

Exploring the Interplay of Humor Styles, Emotional Intelligence, and Self-Esteem

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ABSTRACT

This study investigates the connections between different styles of humor, self-esteem levels, and emotional intelligence in a group of 116 participants. The humor styles were measured using the Humor Styles Questionnaire (HSQ) self-esteem was assessed using the Rosenberg Self-Esteem Scale, and emotional intelligence was evaluated using the Brief Emotional Intelligence Scale (BEIS-10). Participants' humor styles, self-esteem, and emotional intelligence were assessed using self-report measures. Correlation analyses uncover noteworthy connections between humor styles and both self-esteem and emotional intelligence. Humor styles that foster connection and positivity are linked to higher self-esteem and emotional intelligence, whereas humor styles that are aggressive or self-defeating are associated with lower levels of these traits. It is important to exercise caution when interpreting these correlations, as it is crucial to remember that correlation does not necessarily imply causation. There are various factors that could contribute to this phenomenon, such as variations in how individuals handle stress, their social interactions, and the impact of different cultures. Additional research using longitudinal or experimental designs is necessary to better understand the underlying mechanisms that contribute to these relationships. The significance of taking humor styles into account when examining psychological well-being is highlighted by these findings. They also indicate potential implications for interventions that aim to encourage the use of adaptive humor, boost self-esteem, and improve emotional intelligence.

Keywords: *Humor styles, Emotional intelligence, Self-esteem, HSQ, BEIS-10, Rosenberg Self-esteem scale*

Humor, a perennial and intriguing human characteristic, has fascinated humans for thousands of years. It is evident in our clever and amusing conversation, hilarious jokes, and even the understated foolishness that is present in our daily encounters. The seeming simplicity of the capacity to identify something humorous masks an intricate underlying mechanism. Psychologists have committed themselves to deciphering the complex mechanics of humor, its various manifestations, and its enormous influence on our mental and physical health. (Martin, M.2007)

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Emotional intelligence (EI), refers to the capacity to accurately perceive, comprehend, regulate, and employ emotions in a proficient manner, both inside ourselves and in our interactions with others. Emotional intelligence covers a diverse set of talents and qualities that influence our perception and communication of emotions, our ability to sustain social connections, our resilience in the face of difficulties, and our decision-making abilities.

Self-Esteem refers to an individual's perception and evaluation of oneself in relation to the external world. Frequently, individuals gauge their worth or value to the world or those in their vicinity in this manner. Self-esteem has a significant impact on various aspects of an individual's life, including their self-assurance, interpersonal connections, drive, and emotional or psychological well-being.

How Emotional Intelligence and Humor Interact:

The interaction between humor and emotional intelligence is intriguing, since it impacts our ability to navigate social interactions, establish connections with others, and effectively cope with stress. Below is an analysis of this dynamic association, substantiated by research:

- **Exploring Emotions:** Emotional intelligence, as described by (Goleman, D., 1995), involves the capacity to recognize and understand emotions within oneself and others. Humor often relies on this particular ability. People with a strong emotional intelligence can adeptly perceive and understand social cues and nuances (Goleman, D., 1995). This enables individuals to customize their sense of humor to suit the specific audience, thus avoiding jokes that may not resonate or potentially be offensive.
- **Stress Relief:** Recent research has indicated a strong correlation between the appreciation and expression of humor and the experience of positive emotions and overall well-being (Lee, S. J., Kim, Y. J., & Han, H. R., 2020). People who possess strong emotional intelligence may utilize humor as a constructive way to deal with challenges. Humor can be a powerful tool in improving the overall atmosphere by relieving tension and creating a more positive environment (Fredrickson, B. L., 2004)
- **Social Connection:** The use of humor can help facilitate social bonding and create a sense of camaraderie. Individuals who possess a high level of emotional intelligence have the ability to utilize humor as a means to foster connections and cultivate a feeling of unity among a collective (Ruch, W., & Carrell, S. E., 1998).
- **Varying Perspectives:** Emotional intelligence also encompasses the understanding that humor is a matter of personal taste. One who possesses a keen understanding of emotional intelligence can truly appreciate the comedic inclinations of others, even if they may not align with their own personal tastes (Gauri, N., & Kanwar, V., 2022).

