.

3. Rathus assertiveness scale (RAS)

The RAS was developed in 1973 by Spencer Rathus. The Rathus Assertiveness Scale (RAS) was designed to measure a person's level of assertiveness. It is a standardized, short structured, self-administered six point rating scale. It contains 30 items out of which 17 are

described as negative/ passive and 13 of them as positive. Six points along with their scoring range from very uncharacteristic of me (-3) to (+3) very characteristic of me. Scores range between -90 to +90. Higher scores indicate that subjects perceived themselves as being high assertive in their relationships with other people. The split-half reliability was 0.77 and the test-retest reliability 8 weeks later was 0.86 (Rathus 1973). Test-retest reliability over a two month period ($r = .78$), indicating moderate to high stability of test scores. Split-half reliability (a measure of internal consistency reliability) was calculated to be .77, suggesting that the qualities measured by the RAS possess moderate to high homogeneity. Gustafson (1992) found that the original scale was reliable (Cronbach's $\alpha = .82$).

Procedure

Participants in the study were asked to complete questionnaires. A sample of 150 persons aged 18 to 44 was chosen. Before participating, individuals were given thorough information about the study and requested to sign an informed consent form. Then their socio demographic data was collected, which included their name/initials, gender, and age. The ethical considerations were followed, informing participants they can withdraw at any time they like and that their data will be kept confidential and anonymous. Only those who provided the consent voluntarily, proceed to complete the Humor Style Questionnaire and Rathus Assertiveness Questionnaire. Both scales were selected based on their established reliability and validity in measuring perceived social support and assertiveness. Data collected from the questionnaires were scored according to the scoring guidelines given in them and the data was analysed using the SPSS 29.0.2.0 software. Spearman correlation was employed to examine the relationship between different attachment styles and conformity. These tests were used due to the non-parametric nature of the variables. The findings were interpreted within the context of existing literature.

Ethical consideration

- Informed consent was obtained from the participants.
- The true purpose of the study was revealed to the participants and was given the consent to withdraw from participating, at any time during the study.
- Anonymity of the participant was maintained as well as the data collected from them remained confidential.

Statistical Analysis

The data analysis used in this study is (Statistical Package for social Services) SPSS 29.0.2.0. Since the data did not follow a normal distribution, non -parametric tests like Spearman’s Rank correlation coefficient and Mann Whitney U Test were used for data analysis.

Normality Testing

Table 1

Test of Normality using Kolmogorov-Smirnova Test

	Sig.
Affiliative	<.001
Self-enhancing	.097
Aggressive	.035
Self-defeating	.005
Assertiveness	.200*

From the table, it can be inferred that distribution is normal for self-enhancing ($p=.097$) and assertiveness ($p=.200$) as it is greater than the level of significance ($p > 0.05$). Other three, affiliative humor style ($p < .001$), aggressive ($p=.035$) and self-defeating ($p=.005$) is not following normal distribution as the p value is lower than the level of significance ($p < 0.05$). So, the study uses non-parametric tests to analyse the results.

Humour is the ability of a person to be amusing or make others laugh. Humour style is the form of humour that an individual uses that differs from person to person.

Assertiveness is the ability to express one's feelings, opinions, beliefs, and needs directly, openly and honestly, while not violating the personal rights of others (Ellis & Hartley, 2005).

The study examines the relationship between humor styles and assertiveness among young adults and adults. The study involved a sample of 150 young adults and adults aged 18-44.

Participants in the study were selected based on their age and willingness to participate voluntarily.

Table 2

Descriptive statistics

	N	Mean	Std. Deviation
Affiliative	150	12.19	10.430
Self-enhancing	150	38.57	6.667
Aggressive	150	33.45	6.721
Self-defeating	150	27.13	7.277
Assertiveness	150	30.29	7.186

From the table, it can be inferred that the mean and standard deviation of affiliative humor style is 12.19 and 10.430 respectively. For self-enhancing humor style, the mean and standard deviation is 38.57 and 6.667 respectively. The mean and standard deviation of aggressive humor style is 33.45 and 6.721 and the mean and standard deviation of self-defeating humor style is 27.13 and 7,277 respectively. The mean and standard deviation of assertiveness is 30.29 and 7.186 respectively. The sample size (N) is 150 for all the variables.

