Relationship between Emotional Self-Disclosure, Humor Styles, and Social Dysfunctioning in Students of Art and Design

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FA19-BPY-019

Session (2019-2023)

BS Psychology

A Thesis Submitted in Partial Fulfillment for the Requirements of the Degree of BS Psychology

DEPARTMENT OF HUMANITIES

COMSATS UNIVERSITY ISLAMABAD, LAHORE CAMPUS.

2023

Research Completion Certificate

It is certified that the research work in this title "Relationship between Emotional Self-Disclosure, Humor styles, and Social Dysfunctioning in Students of Art and Design" has been carried out and completed by **Ms. ZAINAB RAHEEL, Student ID: FA19-BPY-019**; student of BS Psychology, session 2019-2023, under my supervision. The study is an independent research work carried out under instructions and consideration.

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Declaration

I, Zainab Raheel, Student ID: FA19-BPY-019: student of BS Psychology, session 2019-2023, hereby declare that the material printed in this thesis title "Relationship between Emotional Self-Disclosure, Humor styles, and Social Dysfunctioning in Students of Art and Design" is my own original work and has not been printed, submitted or published in any form, in any research institute in Pakistan or abroad.

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful, I dedicate this research thesis to my beloved family, whose support and encouragement have been the driving force behind my academic pursuits. To my mother Sadia Raheel and father Muhammad Raheel Butt, for their endless sacrifices, guidance, and belief in my abilities. To my grand-parents M. Azam Butt, and Nuzhat Bano whose unconditional love, gentle guidance, and heartfelt prayers have been a source of strength and encouragement throughout my journey. Also to my late grand-parents M. Sabir Qureshi and Hafeez Bibi, though you are no longer with us, your legacy of love, wisdom, and resilience lives on in my heart. I also dedicate this thesis to my friends, who have been my pillars of support, providing encouragement, understanding, and laughter during both the challenging and joyful moments. Furthermore, I extend my heartfelt dedication to my supervisors Dr. Shameem Fatima and Ms. Sana Aslam whose wisdom, expertise, and guidance have helped me throughout the process. Your dedication to fostering knowledge and pushing the boundaries of understanding has inspired me to strive for excellence in every aspect of my work. Finally, I dedicate this thesis to the participants who generously shared their time and experiences. Without their valuable contributions, this research would not have been possible. To all those who have supported me unconditionally, whether near or far, this thesis is a testament to our shared journey and the belief that with determination and support, anything is possible.

Acknowledgment

In the name of Allah, the Most Gracious, the Most Merciful, I begin by expressing my deepest gratitude and appreciation to the Almighty for His boundless blessings, guidance, and mercy throughout the journey of this research. I would also like to express my gratitude to my father, mother and my siblings Fatima, Abdullah and Saleha, whose constant support, encouragement, and belief in me have been a constant source of strength. Their love, understanding, and sacrifices have provided the emotional and moral support needed to persevere through the challenges encountered along this research journey. I am profoundly indebted to my esteemed supervisor, Dr. Shameem Fatima and Ms. Sana Aslam, for their guidance, profound knowledge, and invaluable insights. I am immensely grateful for their mentorship, patience, and encouragement, which have been a constant source of inspiration. I extend my heartfelt gratitude to the participants of this study, whose willingness to share their experiences, perspectives, and knowledge has enriched this research immensely. I extend my appreciation to the my teachers and institute COMSATS University Islamabad, Lahore Campus for their valuable assistance. Their collective expertise and resources have greatly contributed to the refinement of this research. Lastly, I offer my sincere thanks to all my friends specially Wardah Fatima and also those who have crossed my path and left a positive impact on my academic and personal growth. Their kindness, words of encouragement, and constructive feedback have shaped my journey and have played an integral role in shaping the outcome of this research. I humbly acknowledge that any shortcomings or errors in this research are solely my own, and I seek the forgiveness of Allah for any unintentional mistakes or omissions. All praise and thanks are due to Allah, the Lord of all creation.

