

Coping in Stressful Situations and Humor Style in Psychology and Non-Psychology Students

Nazma Begum¹, Dr. Rajashree Roy Som²

¹Student, Amity Institute of Psychology and Allied Sciences, Amity University, Kolkata,

²Associate Professor of Amity Institute of Psychology and Allied Sciences, Amity University, Kolkata,

Abstract

The present study investigates the relationship between coping mechanisms and humor styles among university students from psychology and non-psychology academic backgrounds.

Utilizing a quantitative, cross-sectional design, data were collected from 102 students aged 18 to 25 through standardized self-report instruments: the Coping Inventory for Stressful Situations (CISS) and the Humor Styles Questionnaire (HSQ). The primary objectives were to assess differences in coping strategies and humor styles across academic disciplines and to explore their interrelationships. Results revealed that psychology students reported significantly higher use of task-oriented and avoidance coping strategies compared to non-psychology students. However, no significant differences were found in humor styles across the two groups, suggesting that humor may be influenced by factors beyond academic training. Significant positive correlations were observed between self-enhancing humor and all three coping styles, indicating its role as a flexible and adaptive psychological resource.

Emotion-focused and avoidance coping were also linked to self-defeating humor, pointing to the complex and sometimes contradictory nature of emotional coping. The findings contribute to theoretical understandings of humor as a mechanism for emotional regulation and emphasize the need for integrative mental health interventions that address both cognitive and emotional coping tools. Limitations, including sampling method and self-report bias, are acknowledged, and directions for future research are proposed.

Keywords: coping strategies, humor styles, psychology students, stress, emotional regulation, university mental health

INTRODUCTION

Among university students, the nature and effectiveness of coping strategies are of particular importance. The demands of academic life tight deadlines, performance expectations, and future uncertainties can overwhelm students and affect both their academic performance and mental health. Academic environments introduce stressors such as heavy workloads, competitive pressure, financial concerns, and social transitions, all of which contribute to heightened stress levels during this life stage (Pariat et al., 2014). David (as cited in Kumar & Bhukar, 2013) emphasized that the inability to cope effectively in such environments can lead to academic disengagement, depression, and burnout. While coping styles vary among individuals, academic discipline also appears to play a role in determining how students manage stress. Students in psychology, who are more familiar with theories of emotion regulation and mental health, may be better equipped with adaptive coping techniques compared to their

peers in non-psychology fields (Nevo et al., 2001). This difference may stem from exposure to mental health education and training that enhances awareness and use of positive coping methods. Humor, as one such coping tool, has become increasingly recognized for its role in regulating emotions, reducing psychological distress, and enhancing resilience. This study explores how students from psychology and non-psychology backgrounds differ in their coping strategies and in the ways they use various styles of humor to manage stress in academic settings.

Stress, as a psychological and physiological experience, influences individuals across multiple areas of life, including education, work, and interpersonal relationships. It typically arises when internal or external demands exceed a person's perceived ability to cope effectively (Gradus, 2017). While moderate stress can act as a motivator, excessive or prolonged stress is associated with emotional exhaustion, cognitive impairment, and physical health problems. Individual differences in the experience and regulation of stress are shaped by personal interpretations, environmental factors, and coping mechanisms (Padmanabhanunni & Pretorius, 2023). Notably, stress is not limited to negative events; positive life changes, such as marriage, childbirth, or promotions, can also provoke stress responses (Gradus, 2017). In academic contexts, the complexity of stressors makes effective coping essential for maintaining mental well-being. The present study investigates not only how students from different academic disciplines cope with stress but also how humor, as a coping mechanism, interacts with these strategies to shape emotional regulation outcomes.