H1: There is no significant relationship between affiliative humour style and assertiveness

Table 3

Indicates the correlation between affiliative humor style and assertiveness

	Assertiveness
Affiliative	.231*

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between affiliative humor style and assertiveness is .231 which is highly significant at 0.01 level. There is a positive correlation between affiliative humor style and assertiveness. Hence, the hypothesis that there is no significant relationship between affiliative humor style and assertiveness is rejected.

Similar findings are seen in the study conducted by Elena Mirela Samfira and Ionel Samfira (2022) titled “Humour types, assertiveness, self-efficacy, personality, and perfectionism in pre-service teachers” which concluded that there is a significant positive correlation between affiliative humor style and assertiveness.

H2: There is no significant relationship between self-enhancing humour style and assertiveness.

Table 4

Indicates the correlation between self-enhancing humor style and assertiveness

	Assertiveness
Self-enhancing	.062

The correlation coefficient between self-enhancing humor style and assertiveness is not significant [$r(148) = .062, p = .452$]. This indicates that there is no significant correlation between self-enhancing humor style and assertiveness. Hence, hypothesis 2 is not rejected.

But the findings show a positive correlation between assertiveness and self-enhancing humor but is insignificant. Positive relationship identified between self-enhancing humor and social support (Karakus, Ercan, & Tekgoz, 2014) suggests that individuals who utilize humor as a coping mechanism may also benefit from greater social support, potentially enhancing their assertiveness in various social contexts (Yonus, 2015).

H3: There is no significant relationship between aggressive humour style and assertiveness

Table 5

Indicates the correlation between aggressive humor style and assertiveness

	Assertiveness
Aggressive	-.082

The correlation coefficient between aggressive humour style and assertiveness is not significant [$r(148) = -.082, p = .316$]. This indicates that assertiveness and self-enhancing humour have a negative correlation, but it is not significant. This shows that there is no significant relationship between self-enhancing humour style and assertiveness. Hence, Hypothesis 3 is not rejected.

This result is contrary to the studies which states that the individuals with high self-esteem, who tend to employ aggressive humor styles, may also exhibit higher levels of

assertive behaviour in social interactions (McCosker & Moran, 2012; Maheshwari & Gill, 2015). The variation in sample demographics could lead to differences in humor styles, assertiveness levels, and their correlation. A smaller sample size may reduce the statistical power to detect significant correlations. Environmental factors and contextual differences could also play a role in influencing humor styles and assertiveness levels among participants. Moreover, the age group of adults in the current study may have different cognitive abilities or life experiences that could impact their understanding of the questions related to aggressive humor styles and assertiveness.

H4: There is no significant relationship between self-defeating humour style and assertiveness.

Table 6

Indicates the correlation between Self-defeating humor style and assertiveness

	Assertiveness
Self-defeating	-.108

The correlation coefficient between self-defeating humour style and assertiveness is -.108, which is not significant ($p=.188$). There is a negative relationship between self-defeating humour style and assertiveness. Consequently, the hypothesis that there is no significant relationship between self-defeating humour style and assertiveness is not rejected.

The significant positive correlation between self-defeating humor and shyness (Hampes, 2006) suggests that individuals who exhibit shyness tendencies may resort to self-defeating humor as a coping mechanism. However, the finding that shyness is a significant

negative predictor of assertiveness (Ezer, 2022) implies that such reliance on self-defeating humor may hinder the development of assertive behaviors, potentially perpetuating a cycle of avoidance and self-deprecation in social interactions. Campbell (2000) also did not obtain any association between humour orientation and assertiveness.

H5: There will be no significant difference between young adults and adults on assertiveness.

Table 7

Shows the result of Mann-Whitney Test to find the significant difference in assertiveness

Variable	Mean Rank		U	Z	P
	Young adults	Adults			
Assertiveness	83.45	67.55	2216.000	-2.246	.025

The results obtained from Mann-Whitney U test shows there is a significant difference in assertiveness between young adults and adults ($U=2216.00$, $p= .025$). So, it can be concluded that there is a significant difference between young adults and adults in assertiveness. Hence, the hypothesis is rejected.