Zainab Raheel

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List of Abbreviations

ESDS = Emotional Self-Disclosure

HSQ = Humor Style Questionnaire

SDF = Social Dysfunctioning

SFQ = Social Functioning Questionnaire

AFFH = Affiliative Humor

AGGH = Aggressive Humor

SDFH = Self- Defeating Humor

M = Mean

SD = Standard Deviation

f = Frequency

SE = Standard Error

Min. = Minimum

Max. = Maximum

B = Beta

Abstract

The understanding of the complex dynamics of emotional self-disclosure, humor styles, and social dysfunctioning is crucial in the fields of art and design. This research study presents an in-depth exploration of these constructs and their interrelationships in designing students. It was hypothesized that there would be a significant relation between emotional self-disclosure, humor styles and social dysfunctioning in design students. The study sample was consist of 300 participants (50% men & 50% women) from different departments of art and design, aged between 18-25 years. The participants were assessed on the basis of Emotional Self-Disclosure Scale, Humor Styles Questionnaire and Social Functioning Questionnaire. The Pearson Correlation Coefficient, t-test and mediation analyses were conducted to test study hypotheses. The study yielded significant results regarding the relationship between study variables. The findings have shown there were significant correlation between emotional self-disclosure, humor styles and social dysfunctioning, i) affiliative humor was negatively associated with social dysfunctioning, and ii) aggressive humor was positively correlated with social dysfunctioning. The mediation analyses showed that humor styles mediated the association between emotional self-disclosure and social dysfunctioning. Additional findings showed that women tend to show higher emotional self-disclosure and use positive humor styles and men tend to use negative humor styles and scored higher on social dysfunctioning. The findings can be helpful for educational institutions who can work with students and administration collaboratively to support well-being and creativity of students.

Keywords: Emotional self-disclosure, humor styles, social dysfunctioning, art, design

Chapter 1

Introduction

Chapter 1

Introduction

Emotional self-disclosure and humor style interconnected to social functioning of individuals. They collectively have have a great impact on the social interactions and relationships and also on the mental health of an individual. The individual is designed in such way that it is important to socialize and share emotions in order to engage in the world and deal with others in effective manner. The manner of self-disclosure of an individual have a huge impact on how one socialize and form deeper relationships with other (Crowley, 2019).

As the emotional self-disclosure is associated with social functioning similarly humor styles also play significant role in social functioning. Each of the humor style is related to specific way of communicating one's humor to other, such as affiliative humor (to improve relationships), self-enhancing humor (coping with stress), aggressive humor (looking down on others), and self-defeating humor (on expense of one's ownself). The individuals who practice with a positive and adaptive humor style lead to positive social functioning and one's who practice negative humor styles lead to negative social functioning (Dyck & Holtzman, 2013).

Emotional Self Disclosure

The term of self-disclosure has been keenly studied in different disciplines and fields related to psychology like in social sciences and communication sciences which provided the psychological understanding of the topic. The self-disclosure is defined as a gesture of communication in which a person share information of personal nature or private nature about one's self to other people as in researches regarding relationships, self-disclosure is source of foster feelings of closeness and intimacy

(APA Dictionary of Psychology, 2022). Emotional self-disclosure is a process in which one discloses his/her emotions, sentiments or feelings to any other individual or group of individuals. It deals with the sharing of intimate and vulnerable aspects of oneself with the goal of building intimacy and connection with other individual. Emotional self-disclosure can be through different kinds of expression which may include, spoken communication, written communication, and non-verbal communication such as language of body or gestures.