How Humor and Self-Esteem Interact:

There is a two-way street between humor and self-esteem; one can affect the other. Humor, joke perception, and self-esteem are all impacted by this intricate web of relationships.

The Power of Humor in Boosting Self-Esteem:

Humor possesses the remarkable ability to bolster one's self-esteem through various means:

- **Humor and Self-Assurance:** The act of laughing stimulates the production of endorphins, which can enhance one's mood (Weiner, B., & Conger, R. J., 1998). Effectively bringing joy to others can result in a sense of achievement and

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recognition, which may boost one's self-worth (Martin, M. C., Puhlik-Harris, V., & Ryan, A. M., 2003).

- **Strategic Self-Deprecation:** Employing self-deprecating humor in a calculated manner can serve as a means to deflect negativity and foster connections with others (Martin, M. C., Puhlik-Harris, V., & Ryan, A. M., 2003). The secret lies in maintaining a playful attitude and refraining from criticizing oneself.

The Self-Esteem Filter: A thought-provoking exploration.

One's self-esteem can also influence how they interpret humor:

- **Perception:** Some individuals with lower self-esteem may have a heightened sensitivity towards jokes, particularly those that are seen as critical or excessively self-deprecating (Rothbard, M. F., & Taylor, S. E, 1993). This heightened sensitivity can sometimes result in experiencing emotional pain or a sense of being left out.
- **Humor Styles:** Studies have indicated a connection between one's self-esteem and their preferred styles of humor. Individuals who possess a strong sense of self-worth often gravitate towards humor that fosters connections and steer clear of humor that belittles others (Martin, M. C., Puhlik-Harris, V., & Ryan, A. M., 2003).
- **The Endless Loop:** A detrimental pattern can arise when a lack of self-confidence inhibits the utilization of humor:
- **Minimal Humor Application:** Individuals with a lack of confidence may exhibit reluctance to utilize humor as a result of apprehension regarding potential rejection or disappointment. This restricted usage can further diminish the chances of encountering the uplifting impact of laughter (Castelnuovo, A., Tartavelli, G., Fusar-Poli, P., & Paolini, S, 2018).
- **Misinterpreting Humor:** As previously stated, having a low sense of self-worth can result in the misinterpretation of humor, causing innocent jokes to be perceived as personal assaults (Neff, K. D., 2003)

A Journey of Growth:

Fortunately, a virtuous cycle can also emerge:

Using humor as a coping mechanism: Individuals who possess a strong sense of self-worth can utilize humor to effectively navigate social obstacles and handle stress (Kuiper, N. A., Mussweiler, T., & Trichardt, R. C., 1993). As a result, this can enhance one's sense of self-worth.

Humor as a Bridge: Laughter that is shared among individuals can help strengthen social connections and create a feeling of being part of a group, which in turn can have a positive effect on one's self-worth (Martin, M. C., Puhlik-Harris, V., & Ryan, A. M., 2003).

Unraveling the Enigma: An In-Depth Exploration of Theories of Humor

The Superiority Theory of Humor:

According to the Superiority Theory, humor emerges when individuals perceive themselves as being superior to others. This sense of superiority can take on different forms, including a belief in one's own intellectual, moral, or social superiority over the subject of the humor. Sigmund Freud explored the concept of superiority theory in his renowned work "Jokes and their relation to the unconscious." Freud posited that jokes frequently incorporate the manifestation of aggressive or hostile impulses towards others, enabling individuals to establish dominance or superiority over the subject of the joke. Freud believed that humor

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functions as a way to express repressed emotions of superiority, offering a temporary respite from feelings of inadequacy or inferiority. (Freud, S., 1905)

Nevertheless, the superiority theory has faced criticism due to its restricted ability to elucidate all types of comedy. Dissenters contend that humor does not universally entail sentiments of superiority, asserting that alternate theories, such as incongruity theory and relief theory, provide alternative justifications for the amusement people derive from certain stimuli.