Also, the mean rank for young adults is higher ($M= 83.45$) compared to adults ($M= 67.55$). In the study conducted by Adrian Furnham and David Pendleton (1983), they examined social skill deficits in elderly. Upon analyzing the data collected through the Gambrill Assertion Inventory along with demographic information, it was observed that older people are less assertive than younger peers because they never were as assertive and also because they may have lost the confidence to use assertiveness skills which goes in the line with the results of current study.

The study sheds valuable light on the relationship between assertiveness and humor styles, in the young adults and adults. The study aims to investigate the relationship between humor style and assertiveness in young adults and adults. The results revealed that there is a significant correlation between affiliative humor style and assertiveness. The results also revealed that there is no significant correlation between self-enhancing, aggressive, self-defeating humor style and assertiveness. The result also revealed that there is a significant difference between young adults and adults in assertiveness.

Findings

- There is a significant positive correlation between affiliative humor style and assertiveness.
- There is no significant correlation between self-enhancing humor style and assertiveness.
- There is no significant correlation between aggressive humor style and assertiveness.
- There is no significant correlation between self-defeating humor style and assertiveness.
- There is a significant difference between young adults and adults on assertiveness.

Implication of study

- Understanding how humor styles correlate with assertiveness can inform therapeutic interventions, particularly in cognitive-behavioral therapy (CBT) and assertiveness training programs. Therapists can incorporate interventions targeting humor styles to enhance assertiveness skills among clients, thereby promoting healthier interpersonal relationships and improved well-being.

- In educational settings, insights from the study can guide the development of assertiveness training programs for students of different age groups. By recognizing the role of humor styles in assertive behavior, educators can implement strategies to cultivate assertiveness skills and create supportive learning environments that foster effective communication and conflict resolution.
- The study's findings may have implications for organizational behavior and human resource management. Employers can use knowledge about the relationship between humor styles and assertiveness to foster positive workplace cultures that encourage open communication, collaboration, and assertive problem-solving among employees. Training programs can be tailored to address humor styles and assertiveness skills to enhance workplace effectiveness and employee well-being.
- Individuals can benefit from understanding how their humor styles influence their assertiveness levels. By recognizing the connection between humor preferences and assertive behaviors, individuals can consciously adapt their communication styles to assert themselves effectively in various social and professional contexts. This self-awareness can lead to improved interpersonal relationships, increased self-confidence, and greater personal satisfaction.
- The study opens avenues for further research to explore the underlying mechanisms of the relationship between humor styles and assertiveness across different age groups and cultural contexts. Longitudinal studies could investigate how changes in humor styles and assertiveness unfold over time and their implications for psychological well-being and social functioning.

Limitations

- The study had limited number of participants. With limited number of participants, the study's reliability may be compromised. A larger and more diverse sample would provide stronger evidence and enhance the generalizability of the findings.
- The study does not look into the gender differences. Failure to analyze gender differences overlooks potential variations in how men and women express assertiveness and use humor.
- By focusing solely on adults aged 28-44, the study may miss out on important differences in assertiveness and humor styles observed in younger or older age groups. Including participants from a broader age range would offer a more comprehensive understanding of these relationships.
- The study is relied on self-reported data, introduces the risk of social desirability bias, where participants may provide responses they perceive as socially acceptable rather than truthful. This bias could affect the accuracy and validity of the study's results.
- The use of a cross-sectional design limits the ability to establish causal relationships between assertiveness, humor styles, and other factors. Longitudinal studies tracking participants over time would provide clearer insights into the directionality of these relationships and how they evolve over time.