Many researches on emotional self-disclosure are performed which suggests that it can lead to greater feelings of closeness and positive relationship between individuals and also increased social support by reducing stress. It also help individuals to understand and regulate their own emotions better. Even so, the effectivity of emotional self-disclosure can vary depending on the nature of the relationship and the cultural context in which it take place. For example, in some cultures, emotional self-disclosure may be seen as inappropriate or even taboo. Furthermore, too much or inappropriate self-disclosure can lead to negative consequences, like social rejection or even embarrassment. So, it is important for discloser to carefully consider the risks and benefits of emotional self-disclosure in any situation, and to approach it with caution and sensitivity (Ho et al., 2018).

The emotional self-disclosure is closely related to the individual's relationship as it can be of either supportive or even un-supportive for individuals and their interpersonal interactions or communication as, emotional self-disclosure can foster trust, empathy, and intimacy between individuals because the more one share one's emotion the more one become able to connect to the other person. As, a research study concluded that the emotional disclosure of distress is linked to feeling of being

able to stay socially connected which ultimately lead to lower the levels of psychological distress (Keum et al., 2021).

Studies suggest that cultural and gender differences can play a role in how individuals comprehend, perceive and engage in emotional self-disclosure. For example, the research study have shown that anger suppression act as mediator toward depressive symptoms. The study found that the impact of anger suppression on depressive symptoms differed depending on race and the importance of connectedness. Specifically, being Asian American and having a stronger emphasis on connectedness weakened the connection between anger suppression and depressive symptoms (Cheung & Park, 2010). Moreover it plays significant role in humor display and use. The research have shown that individuals belong to eastern countries tend to be use humor very less as a source of coping mechanism as compared to western individuals. Like, positive humor styles of humor is source of coping through socializing, this leads to keep the level of life satisfaction higher and lower the level of depressive mood, which help them to stay relax for mainland Chinese students but living in Hong Kong for study purposes (Cheung & Yue, 2012).

The emotional self-disclosure help individual in expressing one's self that how much a person discusses their inner feelings with the one who are close them, it has a deep association with the mental health of an individual. As it is a source of therapy and used as intervention in therapeutic settings (McInnerney et al., 2019). Similarly the styles of sense of humor has an affiliation toward individual's mental well being which can be either negative or positive in nature. The humor style are basically divided into four styles of sense of humor, self-enhancing, affliative, aggressive and self-defeating humor style. The positive styles of sense of humor (affiliative and selfenhancing) are known as adaptive humor styles and on contrary, negative

(aggressive and selfdefeating) humor styles are regarded as maladaptive humor styles (Martin et al.,2003) Similarly another study was performed to assess and see differences in emotional self-disclosure in both genders. The results of study shown that there was mediated relationship between the gender of the discloser and emotional intimacy for both genders was higher self-disclosure was associated with higher emotional intimacy (Brown et al., 2021).

The emotional self-disclosure can also be correlated to the age of discloser as a study was conducted to see association between humor style and age of an individual and the results have shown that age and humor styles are associated with each other. Moreover the further analysis have shown that show affiliative humor is more used by adolescents, additionally humor styles of positive nature (affiliative and self-enhancing) is preferred by adult participants and older participants are higher in number who tend to practice the self-enhancing humor (Tsai et al., 2021).

Emotional disclosure is closely associated with reduction of stress which can be experienced through negative experiences of discloser (Martins, et al., 2013). It is also associated with improvement of psychological outcomes deeply embedded in person's self-image like experiencing greater self-affirmation and a reestablished sense of worth after emotional disclosure (Creswell et al., 2007). Overall, emotional self-disclosure can be a powerful source of formation and maintenance of meaningful and effective relationships, moreover it is also important to keep the cultural and individual differences in view and consider how it is perceived and experienced.