Coping is defined as the thoughts and behaviors mobilized to manage internal and external stressful situations (Folkman & Moskowitz, 2004). It serves a vital function in maintaining psychological stability and resilience in the face of adversity. Adaptive coping promotes emotional balance and constructive problem-solving, while maladaptive coping can lead to negative outcomes such as burnout, anxiety, and depression. Coping mechanisms are often categorized into four main types: problem-focused, emotion-focused, avoidance-based, and social coping. Problem-focused coping involves addressing the source of stress directly through action-oriented strategies like planning or seeking solutions, and it is widely associated with positive psychological outcomes and long-term adaptability (Folkman & Moskowitz, 2004). In contrast, emotion-focused coping revolves around managing emotional distress rather than the stressor itself. This may include strategies like reappraisal, self-soothing, or emotional expression. While useful in situations beyond the individual's control, reliance on emotion-focused coping without resolving the underlying issue may reduce its effectiveness over time (Compas et al., 2001).

Avoidance-based coping includes behaviors such as denial, withdrawal, and distraction, which are typically linked to higher levels of psychological distress and maladjustment when used excessively (Compas et al., 2017). Social coping, which involves seeking emotional or instrumental support from others, can significantly mitigate the negative effects of stress. A strong social support system has been shown to enhance mental health and resilience in academic environments (Yusoff, 2010). Overall, research suggests that while adaptive strategies like problem-solving and social coping contribute to greater emotional well-being, maladaptive approaches such as avoidance and emotional suppression are associated with increased psychological distress (Bamuhair et al., 2015).

From a psychological perspective, humor is essentially a positive emotion called mirth, which is typically elicited in social contexts by a cognitive appraisal process involving the perception of playful, nonserious incongruity, and which is expressed by the facial and vocal behavior of laughter (Martin, 2007). Within the spectrum of coping strategies, humor has gained increasing recognition as a powerful

tool for emotional regulation and stress management. Far from being merely a source of entertainment, humor functions as a psychological mechanism that helps individuals cognitively reframe stressful experiences, facilitating emotional distance and psychological resilience (Martin & Ford, 2018).

Numerous studies have demonstrated humor's capacity to reduce symptoms of anxiety and depression while enhancing emotional adaptability and well-being (Kuiper & Martin, 1998; Lefcourt, 2001; Nezelek & Derks, 2001). However, the way humor is utilized as a coping mechanism is not uniform; it can be influenced by a variety of factors, including personality traits, cultural norms, and educational background.

Martin et al. (2003) developed the Humor Styles Model, which categorizes humor into four distinct types: affiliative, self-enhancing, aggressive, and self-defeating. Affiliative humor involves using jokes and light-hearted communication to strengthen social bonds and foster connection. It is closely linked with emotional intelligence, high self-esteem, and social competence (Chen & Martin, 2007; Frewen et al., 2008). Self-enhancing humor refers to the ability to maintain a humorous perspective in the face of adversity, promoting psychological resilience and optimism while reducing the impact of negative emotional experiences (Dozois et al., 2009; Martin & Ford, 2018). In contrast, aggressive humor involves sarcasm, ridicule, or criticism directed at others, and is often associated with interpersonal conflict and lower agreeableness (Martin et al., 2003; Kuiper et al., 2004; Kazarian & Martin, 2006). Lastly,

self-defeating humor entails making oneself the target of jokes to gain approval or mask emotional distress. Though it may create temporary social acceptance, it is generally linked to lower self-worth and elevated levels of anxiety and depression (Martin et al., 2003; Cann et al., 2008).

Research further supports the physiological and emotional advantages of adaptive humor styles, such as reduced cortisol levels and enhanced emotional regulation (Berk et al., 2001). Within academic environments, students who engage in affiliative or self-enhancing humor tend to cope more effectively with academic and personal stressors, maintaining better psychological well-being overall. However, humor use may vary significantly between psychology and non-psychology students. Those trained in psychological theories and emotional regulation may be more inclined to adopt constructive humor styles like self-enhancing humor (Nevo et al., 2001), while students from non-psychology disciplines may be more susceptible to employing maladaptive humor, such as aggressive or self-defeating forms, which can exacerbate stress rather than alleviate it (Kazarian & Martin, 2004).