Reference

- Bell, N. J., McGhee, P. E., & Duffey, N. S. (1986). Interpersonal competence, social assertiveness and the development of humour. *British Journal of Developmental Psychology*, 4(1), 51–55. <https://doi.org/10.1111/j.2044-835x.1986.tb00997.x>
- Celso, B. G., Ebener, D. J., & Burkhead, E. J. (2003). Humor coping, health status, and life satisfaction among older adults residing in assisted living facilities. *Aging & Mental Health*, 7(6), 438–445. <https://doi.org/10.1080/13607860310001594691>
- Falanga, R., De Caroli, M. E., & Sagone, E. (2014). Humor styles, self-efficacy and prosocial tendencies in middle adolescents. *Procedia - Social and Behavioral Sciences*, 127, 214–218. <https://doi.org/10.1016/j.sbspro.2014.03.243>
- Fischer, F. (2021). Response: Building resilience through humor - Positive impact on stress coping and health: “Party in the front.” In *Advances in medical diagnosis, treatment, and care (AMDTC) book series* (pp. 68–76). <https://doi.org/10.4018/978-1-7998-4528-7.ch014>
- Furnham, A., & Pendleton, D. (1983). The assessment of social skills Deficits in the elderly. *The International Journal of Aging and Human Development*, 17(1), 29–38. <https://doi.org/10.2190/9y98-6cqb-pyty-u668>
- Halfpenny, C. C., & James, L. A. (2020). Humor styles and empathy in junior-school children. *Europe’s Journal of Psychology*, 16(1), 148–166. <https://doi.org/10.5964/ejop.v16i1.1934>
- Hampes, W. P. (2010). The relation between humor styles and empathy. *Europe’s Journal of Psychology*, 6(3). <https://doi.org/10.5964/ejop.v6i3.207>

- Ilkhchi, S. V., Poursharifi, H., & Alilo, M. M. (2011). The effectiveness of Cognitive-Behavioral group therapy on Self-Efficacy and assertiveness among anxious female students of high schools. *Procedia - Social and Behavioral Sciences*, 30, 2586–2591. <https://doi.org/10.1016/j.sbspro.2011.10.506>
- Journal of Humanities and Social Sciences Studies. (2021). *Journal of Humanities and Social Sciences Studies*. <https://doi.org/10.32996/jhsss>
- Kammrath, L. K., McCarthy, M. H., Cortes, K., & Friesen, C. A. (2015). Picking one's battles. *Social Psychological and Personality Science*, 6(6), 622–629. <https://doi.org/10.1177/1948550615572635>
- Karahan, T. F., Yalcin, B. M., Erbas, M. M., & Ergun, S. (2019). The relationship between the dominant humor style, emotional intelligence, and problem-solving skills in trainee teachers in Turkey. *Humor*, 32(1), 73–95. <https://doi.org/10.1515/humor-2017-0083>
- Karakuş, Ö., Ercan, F. Z., & Tekgöz, A. (2014). The Relationship between Types of Humor and Perceived Social Support among Adolescents. *Procedia - Social and Behavioral Sciences*, 152, 1194–1200. <https://doi.org/10.1016/j.sbspro.2014.09.298>
- Kennison, S. M. (2022). *Humor and resilience: relationships with happiness in young adults*. *Humor*, 35(4), 665–681. <https://doi.org/10.1515/humor-2021-0079>
- Kimble, C. E., Marsh, N. B., & Kiska, A. C. (1984). Psychological report. In *Psychological Reports* (Vol. 55).

- Leaper, C., & Ayres, M. M. (2007). A Meta-Analytic review of gender variations in adults' language use: talkativeness, affiliative speech, and assertive speech. *Personality and Social Psychology Review, 11*(4), 328–363. <https://doi.org/10.1177/1088868307302221>
- Larijani, T. T., Aghajani, M., Baheiraei, A., & Neiestanak, N. S. (2010). Relation of assertiveness and anxiety among Iranian University students. *Journal of Psychiatric and Mental Health Nursing, 17*(10), 893–899. <https://doi.org/10.1111/j.1365-2850.2010.01607.x>
- Lin, Y., Shiah, I., Chang, Y., Lai, T., Wang, K., & Chou, K. (2004). Evaluation of an assertiveness training program on nursing and medical students' assertiveness, self-esteem, and interpersonal communication satisfaction. *Nurse Education Today, 24*(8), 656–665. <https://doi.org/10.1016/j.nedt.2004.09.004>
- McCosker, B., & Morán, C. (2012). Differential effects of self-esteem and interpersonal competence on humor styles. *Psychology Research and Behavior Management, 143*. <https://doi.org/10.2147/prbm.s36967>
- Omura, M., Maguire, J., Levett-Jones, T., & Stone, T. E. (2017). The effectiveness of assertiveness communication training programs for healthcare professionals and students: A systematic review. *International Journal of Nursing Studies, 76*, 120–128. <https://doi.org/10.1016/j.ijnurstu.2017.09.001>
- Onyeizugbo, E. U. (2003). EFFECTS OF GENDER, AGE, AND EDUCATION ON ASSERTIVENESS IN A NIGERIAN SAMPLE. In *Psychology of Women Quarterly* (Vol. 27). Blackwell Publishing.