The emotional self-disclosure assesses the concealment of the emotions of social relationships which includes different positive (happiness and calmness) and negative emotions (depression, jealousy, anxiety, anger, apathy, and fear) (Snell, Miller & Belk 1988). Depression is the emotions associated with sad mood and loss

of interest in life, sense of worthlessness, hopelessness and sense of guilt. The happiness is a state of emotional well-being when a person experiences positive emotions (APA Dictionary of Psychology, 2023). The emotion of jealousy is complex in nature as it incorporates feelings of suspicion, fear, anger, rage and humiliation (Psychology Today, n.d.). A feeling or an emotion which is categorized by feelings of worried thoughts, stress/tension, hostility and physical changes is called anxiety (APA Dictionary of Psychology, 2022). Anger is an emotion characterized by resentment toward someone or something individual feel has intentionally done one wrong (APA Dictionary of Psychology, 2022). Calmness is a feeling of the absence of negative and the presence of relaxation, patience, peace and softness.

Humor Styles

The humor is a universal human phenomenon which has been used in human life history for many different purposes. The humor style is a term used in psychology to describe the preference of individual of using humor in social situations. It is source of a way to cope with stress, build relationships and communicate and interact with other people. It includes social interaction like social bonding, stress relief and some sort of entertainment. It has many forms and styles like, satire, parody, irony, sarcasm, wordplay which can be expressed through various platforms such as, films, stand-up comedy, literature, art and social media as well. Humor often involves the use of ridiculousness, surprise, amusement and laughter.

Researches have shown that humor has a positive impact on both psychological and bodily health. A study have shown that the laughter is the most common response to humor which is associated with reduction of stress levels (Bennett & Lengacher, 2008). Humor also reduces the pain perception (Martin, 2002).

There are various factors which influence the humor of individual which includes, social context, personal preferences, cultural background and personality of an individual (Romero & Cruthirds, 2006). As one individual may find something funny while it may not be humorous to other person.

Moreover humor can also be used as means of aggression or rejection specially when directed at the marginalized societies (Gonzales & Hancock, 2011). Regardless of these complexities, importance of humor is undeniable and characteristic of abundant nature of human communication and culture which provide an ability to bring people close to each other by promoting positive emotions and provide relief from challenges of daily life. The humor act as a valuable tool for both, the personal and the societal well-being. The humor styles are characterized into four major kinds, affliative humor style, self-enhancing humor style, aggressive humor style and self-defeating humor style (Martin et al., 2003).

Affliative Humor Style

This style is based on the idea to enhance social relationships and build rapport with others by using humor. The individuals who tend to use this humor style are friendly, inclusive and positive in nature. They tell jokes, share funny stories and use sarcasm in such way which helps people to come closer. The affiliative humor style is associated with lower levels of negative emotions and better social bonding and support. As researches have shown the people with this style are warm and may use humor to reduce tension and to establish the sense of amity with others. These people are perceived as more likable, approachable and socially competent than others (Kuiper, 2012; Wanzer et al., 2010). They tend to reduce the conflicts and promote the sense of forgiveness and reconciliation in the relationships (Martin, 2007).

Self- Enhancing Humor Style

This style of humor involves maintaining positive outlook on life even in negative circumstances of life. The people who use this style are tend to be optimistic, self-affirming, positive and cheerful in nature. They point out their own mistakes and are more likely to use wittiness in difficult circumstances. The self-enhancing style of humor is associated with higher levels of resiliency, well-being and happiness (Martin et al., 2003). The researches have shown that individuals who use self-enhancing humor style are more prone to experience positive emotion like happiness and life-satisfaction (Kuiper & Martin, 1998). According to Martin (2003), the individual using self-enhancing humor style tend to have resilient nature. They are social and interact with surrounding. These individuals maintain positive outlook of like and be better able to navigate the challenges of daily life to find meaning and purpose of life in their daily experiences.

Aggressive Humor Style

The aggressive style of humor involves use of humor to manipulate, criticize and demean or bully other person. The people who use aggressive humor style are sarcastic, teasing and insulting toward others and are hostile in nature. They use humor in order to show their dominance over others and to express negative nature of feelings like, the frustration and anger. This style is associated with less social support and attachment toward others and likely to lead toward depression (Martin et al., 2003). The aggressive style for humor used by any individual are most likely to be perceived as less likable and more hostile than those who use other style of humor (Martin et al., 2003; Kuiper, 2012). The reason behind it may be because this style of humor creates clash and conflict in social interaction and positive relationships are

disregarded. Moreover this style reinforces harmful and stereotypical discrimination and prejudice toward others in social interaction.