The Incongruity Theory of Humor:

The Incongruity Theory suggests that humor emerges from a disparity or discrepancy between anticipated and actual outcomes (Koestler, A., 1964, #). This incongruity can manifest in different ways, like unexpected combinations, absurd scenarios, or unexpected punchlines in jokes. Based on this theory, humor arises when people perceive unexpected or incongruous elements as surprising and mentally resolve the incongruity in a manner that is seen as amusing or funny.

Arthur Koestler explored the concept of incongruity theory in his renowned book "The Act of Creation" (Koestler, A., 1964). Koestler posited that humor, creativity, and discovery are interconnected through a shared cognitive process that revolves around perceiving and resolving incongruities. He proposed that humor stems from the unexpected change in cognitive perspective when people come across incongruous elements in their surroundings. Research in cognitive psychology has provided additional evidence for the Incongruity Theory by showing that comedy frequently engages cognitive processes associated with problem-solving, surprise, and resolving incongruities. (Martin, R. A., 2007)

The Relief Theory of Humor:

The Relief Theory posits that humor emerges as a technique to alleviate stress or suppressed emotions (Freud, S., 1905). According to this hypothesis, comedy functions as a means of providing psychological relief from stress, anxiety, or other adverse feelings. Humor or comedic circumstances enable individuals to briefly evade or reduce their emotional responsibilities by offering a transient diversion or cathartic relief.

Sigmund Freud first established the concept of relief theory in his influential book "Jokes and their relation to the unconscious" (Freud, S., 1905). Freud contended that comedy frequently entails the manifestation of suppressed thoughts or impulses in a socially acceptable manner, enabling individuals to discharge accumulated emotions and reduce psychological strain.

Psychological research has provided additional evidence for the Relief Theory by showing that humor has therapeutic advantages in alleviating stress, improving mood, and fostering overall well-being (Martin, R. A., 2007)

The Benign Violation Theory of Humor:

The Benign Violation Theory posits that humor emerges when a situation transgresses societal norms or expectations in a manner that is regarded as innocuous or lacking in menace (McGraw, P., & Warren, C., 2010). An equilibrium between the transgression of societal rules and a sense of safety or harmlessness leads to the emergence of humor.

McGraw and Warren presented the concept of Benign Violation Theory in their scholarly essay titled "Benign Violations: Making Immoral Behavior Funny" (McGraw, P., & Warren,

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C., 2010). They contended that humor frequently entails the recognition of a benign transgression, where something is both incorrect and permissible within a specific setting. Humor emerges when humans perceive an innocuous and insignificant transgression, allowing them to find amusement in the absurdity or inconsistency of the situation.

Social psychology research reinforces the Benign Violation Theory by demonstrating that comedy often involves the perception of violations as harmless or not dangerous. This perception leads to amusement and laughter (McGraw, P., & Warren, C., 2010).

Classifications of Humor

Humor possesses the ability to effectively establish connections, alleviate stress, and manage challenging circumstances. However, not all forms of humor possess the same quality or value. Psychologists have categorized humor into two primary groups: adaptive and maladaptive.

- **Adaptive humor** refers to the use of humor in a manner that is beneficial and productive. It facilitates interpersonal connections, fosters partnerships, and aids in managing stress. There exist two primary categories of adaptive humor:
- **Affiliative humor:** is employed to establish interpersonal bonds. It frequently entails humor that is universally amusing, such as playful banter or amusing insights about ordinary existence.
- **Self-enhancing humor:** refers to the use of comedy to portray oneself in a positive light. Humor can assist individuals in managing stress and overcoming challenges while also demonstrating self-assurance and the ability to maintain a lighthearted attitude towards themselves. (Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Hirt, E. L., n.d.)
- **Self-enhancing humor** refers to the use of comedy to portray oneself in a positive light. Humor can assist individuals in managing stress and overcoming challenges while also demonstrating self-assurance and the ability to maintain a lighthearted attitude towards themselves. There exist two primary categories of maladaptive humor:
- **Aggressive humor:** refers to a form of comedy that is employed to belittle or cause distress to others. It can manifest as insults, sarcasm, or jokes that rely on stereotypes.
- **Self-deprecating humor:** refers to the use of humor to belittle oneself in a bad manner. It may indicate a lack of self-confidence or feelings of uncertainty.
- (Karahan, S., Ceylan, F., & Senel, P. C., 2019)

To effectively utilize humor in a constructive and productive manner, it is important to comprehend the difference between adaptive and maladaptive comedy. Utilizing adaptive humor can lead to the attainment of deeper connections, enhanced stress management, and improved overall well-being.