- Parto, M. (2011). Problem solving, self- efficacy, and mental health in adolescents: Assessing the mediating role of assertiveness. *Procedia - Social and Behavioral Sciences*, 30, 644–648. <https://doi.org/10.1016/j.sbspro.2011.10.125>
- Salavera, C., Usán, P., & Jarie, L. (2020). Styles of humor and social skills in students. Gender differences. *Current Psychology*, 39(2), 571–580. <https://doi.org/10.1007/s12144-017-9770-x>
- Samfira, E. M., & Samfira, I. (2023). Humour types, assertiveness, self-efficacy, personality, and perfectionism in pre-service teachers. *European Journal of Humour Research*, 11(3), 145–165. <https://doi.org/10.7592/EJHR2023.11.3.824>
- Santha Eype, E. (2021). *Humor Styles and Emotional Intelligence among Young Adults*. 9(2). <https://doi.org/10.25215/0902.188>
- Sigler, K., Burnett, A., & Child, J. T. (2008). A regional Analysis of assertiveness. *Journal of Intercultural Communication Research*, 37(2), 89–104. <https://doi.org/10.1080/17475750802533364>
- Sims, C. M. (2016). Do the Big-Five Personality Traits Predict Empathic Listening and Assertive Communication? *International Journal of Listening*, 31(3), 163–188. <https://doi.org/10.1080/10904018.2016.1202770>
- Singhal, A., & Nagao, M. (1993). Assertiveness as communication competence a comparison of the communication styles of American and Japanese students. *Asian Journal of Communication*, 3(1), 1–18. <https://doi.org/10.1080/01292989309359570>
- Stieger, S., Formann, A. K., & Burger, C. (2011). Humor styles and their relationship to explicit and implicit self-esteem. *Personality and Individual Differences*, 50(5), 747–750. <https://doi.org/10.1016/j.paid.2010.11.025>

- Tankamani, N., & Jalali, M. (2017). A Comparative aggressiveness and assertiveness in coping styles students. *International Journal of Applied Behavioral Sciences*, 4(2), 8–12.
<https://doi.org/10.22037/ijabs.v4i2.15591>
- Uluöz, E., Toros, T., Öğraş, E. B., Temel, C., Korkmaz, C., Keskin, M. T., & Etiler, I. E. (2023). The impact of sustainable exercise and the number of pregnancies on Self-Efficacy, Self-Esteem, and assertiveness levels in pregnant women. *Sustainability*, 15(11), 8978. <https://doi.org/10.3390/su15118978>
- Ünal, S. (2012). Evaluating the effect of self-awareness and communication techniques on nurses' assertiveness and self-esteem. *Contemporary Nurse*, 43(1), 90–98.
<https://doi.org/10.5172/conu.2012.43.1.90>
- Vig, R. (2020). *Humor styles and emotional competence among young adults*. 8(2).
<https://doi.org/10.25215/0802.022>
- Wallen, A. S., Morris, M. W., Devine, B. A., & Lu, J. G. (2017). Understanding the MBA gender gap: Women respond to gender norms by reducing public assertiveness but not private effort. *Personality and Social Psychology Bulletin*, 43(8), 1150–1170.
<https://doi.org/10.1177/0146167217708574>
- Yip, J. A., & Martin, R. A. (2006). Sense of humor, emotional intelligence, and social competence. *Journal of Research in Personality*, 40(6), 1202–1208.
<https://doi.org/10.1016/j.jrp.2005.08.005>
- Zhao, J., Wang, Y., & Kong, F. (2014). Exploring the mediation effect of social support and self-esteem on the relationship between humor style and life satisfaction in Chinese college students. *Personality and Individual Differences*, 64, 126–130.
<https://doi.org/10.1016/j.paid.2014.02.026>

Appendix A

Informed Consent

You are invited to participate in a research study on exploring the relationship between humor style and assertiveness in young adults and adults. Before deciding to participate, please read the information given below and ask any questions you may have.