Understanding these distinctions in both coping strategies and humor styles is essential for developing targeted psychological interventions that address student well-being. By examining how students from psychology and non-psychology backgrounds differ in their approaches to stress management particularly through humor this study aims to deepen the understanding of emotional regulation within academic settings and contribute to more effective mental health support across educational disciplines.

Literature Review

Humor and coping have been widely studied as separate and sometimes intersecting variables in stress research, with findings often dependent on sample demographics, cultural contexts, and psychological traits. Mishra and Dutt (2024) explored the relationship between humor styles and coping mechanisms among Indian adults, revealing a negligible correlation between stress and coping humor, which suggests that humor may not always function effectively as a stress buffer. In contrast, Sari et al. (2023) found a significant negative correlation between coping humor and perceived stress among university

students, supporting humor's potential role in stress reduction. Similarly, Simione and Gnagnarella (2023) found that humor moderated the relationship between avoidance coping and perceived stress during the COVID-19 pandemic, indicating humor's utility in emotionally overwhelming situations when adaptive coping is absent.

Further emphasizing humor's role in emotional well-being, Jain (2022) reported that affiliative humor was positively associated with self-esteem, while aggressive humor had a negative correlation. These findings align with those of Eype and Lokesh (2021), who linked affiliative and self-enhancing humor to higher emotional intelligence, whereas aggressive humor showed negative associations particularly among males. Richards and Kruger (2017) added that self-defeating humor intensified the harmful effects of stress on physical health, indicating the importance of addressing maladaptive humor in stress management interventions.

Several studies also examined how humor interacts with cognitive traits. Priya (2024) found correlations between working memory and both affiliative and self-defeating humor styles, along with gender-based differences in humor use. Vig (2020) identified a positive relationship between self-enhancing humor and emotional competence, with gender again moderating the impact of aggressive humor. Mirani Sargazi et al. (2021) further confirmed a connection between humor and coping styles in teenagers, where problem-focused coping was most common and self-defeating humor was frequently used highlighting developmental trends in humor application under stress.

Fewer studies have examined how academic background might shape these traits.

Priya and Kumar (2020) found that psychology students reported significantly better coping skills than their non-psychology peers, attributing this to curricular exposure to emotional and behavioral techniques. However, they acknowledged methodological limitations, such as reliance on self-report measures and the lack of control for confounding variables like socioeconomic background. Their recommendations for future research included more diverse sampling and better controls, but they did not examine the potential interaction of humor with coping within academic subgroups.

There is a lack of comparative research examining how academic background influences both coping mechanisms and humor styles among Indian undergraduate students. Most existing studies explore these constructs in isolation or within homogenous academic groups, overlooking how exposure to psychological education may shape emotional regulation. While some research addresses coping or humor individually, few studies investigate their interaction in managing stress. Indian studies often rely on generalized youth samples without academic-context specificity, limiting insight into how fields like psychology influence these traits. Additionally, subscale-level analysis within humor and coping inventories is often neglected, resulting in a limited understanding of nuanced patterns. Much of the literature also remains Western-centric, with little focus on culturally relevant frameworks for Indian academic populations.

Method

Aims

The aim of the present study was to explore the relationship between coping mechanisms and humor styles among university students from psychology and non-psychology academic backgrounds.

Objectives

1. To assess levels of coping and humor styles among university students.
2. To examine differences in coping strategies and humor styles between psychology and non-

psychology students.

3. To explore the relationship between coping mechanisms and humor styles in students from both academic backgrounds.

Hypotheses

H1: There will be a significant difference in coping styles in stressful situations between psychology and non-psychology students.

H2: There will be a significant difference in humor styles between psychology and non- psychology students.

H3: There will be a significant relationship between coping styles in stressful situations and humor styles among psychology and non-psychology students.

Participants

The study employed a non-probability sampling approach using purposive and snowball techniques. A total of 102 university students aged 18 to 25 years participated in the study, with representation from both psychology and non-psychology academic streams. Data were collected through an online survey using Google Forms.