Self -Defeating Humor Style

This style of humor involves using one's sense of humor to demoralize one's self in social situations. People who use this humor style inclined to put themselves down or are self-critical as they make fun of their own weaknesses, inadequacies and failures and they highlight their own flaws as the source to repel criticism from others. The lower levels of self-esteem and higher levels of depression is interlinked to self defeating humor (Martin et al., 2003). This humor style may have negative effect on social and interpersonal communication and interaction. The study shows that the one's who exercise such style of humor are less socially desirable and more likely to be socially less competent and less confident than others (Martin et al., 2003; Kuiper, 2012). This can hinder emotional development and have an effect on positive social relationship. The kind of humor reinforces negative perception of own self and challenges self-esteem and may lead to depression as it is negatively associated with emotional stability (Brown, 2019). This style is associated with feelings of shame and embarrassment.

Moreover these humor styles are also linked to the individual differences in as the execution of humor by people may differ. For instance, one might use mechanism sense of humor as a source of cope with the stress while one may use it to show creativity, and also to enhance their social status among others. Such individual differences can have important association with how people use humor in different situation and also that how it is perceived by others.

Social Dysfunctioning

The social dysfunctioning takes place when any action is performed by an individual which results in an undesirable act for the group of individuals or society, as it leads to maladaptive social interactions. The social functioning describes the interaction and connection of the individual with his environment and it is the potential of one to achieve their capacity within different areas of life which include work life, social life and intra-personal relationship with their family and their loved ones or friends (Bosc, 2000). The social dysfunctioning is basically used to describe when the complex construct of the individual which includes wide range of social skills like, communication, team work, conflict resolution, empathy and cooperation is dysfunctional and is ineffective for society. The social functioning is divided into three main domains social support, social skills and social combination. Social dysfunctioning refers to an aspect of unsuccessful development that are unrelated to positive objective are inaccessible in nature that weakens the good basis for interpersonal comparisons which lead to poor social skills. The social functioning is based on some measure of health like, medical records (Pulkkinen et al., 2002). A study suggests that there are three key capacities which are associated with social functioning, which includes the social perception of an individual, how one shares emotion or empathize and how one mentally processes (Flechsenhar et al., 2022) . The research has shown that expressing one's self in social interaction is associated with the emotion of happiness (Salavera & Usan, 2021). Also individual with poor are more vulnerable to the develop psycho-social problems as compare to those who tend to have better social skills (Segrin & Flora, 2006).

The researches has shown that lack in social cognition is associated with poor social functioning (Couture, 2006 ;Green et al., 2008). Another study suggests that the

social disconnection and the individual's perceived isolation are related with one's

self perception toward their physical health. (Cornwell & Waite 2009). The personal

and environmental factors can also negatively impact the social functioning of an

individual (Voorman et al., 2009) Overall, researches suggest that social functioning

is important and critical component in domains of the mental health and well-being

and poor social functioning is associated with the risks of developing mental health

issues.

Relationship between Emotional Self-Disclosure, Humor Styles, and Social

Dysfunctioning

The emotional self disclosure is one's willingness to show and share emotions

with the friend or partner, so it shows that the self-disclosure has a strong association

with the nature of friendship which is also the reason that humor can associated with

self-disclosure which also varies culturally. Individuals who uses positive styles

(affiliative and self-enhancing) of humor prone to more emotionally disclosed and

have better social functioning. On the contrary, the individuals who exercise negative

humor styles such as, self-defeating and aggressive might tend to have less emotional

self disclosure.