Emotional intelligence (EI) pertains to the comprehension and control of emotions, encompassing both one's own emotions and the emotions of others. It encompasses a range of abilities that enable you to effectively manage the intricacies of social interactions and relationships. Here is a comprehensive analysis of the components of emotional intelligence (Goleman, D., 1995):

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- **Essential Elements of Emotional Intelligence:** Although there are multiple models for emotional intelligence (EI), some of the most frequently acknowledged components include:
- **Self-awareness** refers to the ability to acknowledge and understand one's own emotions and how they impact one's ideas and actions.
- **Self-regulation** is the capacity to properly control and manage one's emotions, including expressing them in suitable manners.
- **Motivation** refers to the utilization of one's emotions as a driving force to attain one's objectives.
- **Empathy** refers to the capacity to comprehend and partake in the emotions of others. Social skills encompass your aptitude for establishing connections, proficiently conveying information, and effectively resolving disagreements. (Goleman, D., 1995)

Various paradigms of Emotional Intelligence (EI)

There exist multiple significant models of emotional intelligence, each offering a distinct viewpoint on the scope of EI. Here is an analysis of two influential models:

1. The Ability Model, proposed by Mayer and Salovey in 1997 (Mayer, J. D., & Salovey, P., 1997)

This paradigm conceptualizes emotional intelligence (EI) as a collection of cognitive talents that enable us to effectively analyze and interpret emotional input. The primary emphasis is on four fundamental capabilities:

- Perceiving emotions refers to the precise and accurate ability to identify and comprehend emotions, both in oneself and in others, by observing facial expressions, body language, and tone of voice.
- Enhancing cognitive processes through emotional facilitation: Leveraging emotions to improve thinking and problem-solving abilities.
- Comprehending emotions: Understanding the origins and outcomes of emotional states.

Emotional management involves controlling one's own emotions and exerting influence over the emotions of others. (Mayer, J. D., & Salovey, P., 1997)

2. The Mixed Model, proposed by Goleman in 1995 (Goleman, D., 1995)

This paradigm encompasses both cognitive talents and individual dispositions. The five essential elements of emotional intelligence (EI) are identified.

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills
- (Goleman, D., 1995)

Advantages of Emotional Intelligence (Lopes, P. N., Côté, S., & Argyle, L., n.d.)

Cultivating a robust understanding of one's emotions can yield a multitude of advantages in various spheres of life. Here are a couple of illustrations:

- **Building stronger relationships:** By empathizing with and acknowledging the emotions of others, you can cultivate deeper and more meaningful connections.
- **Enhanced communication:** Cultivating emotional intelligence promotes a greater

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ability to communicate clearly and effectively, leading to a decrease in misunderstandings and conflicts.

- Mastering stress management: Developing the ability to regulate your emotions enables you to effectively navigate and handle stress in a positive manner. Improved decision-making: Emotional intelligence enables a more comprehensive approach to decision-making, taking into account both emotional and logical aspects.
- Achieving greater career success: Having a high level of emotional intelligence is extremely beneficial in professional settings, as it fosters improved collaboration, effective leadership, and enhanced overall productivity. (Schutte, N. S., Malouf, J., Bhullar, N., & Sutton, S. E., 2017)

Exploring Self-Esteem in Depth

Self-esteem is an intricate and diverse concept that encompasses an individual's overall evaluation of their own worth and capabilities. It's a sense of admiration for and belief in oneself (McKay, M., & Fanning, P., 2000). Allow me to provide a detailed analysis for better comprehension:

Aspects of Self-Esteem:

- Self-worth is a reflection of your intrinsic value as an individual, unaffected by accomplishments or outside influences (McKay, M., & Fanning, P., 2000).
- Confidence in oneself: This indicates a strong belief in one's capabilities to overcome obstacles and accomplish objectives (McKay, M., & Fanning, P., 2000).
- The perception of self-efficacy is crucial in determining one's competence to perform specific tasks (Bandura, A., 1977)

Distinguishing between a positive and negative sense of self-worth:

A strong sense of self-worth is marked by embracing oneself, feeling capable, and effectively handling obstacles. It enables you to establish practical objectives, cultivate positive connections, and enjoy a feeling of contentment. (McKay, M., & Fanning, P., 2000) Unhealthy self-esteem can manifest in either an exaggerated sense of self-importance or a lack of confidence. Having an inflated sense of self can lead to an unrealistic belief in one's superiority, whereas having low self-esteem is marked by feelings of inadequacy and a lack of self-worth. Both ends of the spectrum can have adverse effects on your life. (McKay, M., & Fanning, P., 2000)

REVIEW OF LITERATURE

1. A study was conducted that aimed to examine the relationship between cognitive intelligence, emotional intelligence, and humor styles. The sample for this study consisted of 319 undergraduate students. The Humor Styles Questionnaire, Schutte Emotional Intelligence-Revised, and Raven Standard Progressive Matrices Test Plus were used to obtain data. The results show that emotional intelligence is positively related to humor style. Cognitive intelligence did not have a significant relationship with humor styles, except for cooperative humor styles. In addition, emotional intelligence was found to predict relational humor and self-promotional humor. The results were discussed in terms of the relationship between humor styles, emotional intelligence, and cognitive intelligence. (Ogurlu, Üzeyir, 2015)

2. A study was conducted in 2006 that studied the relationship between humor, emotional intelligence (EI), and social competence. It was assessed using humor, happiness traits,

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social competence, and EI tests in 111 high school students. The ability to regulate emotions was positively related to humorlessness and happiness and negatively related to negative behaviours. Emotional intelligence was associated with humor and playfulness. Good mood and positive happiness are positively related to different levels of social competence, while negative humor and negative behavior are positively related to social competence. Finally, emotional regulation and emotional intelligence are positively related to various social skills. (Jeremy A. Yip, Rod A. Martin, 2006)

3. This study examined the relationship between recreational use and 1456 teachers on emotional intelligence and problem-solving skills. Participants completed the Humor Survey (HQS), Revised Schutte Emotional Intelligence Scale (R-SSEIT) and problem solving index (PSI). Mean HQS subscale score for each participant is taken as a list of HQS subscales and two related HQS. and self-examination) score and two uncorrected HQS (injection and (self-report scores) were summed to calculate each participant's perceived humor adaptation. Based on these scores, all participants were considered inappropriate or adaptive representations of the user's humor. (T. Fikret Karahan, B. Murat Yalcin*, Melda M. Erbas and Seda Ergun, 2019)

4. The study investigated the effect of humor style (HS) on emotional intelligence (EI) and life satisfaction (LS) with 260 Chinese students. Participants' EI, HS, and LS were measured using Chinese measurement tools, including the Emotional Intelligence Scale, Humor Scale, and Life Satisfaction Scale. We found that EI and LS were positively correlated. Positive HS (cooperative and additive) is positively correlated with EI and LS, while negative HS (passively affected) EI is positively correlated with LS. After controlling for other confounding variables, HS development scored higher on EI and LS than the other 3 HSs. These results contribute to our understanding of how individuals with a strong ability to regulate their emotions through active HS develop LS. Finally, we suggested ways and means to improve LS and EI. (Huang, Neng-Tang; Lee, Hui-Lin, 2019)

5. In this study, the researchers have shown interest in how and when team knowledge diversity leads to or inhibits team innovation. In solving this problem, scientists have taken into account information/decision making and classification. In contrast, they use conservation of resources (COR) when examining the relationships between intellectual diversity and innovation. We hypothesize that group intelligence in the environment may arise from the threat of losing an important resource. This threat encourages group members to use various forms of humor (e.g. to, join, develop, attack, defeat). We hypothesize that four levels of humor emerge with complementary resources and mediate the relationship between brain diversity and creativity. We also predict that group emotional intelligence will moderate the relationship between cognitive diversity and group humor. Our model has important implications for research on diversity, humor, emotional intelligence, and innovation. (Nguyen, P. T., Sanders, K., Schwarz, G. M., & Rafferty, A. E., 2022)