Measures

The **Coping Inventory for Stressful Situations (CISS)** developed by Endler and Parker (1990) was used to assess typical coping responses. The 48-item instrument measures three primary dimensions: task-oriented coping, emotion-oriented coping, and avoidance-oriented coping. Items are rated on a 5-point Likert scale ranging from 1 (not at all) to 5 (very much). The scale has shown high internal consistency, with Cronbach's alpha coefficients reported as 0.87, 0.88, and 0.82 for the three dimensions, respectively.

The **Humor Styles Questionnaire (HSQ)** developed by Martin et al. (2003) was used to assess individual differences in humor use. The 32-item scale includes four humor styles: affiliative, self-enhancing, aggressive, and self-defeating. Responses are recorded on a 7- point Likert scale (1 = strongly disagree to 7 = strongly agree). The HSQ demonstrates sound psychometric properties, with Cronbach's alpha values between 0.77 and 0.81 and strong validity in relation to personality and adjustment outcomes.

Procedure

Participants were recruited through personal academic networks and invited to complete an online questionnaire. After providing informed consent, participants completed demographic questions followed by the CISS and HSQ scales. The form included a brief introduction outlining the purpose of the study, confidentiality, and the voluntary nature of participation. The survey required approximately 15–20 minutes to complete. All responses were anonymous and collected via Google Forms.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). Normality was assessed prior to selecting parametric tests. Independent samples t-tests were used to examine group differences between psychology and non-psychology students, and Pearson's correlation coefficients were computed to assess relationships between coping and humor styles.

Results

Descriptive statistics were calculated to assess the levels of coping and humor styles among university students. These results are presented in Table 1.

Table 1 Descriptive statistics for coping styles and humor styles among students

Variable	M	SD
Task-Focused Coping	54.28	13.10
Emotion-Focused Coping	47.48	14.67
Avoidance Coping	47.69	13.46
Affiliative Humor	39.30	8.96
Self-Enhancing Humor	32.43	9.47
Aggressive Humor	27.60	6.97
Self-Defeating Humor	27.17	9.21

Note. M = mean; SD = standard deviation.

Among coping strategies, task-focused coping showed the highest mean ($M = 54.28$, $SD = 13.10$), indicating it was the most commonly used method. Among humor styles, affiliative humor was most prevalent ($M = 39.30$, $SD = 8.96$), followed by self-enhancing humor ($M = 32.43$, $SD = 9.47$). Lower mean values were observed for aggressive and self-defeating humor, suggesting a greater tendency toward adaptive humor styles among the participants.

Table 2 Independent samples t-test: differences in coping styles between psychology and non-psychology students

Coping Style	M (Psychology)	SD (Psychology)	M (Non-Psychology)	SD (Non-Psychology)	t	df	p-value
Task-Focused Coping	57.00	10.48	51.87	10.48	2.04	95.53	0.044
Emotion-Focused Coping	46.70	14.79	48.17	14.08	-0.5	100	0.619
Avoidance Coping	51.77	12.27	44.07	13.55	2.99	100	0.003

Note. M = mean; SD = standard deviation; t = t-value ; df = degrees of freedom ; p = probability value.

To examine group differences, independent samples t tests were conducted for coping strategies across psychology and non-psychology students. Psychology students scored significantly higher in task-focused coping ($M = 57.00$, $SD = 10.48$) than non-psychology students ($M = 51.87$, $SD = 14.76$). They also scored higher on avoidance coping ($M = 51.77$, $SD = 12.27$) compared to non-psychology students ($M = 44.07$, $SD = 13.55$), with the difference being statistically significant, $t(100) = 2.99$, $p = .003$. However, no significant difference was found in emotion-focused coping, $t(100) = -0.50$, $p = .619$, despite non-psychology students ($M = 48.17$, $SD = 14.08$) having slightly higher mean scores than

psychology students ($M = 46.70$, $SD = 14.79$). These findings partially support Hypothesis 1.