Purpose

The purpose of this study is to explore the relationship between the humor style and assertiveness in adults. Your contribution will help to an understanding of these aspects.

Procedure

You will be asked to complete 2 questionnaires. Please ensure you answer the questions according to your true feelings and experiences. Your honest and open responses are crucial for the success of this study. There are no right or wrong answers, everyone possesses their own views. Your participation is valued and your openness will contribute to the meaningfulness of the research.

Confidentiality and Voluntary Participation:

Your responses will be strictly confidential. No personally identifiable information will be disclosed in any reports or publications resulting from this research. Your participation is entirely voluntary, and you have the right to withdraw at any time without consequence.

Consent:

I have read and understood the information provided above. I voluntarily agree to participate in this research

Participant's Name/ Initials:

Signature:

By signing this form, you acknowledge that you have been given the opportunity to ask questions and that you voluntarily consent to participate in this study.

Appendix B*Sociodemographic Details*

Name/Initials:

Age:

Sex:

Educational qualification:

Appendix C

Human Style Questionnaire

Please take a few minutes to tick the number based on how you feel. Answer using the following criteria: Totally disagree=1 to 7= totally agree.

	Totally Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Totally Agree
1. I usually don't laugh or joke around much with other people.	1	2	3	4	5	6	7
2. If I am feeling really down, I can usually cheer myself up with humour.	1	2	3	4	5	6	7
3. If someone makes a mistake, I will often tease them about it.	1	2	3	4	5	6	7
4. I let people laugh at me or make fun at my expense more than I should.	1	2	3	4	5	6	7
5. I don't have to work very hard at making other people	1	2	3	4	5	6	7

laugh – I seem to be a naturally humorous person.							
6. Even when I'm by myself, I'm often amused by the absurdities of life.	1	2	3	4	5	6	7
7. People are never offended or hurt by my sense of humour.	1	2	3	4	5	6	7
8. I will often get carried away in putting myself down if it makes my family or friends laugh.	1	2	3	4	5	6	7
9. I rarely make other people laugh by telling funny stories about myself.	1	2	3	4	5	6	7

10. If I am feeling upset or unhappy I usually try to think of something funny about the situation to make myself feel better.	1	2	3	4	5	6	7
11. When telling jokes or saying funny things, I am usually not very concerned about how other people are taking it.	1	2	3	4	5	6	7
12. I often try to make people like or accept me more by saying something funny about my own weaknesses, blunders or faults.	1	2	3	4	5	6	7
13. I laugh and joke a lot with my closest friends	1	2	3	4	5	6	7

14. My humours outlook on life keeps me from getting overly upset or depressed about things.	1	2	3	4	5	6	7
15. I do not like it when people use humour as a way of criticizing or putting someone down.	1	2	3	4	5	6	7
16. I don't often say funny things to put myself down.	1	2	3	4	5	6	7
17. I usually don't like to tell jokes or amuse people	1	2	3	4	5	6	7
18. If I'm by myself and I'm feeling unhappy, I make an effort to think of something funny to cheer myself up.	1	2	3	4	5	6	7

19. Sometimes I think of something that is so funny that I can't stop myself from saying it, even if it is not appropriate for the situation.	1	2	3	4	5	6	7
20. I often go overboard in putting myself down when I am making jokes or trying to be funny.	1	2	3	4	5	6	7
21. I enjoy making people laugh.	1	2	3	4	5	6	7
22. If I am feeling sad or upset, I usually lose my sense of humor.	1	2	3	4	5	6	7
23. I never participate in laughing at others even if all my friends are doing it.	1	2	3	4	5	6	7