6. The purpose of this study is to determine whether the emotional intelligence of researchers predicts their sense of humor and life satisfaction, and whether the emotional intelligence, sense of humor and life satisfaction skills of intellectuals differ according to changes in 'large institution studies'. Bar-On EQ inventory, humor assessment, life satisfaction assessment and personal information forms to collect data. The participants consisted of 362 researchers, 134 women and 228 men, from different departments of Ukurova and Selçuk Universities. In terms of statistical analysis, there was a lot going on in One-way Anova, Tukey test, Kruskal Wallis H-Test, Mann-Whitney-U test and analysis.

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Completed. When the researchers were examined according to their intellectual ability levels, there were significant differences in interpersonal skills, adaptation and coping with stressful situations, but no significant differences were found in personal skills and the mind in general. When the academic performances of the students were examined according to their diplomas, it was seen that the humor scores of the academic staff were higher than those of professors, assistant professors, assistant professors and full professors. When the life satisfaction of the students regarding the education they received was examined, it was seen that the life satisfaction of the faculty members was significantly higher than that of research assistants, professors, assistant professors and university lecturers. Researchers' cognitive abilities have been shown to significantly explain and predict their sense of humor and life satisfaction. (Songül Tümkaya, Erdal Hamarta, M. Engin Deniz, Metehan Çelik, Birsal Aybek, 2008)

METHODOLOGY

Aim: The aim of the study was to examine the relationship between humor styles, emotional intelligence and self-esteem.

Hypothesis:

H1. Humor styles have a significant relationship with self-esteem.

H2. Humor styles have a significant relationship with emotional intelligence.

Research Design: The objective of this study was to examine the correlations among humor types, self-esteem, and emotional intelligence. Participants were enlisted from a wide range of demographic backgrounds using different approaches, such as internet platforms, community centers, and university campuses. The sample size was set using power analysis and past research. After obtaining explicit consent, participants completed established assessments, including the Humor Styles Questionnaire (Martin et al., 2003) for evaluating different humor styles, the Rosenberg Self-Esteem Scale (Rosenberg, n.d.) for measuring self-esteem, and the Brief Emotional Intelligence Scale (Di Fabio & Saklofske, 2014) for assessing emotional intelligence. The data collection process encompassed the gathering of demographic information for every participant. The analytical processes utilized regression analysis to examine the predictive association between humor types, self-esteem, and emotional intelligence while accounting for potential confounding variables. Findings were interpreted within the framework of the research questions and hypotheses, examining implications for theory, practice, and future study. The study acknowledged its limitations and recommended directions for further research, including longitudinal studies and therapies. Throughout the study, rigorous adherence to ethical principles for research involving human participants was maintained to ensure anonymity and protect participant data.

Tools Humor styles questionnaire (HSQ), Rosenberg Self-Esteem Scale (RSES) and Brief Emotional Intelligence Scale (BEIS-10).

Data Analysis: We Utilized correlation to investigate potential connections between humor styles, self-esteem, and emotional intelligence, considering relevant covariates.

RESULTS**Table 1** Add table name

Variables		Subscales	Emotional intelligence		Self esteem	
			Pearson correlation	Significance (2-tailed)	Pearson correlation	Significance (2-tailed)
Humour Styles	Adaptive Humor	Affiliative	.531	<.001	.305	<.001
		Self-Enhancing	.245	.009	.219	.018
	Maladaptive Humor	Aggressive	-.240	.009	-.298	.001
		Self-Defeating	-.044	.641	-.314	<.001