Table 3 Independent samples t-test: differences in humor styles between psychology and non-psychology students

Humor Style	M (Psychology)	SD (Psychology)	M (Non-Psychology)	SD (Non-Psychology)	t	df
Affiliative Humor	38.50	10.12	39.89	7.56	-0.79	100
Self-Enhancing Humor	32.91	9.60	32.00	9.43	0.486	100
Aggressive Humor	27.18	7.65	27.98	6.34	-.572	100
Self-Defeating Humor	27.31	9.64	27.05	8.89	0.140	100

Note. M = mean; SD = standard deviation; t = t-value ; df = degrees of freedom ; p = probability value.

To test Hypothesis 2, independent samples t tests were also conducted for each humor style. No significant group differences were observed. For affiliative humor, psychology students ($M = 38.50$, $SD = 10.12$) and non-psychology students ($M = 39.89$, $SD = 7.56$) did not differ significantly, $t(100) = -0.79$, $p = .431$. For self-enhancing humor, the means were comparable ($M = 32.91$, $SD = 9.60$ for psychology; $M = 32.00$, $SD = 9.43$ for non- psychology), with no significant difference, $t(100) = 0.49$, $p = .628$. Similarly, no significant group differences were found in aggressive humor, $t(100) = -0.57$, $p = .568$, or self-defeating humor, $t(100) = 0.14$, $p = .889$. These results suggest that academic background does not significantly influence humor style use, thus Hypothesis 2 was not supported.

Table 4 Pearson correlation coefficients between coping styles and humor styles

Coping Style	Humor Style	Pearson's r	p-value
Task-Focused Coping	Affiliative Humor	0.036	0.721
	Self-Enhancing Humor	0.463	< . 001
	Aggressive Humor	-0.182	0.068
	Self-Defeating Humor	0.042	0.675
Emotion-Focused Coping	Affiliative Humor	-0.116	0.253
	Self-Enhancing Humor	0.394	< . 001
	Aggressive Humor	0.094	0.349
	Self- Defeating Humor	0.444	< . 001

Avoidance Coping	Affiliative Humor	0.056	0.579
	Self-Enhancing Humor	0.300	0.002
	Aggressive Humor	0.079	0.433
	Self- Defeating Humor	0.341	0.001

Notes. p-value = Probability value ; Pearson's r = Pearson's correlation coefficient.

To examine Hypothesis 3, Pearson's correlation coefficients were calculated to assess the relationship between coping styles and humor styles. Task-focused coping was significantly and positively correlated with self-enhancing humor, $r = .463$, $p < .001$.

Emotion-focused coping showed positive correlations with both self-enhancing humor ($r = .394$, $p < .001$) and self-defeating humor ($r = .444$, $p < .001$). Avoidance coping was also positively correlated with self-enhancing ($r = .300$, $p = .002$) and self-defeating humor ($r = .341$, $p = .001$). No significant correlations were found between any coping style and affiliative or aggressive humor ($ps > .05$). These results support Hypothesis 3, indicating that coping styles are significantly associated with the use of specific humor styles.

Discussion

This study explored the relationship between coping strategies and humor styles among psychology and non-psychology students and examined group differences across these variables. Descriptive results revealed that students predominantly used task-focused coping and affiliative humor, suggesting a general preference for adaptive strategies to manage academic stress and build peer relationships. Maladaptive humor styles, such as aggressive and self-defeating humor, were less frequently used.

Psychology students reported significantly higher levels of both task-focused and avoidance coping compared to non-psychology students. The increased use of task-oriented coping among psychology students may be attributed to their academic exposure to structured stress management strategies and psychological theories that emphasize goal-oriented behavior. Interestingly, their elevated use of avoidance coping could reflect shifting strategies based on situational demands or a heightened awareness of stressors, leading to disengagement as a temporary coping mechanism. In contrast, emotion-focused coping showed no significant differences between the groups, suggesting that emotional regulation strategies such as venting or seeking support are commonly utilized by students across disciplines. These results provide partial support for the first hypothesis.