24. When I am with friends or family, I often seem to be the one that other people make fun of or joke about.	1	2	3	4	5	6	7
25. I don't often joke around with my friends.	1	2	3	4	5	6	7
26. It is my experience that thinking about some amusing aspect of a situation is often a very effective way of coping with problems.	1	2	3	4	5	6	7
27. If I don't like someone, I often use humor or teasing to put them down.	1	2	3	4	5	6	7
28. If I am having problems or feeling unhappy, I often cover it up by joking around, so that even my closest friends don't know how	1	2	3	4	5	6	7

I really feel.							
29. I usually can't think of witty things to say when I'm with other people.	1	2	3	4	5	6	7
30. I don't need to be with other people to feel amused – I can usually find things to laugh about even when I'm by myself.	1	2	3	4	5	6	7
31. Even if something is really funny to me, I will not laugh or joke about it if someone will be offended.	1	2	3	4	5	6	7
32. Letting others laugh at me is my way of keeping my friends and family in good spirits.	1	2	3	4	5	6	7

Appendix D

Rathus Assertiveness Scale

Select your answer to each statement. +3= Very much like me to -3= very much unlike me.

	very much like me	rather like me	slightly like me	lightly unlike me	rather unlike me	very much unlike me
1. Most people seem to be more aggressive and assertive than I am.	+3	+2	+1	-1	-2	-3
2. I have hesitated to make or accept dates because of "shyness."	+3	+2	+1	-1	-2	-3
3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.	+3	+2	+1	-1	-2	-3
4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.	+3	+2	+1	-1	-2	-3
5. If a salesperson has gone to considerable trouble to show me merchandise that is not quite suitable, I have a difficult time saying "No."	+3	+2	+1	-1	-2	-3
6. When I am asked to do something, I insist upon knowing why.	+3	+2	+1	-1	-2	-3
7. There are times when I look for a good, vigorous argument.	+3	+2	+1	-1	-2	-3

8. I strive to get ahead as well as most people in my position.	+3	+2	+1	-1	-2	-3
9. To be honest, people often take advantage of me.	+3	+2	+1	-1	-2	-3
10. I enjoy starting conversations with new acquaintances and strangers.	+3	+2	+1	-1	-2	-3
11. I often don't know what to say to people I find attractive.	+3	+2	+1	-1	-2	-3
12. I will hesitate to make phone calls to business establishments and institutions.	+3	+2	+1	-1	-2	-3
13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.	+3	+2	+1	-1	-2	-3
14. I find it embarrassing to return merchandise.	+3	+2	+1	-1	-2	-3
15. If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.	+3	+2	+1	-1	-2	-3
16. I have avoided asking questions for fear of sounding stupid.	+3	+2	+1	-1	-2	-3
17. During an argument, I am sometimes afraid that I will get so upset that I will shake	+3	+2	+1	-1	-2	-3

all over.						
18. If a famed and respected lecturer makes a comment which I think is incorrect, I will have the audience hear my point of view as well.	+3	+2	+1	-1	-2	-3
19. I avoid arguing over prices with clerks and sales-people.	+3	+2	+1	-1	-2	-3
20. When I have done something important or worthwhile, I manage to let others know about it.	+3	+2	+1	-1	-2	-3
21. I am open and frank about my feelings.	+3	+2	+1	-1	-2	-3
22. If someone has been spreading false and bad stories about me, I see him or her as soon as possible and “have a talk” about it.	+3	+2	+1	-1	-2	-3
23. I often have a hard time saying “No.”	+3	+2	+1	-1	-2	-3
24. I tend to bottle up my emotions rather than make a scene.	+3	+2	+1	-1	-2	-3
25. I complain about poor service in a restaurant and elsewhere.	+3	+2	+1	-1	-2	-3
26. When I am given a compliment, I sometimes just don’t know what to say.	+3	+2	+1	-1	-2	-3

27. If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.	+3	+2	+1	-1	-2	-3
28. Anyone attempting to push ahead of me in a line is in for a good battle.	+3	+2	+1	-1	-2	-3
29. I am quick to express an opinion.	+3	+2	+1	-1	-2	-3
30. There are times when I just can't say anything.	+3	+2	+1	-1	-2	-3