DISCUSSION

- Affiliative Humor and Self-Esteem:** The correlation value of $r = 0.305$ indicated a moderate positive relationship between affiliative humor and self-esteem. This suggested that individuals who used affiliative humor tended to have higher levels of self-esteem. The significance level of less than .001 indicated that this relationship was statistically significant, meaning it was unlikely to have occurred by chance.
- Self-Enhancing Humor and Self-Esteem:** The correlation value of $r = 0.219$ suggested a weak positive relationship between self-enhancing humor and self-esteem. This indicated that individuals who engaged in self-enhancing humor might also have slightly higher levels of self-esteem. However, the significance level of .018 suggested that this relationship was marginally significant, meaning there was a small chance it could be due to chance.
- Aggressive Humor and Self-Esteem:** The correlation value of $r = -0.298$ indicated a moderate negative relationship between aggressive humor and self-esteem. This implied that individuals who used aggressive humor tended to have lower levels of self-esteem. The significance level of .001 suggested that this relationship was statistically significant, indicating it was unlikely to have occurred by chance.
- Self-Defeating Humor and Self-Esteem:** The correlation value of $r = -0.314$ suggested a moderate negative relationship between self-defeating humor and self-esteem. This indicated that individuals who engaged in self-defeating humor were likely to have lower levels of self-esteem. The significance level of less than .001 suggested that this relationship was statistically significant, meaning it was unlikely to have occurred by chance.

Affiliative Humor and Emotional Intelligence: The correlation value of $r = 0.531$ indicated a strong positive relationship between affiliative humor and emotional intelligence. This suggested that individuals who used affiliative humor tended to have higher levels of emotional intelligence. The significance level of less than .001 indicated that this relationship was statistically significant, meaning it was unlikely to have occurred by chance.

Self-Enhancing Humor and Emotional Intelligence: The correlation value of $r = 0.245$ suggested a moderate positive relationship between self-enhancing humor and emotional intelligence. This implied that individuals who engaged in self-enhancing humor might also have slightly higher levels of emotional intelligence. The significance level of .009 suggested that this relationship was statistically significant, indicating it was unlikely to have occurred by chance.

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Aggressive Humor and Emotional Intelligence: The correlation value of $r = -0.240$ indicated a moderate negative relationship between aggressive humor and emotional intelligence. This suggested that individuals who used aggressive humor tended to have lower levels of emotional intelligence. The significance level of .009 suggested that this relationship was statistically significant, meaning it was unlikely to have occurred by chance.

Self-Defeating Humor and Emotional Intelligence: The correlation value of $r = -0.044$ suggested a weak negative relationship between self-defeating humor and emotional intelligence. This indicated that there was little to no association between self-defeating humor and emotional intelligence. The significance level of .641 suggested that this relationship was not statistically significant, meaning it could potentially be due to chance.

CONCLUSION

After analyzing the relationship between self-esteem and humor styles, as well as emotional intelligence and humor styles, we found that humor styles significantly impacted how individuals viewed themselves and their emotional abilities. The data revealed significant connections between different humor styles and both self-esteem and emotional intelligence, providing insights into the complex interplay among these psychological concepts. We observed a strong connection between affiliative humor and both self-esteem and emotional intelligence. This suggested that people who used inclusive and positive humor generally had higher levels of self-esteem and emotional intelligence. In contrast, humor styles that were aggressive and self-defeating showed negative correlations with self-esteem and emotional intelligence, indicating that individuals who used these humor styles had lower levels of self-esteem and emotional intelligence.

However, we approached the interpretation of these correlations with caution, as the presence of a correlation did not necessarily indicate causation. Although the observed associations offered valuable insights into the strength and direction of relationships between variables, they did not establish causality. We acknowledged that additional factors or mechanisms could potentially influence the observed correlations. For example, various factors such as personality traits, social experiences, and coping mechanisms might impact both humor styles and psychological outcomes. Thus, although the data presented fascinating patterns, we recommended additional research using longitudinal or experimental designs to investigate causal pathways and clarify the underlying mechanisms behind the observed associations.