The comparison of humor styles revealed no significant differences between psychology and non-psychology students across any of the four humor dimensions. This suggests that the use of affiliative, self-enhancing, aggressive, and self-defeating humor may be influenced more by stable personality traits, familial socialization, or cultural norms than by formal academic training. Despite assumptions that psychology students might adopt more adaptive humor styles due to their curriculum, the findings indicate that academic background does not substantially shape humor preferences. Therefore, the second hypothesis was not supported by the data.

Significant positive associations emerged between coping styles and specific humor styles, revealing meaningful psychological links. Task-focused coping correlated positively with self-enhancing humor, highlighting the adaptive nature of combining structured problem-solving with a resilient, humorous perspective. Additionally, both emotion-focused and avoidance coping were linked to higher levels of self-enhancing and self-defeating humor, reflecting the emotional complexity involved in managing stress. While self-enhancing humor supports emotional resilience, the presence of self-defeating humor

suggests a simultaneous tendency toward self-directed negativity or social appeasement.

Affiliative and aggressive humor showed no significant correlation with any coping strategies, implying that these styles may operate more as interpersonal communication patterns rather than stress-related responses. Altogether, the findings lend strong support to the third hypothesis.

Overall, the findings highlight the importance of integrating self-enhancing humor into student well-being programs, as it positively correlates with all major coping styles. While academic background appears to influence coping tendencies, humor styles seem to remain consistent across disciplines. These results underscore the value of considering both cognitive and emotional coping strategies in mental health interventions and call for future research into the cultural and personal factors influencing these relationships.

Implication

The findings of this study carry important implications for both psychological theory and educational practice. The observed relationship between self-enhancing humor and adaptive coping strategies reinforces the conceptualization of humor as a functional tool in emotional regulation, suggesting its relevance in models of stress and resilience. The lack of significant differences in humor styles across academic disciplines also challenges assumptions that exposure to psychological education alone significantly shapes emotional coping traits, pointing instead to the influence of broader dispositional or socio-cultural factors. Practically, these results highlight the potential benefits of incorporating humor-based approaches into student support services, particularly interventions that encourage the development of self-enhancing humor to promote emotional well-being. Moreover, the inclusion of coping skills training for non-psychology students could help bridge gaps in emotional preparedness and resilience. Overall, the study underscores the need for holistic, inclusive strategies that integrate cognitive, emotional, and behavioral tools to support student mental health across academic disciplines.

Future Scope

The present study opens several avenues for future research. While it provides valuable insights into the relationship between coping mechanisms and humor styles among university students, further investigation is needed to explore the causal nature of this relationship through longitudinal or experimental designs. Future studies could also consider larger and more diverse samples across different cultural, socio-economic, and educational contexts to enhance generalizability. Including qualitative methods such as interviews or open-ended surveys may offer deeper understanding of the subjective experiences behind coping and humor use. Additionally, examining other influencing factors such as personality traits, family environment, or academic stressors could provide a more comprehensive picture of how these mechanisms function in everyday life. Exploring the effectiveness of targeted interventions that promote adaptive humor and coping strategies especially among non-psychology students could also contribute to more tailored and impactful student support systems. Overall, continued research in this area is essential to deepen theoretical understanding and inform more effective mental health practices in educational settings.

Limitations

Despite its contributions, the present study has certain limitations that should be acknowledged. The use of a non-probability sampling method, including purposive and snowball techniques, may limit the

generalizability of the findings to broader student populations. The sample size, while adequate for statistical analysis, remains relatively small and demographically homogenous, which may not capture the full diversity of coping and humor styles among students from different backgrounds. Additionally, the reliance on self-report measures introduces the possibility of response biases such as social desirability or inaccurate self-assessment. The cross-sectional design also restricts the ability to draw causal conclusions about the relationship between coping and humor styles. Furthermore, external factors such as personality traits, academic pressure, and cultural influences were not controlled for, which may have influenced participants' responses. Future research would benefit from addressing these limitations through more representative sampling, mixed-methods approaches, and longitudinal designs.

Conclusion

This study explored the relationship between coping strategies and humor styles among psychology and non-psychology students. While psychology students reported greater use of task-focused and avoidance coping, humor styles did not differ significantly across academic backgrounds. These findings suggest that coping may be influenced by academic exposure, but humor styles appear to reflect more stable, personal or cultural traits.

Significant correlations between self-enhancing humor and various coping strategies underscore humor's value as an adaptive emotional resource. However, interpretations should be made cautiously due to limitations such as sample homogeneity, reliance on self-report measures, and the cross-sectional design.

Overall, the results highlight the importance of integrating both emotional and cognitive coping tools like humor into student mental health programs. The study offers meaningful insights into student resilience while pointing to the need for more diverse and longitudinal research in this area.

Reference

1. Bamuhair, S. S., Farhan, A. I., Althubaiti, A., Agha, S., Rahman, S., & Ibrahim, N. O. (2015).
2. Sources of stress and coping strategies among undergraduate medical students in a Saudi university. *Saudi Medical Journal*, 36(5), 613–619.
3. Berk, L. S., Tan, S. A., Fry, W. F., Napier, B. J., Lee, J. W., Hubbard, R. W., ... & Eby, W. C. (2001). Neuroendocrine and stress hormone changes during mirthful laughter. *American Journal of the Medical Sciences*, 298(6), 390–396.
4. Cann, A., Stilwell, K., & Taku, K. (2008). Humor styles, positive personality, and health. *Europe's Journal of Psychology*, 4(1), 1–20.
5. Chen, G. H., & Martin, R. A. (2007). A comparison of humor styles, coping humor, and mental health between Chinese and Canadian university students. *Humor*, 20(3), 215–234.
6. Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (2001). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 127(1), 87–127.
7. Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., ... & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. *Psychological Bulletin*, 143(9), 939–991.
8. Dozois, D. J. A., Martin, R. A., & Bieling, P. J. (2009). Early maladaptive schemas and adaptive/maladaptive styles of humor. *Cognitive Therapy and Research*, 33(6), 585–596.