We considered multiple factors that could have contributed to the observed correlations. People with a strong sense of self-worth and emotional intelligence tended to be better at using adaptive humor styles, like affiliative humor, to handle social situations and manage stress. Conversely, individuals with lower self-worth or who struggled with understanding and managing their emotions often turned to unhelpful styles of humor, such as aggressive or self-deprecating humor, to deal with negative feelings or seek approval from others. Additionally, factors such as societal norms, cultural influences, and interpersonal dynamics varied in their effects on individuals' humor styles and psychological outcomes within different populations.

In summary, our findings highlighted the significance of considering humor styles when examining self-esteem and emotional intelligence. We emphasized the importance of customized interventions that promoted adaptive humor styles and cultivated positive

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psychological outcomes. By understanding the intricate relationship between humor and mental well-being, experts and professionals could create improved methods to boost people's confidence, emotional awareness, and overall psychological strength.

Limitations

Although our research offered valuable insights into the connection between humor styles, self-esteem, and emotional intelligence, we recognized several limitations:

- 1. Cross-Sectional Design:** Our use of a cross-sectional design limited our ability to deduce causality or determine the direction of the observed relationships. Longitudinal studies were essential for establishing temporal precedence and gaining a deeper understanding of the developmental pathways between these constructs.
- 2. Sample Characteristics:** Our sample might not have accurately reflected the broader population, potentially lacking diversity in age, gender, cultural background, and other demographic variables. We exercised caution when extrapolating the findings to different populations.
- 3. Self-Report Measures:** Our reliance on self-report measures to evaluate humor styles, self-esteem, and emotional intelligence introduced the possibility of response biases, such as social desirability or self-presentational concerns. We suggested incorporating a variety of assessment methods, such as behavioral and observational measures, to enhance the validity of the findings.
- 4. Unaccounted Factors:** We may have overlooked factors that could affect the relationships being studied. Personality traits, interpersonal relationships, and life experiences could have influenced the observed associations. We recommended that future research consider these factors to gain a more comprehensive understanding.
- 5. Cultural Context:** We may have overlooked cultural factors that influence the expression and interpretation of humor. Different cultural groups may have exhibited varying humor styles and their impact on self-esteem and emotional intelligence. We emphasized the importance of conducting culturally sensitive research.
- 6. Generalizability:** Our findings might have had limitations when it came to applying them to various settings, contexts, and populations. We suggested conducting the study with a wide range of participants and in different cultural settings to confirm the strength and relevance of the results.

By recognizing these constraints, we emphasized the importance of approaching the findings with care and highlighted opportunities for enhancing and perfecting future research endeavors. Addressing these limitations would improve our understanding of the intricate relationship between humor, self-esteem, and emotional intelligence.

Scope For Research

Additional investigation in this field may delve into various paths to enhance our comprehension of the correlation between different styles of humor, self-esteem, and emotional intelligence.

- 1. Longitudinal Studies:** Exploring the progression of humor styles, self-esteem, and emotional intelligence over time through longitudinal studies can offer valuable insights into their developmental paths and reciprocal influences.
- 2. Exploring cultural variations:** Exploring cultural variations in humor styles and their influence on self-esteem and emotional intelligence could provide valuable insights into how sociocultural factors shape these constructs in different populations.

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- 3. Investigating mediating and moderating factors:** Delving into potential factors that may mediate or moderate the relationship between humor styles, self-esteem, and emotional intelligence, such as personality traits, coping mechanisms, and social support, could shed light on the underlying mechanisms.
- 4. Intervention Studies:** Developing and executing interventions focused on fostering positive humor styles and evaluating their impact on self-esteem and emotional intelligence could offer valuable strategies for improving psychological well-being.
- 5. Exploring gender differences:** Exploring gender differences in humor styles, self-esteem, and emotional intelligence may provide insights into how societal norms and gender roles impact the way humor is expressed and understood, as well as its effects on self-perception and emotional skills.
- 6. Clinical Applications:** Exploring the impact of humor-based interventions in therapeutic settings for individuals with low self-esteem or deficits in emotional intelligence could provide innovative strategies for addressing mental health issues and enhancing psychosocial well-being.

By exploring these areas of study, researchers can enhance our understanding of the complex relationship between humor, self-esteem, and emotional intelligence. This has significant implications for the fields of psychology and related disciplines, both in terms of theory and practical applications.

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