11. Eype, E. S., & Lokesh, L. (2021). Humor styles and emotional intelligence among young adults. *International Journal of Indian Psychology*, 9(2). <https://doi.org/10.25215/0902.188>
12. Folkman, S., & Moskowitz, J. T. (2004). Coping: Pitfalls and promise. *Annual Review of Psychology*, 55, 745–774.
13. Frewen, P. A., Brinker, J., Martin, R. A., & Dozois, D. J. A. (2008). Humor styles and personality-vulnerability to depression. *Humor*, 21(2), 179–195.
14. Gradus, J. L. (2017). Prevalence and prognosis of stress disorders: A review. *Current Psychiatry Reports*, 19(11), 87.
15. Jain, S. (2022). Humor styles and self-esteem among young adults. *International Journal of Indian Psychology*, 10(2), 1295–1311. <https://doi.org/10.25215/1002.130>
16. Kazarian, S. S., & Martin, R. A. (2004). Humor styles, personality, and well-being among Lebanese university students. *European Journal of Personality*, 18(3), 209–219. <https://doi.org/10.1002/per.505>
17. Kazarian, S. S., & Martin, R. A. (2006). Humor styles, culture-related personality, well-being, and family adjustment among Armenians in Lebanon. *Humor*, 19(4), 405–423.
18. Kuiper, N. A., & Martin, R. A. (1998). Laughter and stress in daily life: Relation to positive and negative affect. *Motivation and Emotion*, 22(2), 133–153.
19. Kuiper, N. A., Grimshaw, M., Leite, C., & Kirsh, G. (2004). Humor is not always the best medicine: Specific components of sense of humor and psychological well-being.
20. Humor: *International Journal of Humor Research*, 17(1-2), 135–168. <https://doi.org/10.1515/humr.2004.002>
21. Kumar, S., & Bhukar, J. P. (2013). Stress level and coping strategies of college students.
22. *Journal of Physical Education and Sports Management*, 4(1), 5–11.
23. Lefcourt, H. M. (2001). *Humor: The psychology of living buoyantly*. Springer.
24. Martin, R. A. (2007). Introduction to the psychology of humor (pp. 1–30). In *The psychology of humor: An integrative approach* (1st ed.). Elsevier Academic Press. <https://doi.org/10.1016/B978-012372564-6/50020-4>
25. Martin, R. A., & Ford, T. (2018). *The psychology of humor: An integrative approach* (2nd ed.). Academic Press.
26. Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37(1), 48–75. [https://doi.org/10.1016/S0092-6566\(02\)00534-2](https://doi.org/10.1016/S0092-6566(02)00534-2)
27. Mirani Sargazi, N., Pudineh, A., Mirzaei Rad, R., & Ordoni, M. (2021). The relationship between stress coping styles and sense of humor styles among teenagers. *American Journal of Health Research*, 9(1), 9–15. <https://doi.org/10.11648/j.ajhr.20210901.12>
28. Mishra, A., & Dutt, S. (2024). Examining the interplay of coping mechanisms and humor styles in high-stress scenarios. *International Journal of Indian Psychology*, 12(2), 2636–2646. <https://doi.org/10.25215/1202.229>
29. Nevo, O., Nevo, B., & Yin, J. L. S. (2001). Singaporean humor: A cross-cultural, cross-gender comparison. *The Journal of General Psychology*, 128(2), 143–156.
30. Nezelek, J. B., & Derks, P. (2001). Use of humor as a coping mechanism, psychological adjustment, and social interaction. *Humor: International Journal of Humor Research*, 14(4), 395–413. <https://doi.org/10.1515/humr.2001.011>

31. Padmanabhanunni, A., & Pretorius, T. B. (2023). Coping humor, psychological resilience, and mental health in university students. *South African Journal of Psychology*, 53(2), 195–205. <https://doi.org/10.1177/00812463221150109>
32. Pariat, L., Rynjah, A., Joplin, M., & Kharjana, M. G. (2014). Stress levels of college students: Interrelationship between stressors and coping strategies. *IOSR Journal of Humanities and Social Science*, 19(8), 40–46.
33. Priya, G. (2024). Humour styles and working memory in young adults. *International Journal of Indian Psychology*, 12(2), 2443–2452. <https://doi.org/10.25215/1202.211>
34. Priya, M. S., & Kumar, S. M. (2020). A comparative study on coping skills among psychology and non-psychology students. *International Journal of Indian Psychology*, 8(2), 107–112. <https://doi.org/10.25215/0802.293>
35. Richards, K., & Kruger, G. (2017). Humor styles as moderators in the relationship between perceived stress and physical health. *SAGE Open*, 7(2). <https://doi.org/10.1177/2158244017711485>
36. Sari, O., & Altınok, B. (2023). Investigation of the relationship between coping through humor and trait anxiety levels of sports sciences faculty students. *Sportif Bakış: Spor ve Eğitim Bilimleri Dergisi*, 10(3), 373–380. <https://doi.org/10.33468/sbsebd.359>
37. Simone, L., & Gnagnarella, C. (2023). Humor coping reduces the positive relationship between avoidance coping strategies and perceived stress: A moderation analysis. *Behavioral Sciences*, 13(2), 179. <https://doi.org/10.3390/bs13020179>
38. Vig, D. (2020). Humor styles and emotional competence among young adults. *International Journal of Indian Psychology*, 8(2), 182–191. <https://doi.org/10.25215/0802.022>
39. Yusoff, M. S. B. (2010). Stress, stressors and coping strategies among secondary school students in a Malaysian government secondary school: Initial findings. *ASEAN Journal of Psychiatry*, 11(2), 1–15.