The previous studies have shown that there is a interconnection between

negative styles of humor and feelings of negative nature such as feelings of anxiety

and feelings of sadness additionally, positive humor styles correlated with

characteristics such as openness toward the new experiences, self-esteem of

individual, and their well-being (Yerlikaya, 2003). The presence and occurrence of

negative emotion like aggression is common for individuals who practices the

aggressive and self-defeating style of humor ultimately would lead individual toward

poor social functioning. The sense of humor like positive humor style would be

associated to better social functioning. The positive humor styles foster social interaction of individual with others. These styles of humor tend to form emotions of positive nature in those who communicate through them. Therefore, such adaptive and in-aggressive styles of humor has been source of motivation and help students to acquire knowledge and also a source of entertainment for them (Banas et al., 2011).

The sense of humor styles and social functioning can also significantly related to a person's functioning which also based on how much a person share his emotion which regulate emotions and for this the emotional self disclosure, styles of humor and social functioning are associated with each other.

The individual characteristics have a significance in any psychological phenomenon which can't be ignored it includes one's personal, social, economical, familial and cultural factors. It is very important to have understanding of the individual's characteristics for any type of psychological study in order to make any conclusion. The demographic information of the participants provides data of participant's characteristics which plays an important role in determination of representative sample of the target population for the purpose of generalization of the study. As the target population is design students or the students whose major is related to art field and have their involvement in artistic and creative activities or even liberal arts, such as social sciences, designing, painting, or sculpture are referred as arts students. A study have shown that the students with major in art or related fields tend to have higher levels of creative skills than the students of other fields and they are less creative than them (Xurui et al., 2018).

Another research have shown that the individuals who study arts report higher level of mental distress, stress, and spend more time on academic work than their other peers (Elias & Berg-Cross, 2009).

In conclusion, the importance of demographic correlates can be understood through the various researches which have been performed on various factors in order to get extensive and detailed results which help the researchers to provide comprehensive interpretation of the findings. Similarly, in this study the demographic variables like gender is correlated in order to see gender difference in emotional self-disclosure, humor styles and social functioning.

Theoretical Framework

The theoretical framework provides a support in the form of knitted outcome regarding knowledge, understanding, dynamics, connections and ideas that leads to complex landscape of the study. This allows contextualizing and developing of the deeper insight of subject matter of the study.

Social-Penetration Theory

The emotional self-disclosure is a multifaceted phenomenon of communicating different emotions to others. This phenomenon has grown from different psychological theories which explain interplay between the expression of emotion and its link with the relationships or interactions. The self-disclosure of emotions is based upon different theories. The theory regarding disclosure of emotions which gradually unfolds the importance of human connection is social penetration theory. This was proposed by Altman and Taylor (1973) who explained the process of expressing the thought, feelings, emotions and information of private nature on a deeper level toward the interpersonal relationships of an individual. According this framework, the interpersonal relationships are just like the layers of peel of onions because the formation of bond in a relation also takes time to move from external level of connection to deeper and intimate kind of relationship. This theory further explained that individual gradually understand the other person reveal

their feelings, thoughts and emotion which leads to closeness at higher level and make a stronger bond. This theory is based upon two factors which have significant importance, breadth and depth. These factors states that as the individual the sense of trust, hope and familiarity with other the range of topics and subjects also get widened which is known as breadth whereas the depth is that as individual becomes more familiar and near to other person the trust develops at deeper level and the disclosure becomes more of personal and emotional nature which leads to develop more deeper relationship. Moreover, the relationship is considered successful only when it is based on reciprocity, as it is need of connection to have two way communication regarding the expression of emotions which help to lay a stronger and meaningful foundation of any interpersonal relationship. This theory provides a structure to understand the role of self-disclosure in developing relationships of authentic nature

Catharsis Theory

The catharsis theory regarding self-disclosure has also explores the pivotal role of disclosure of emotion. The theory was proposed by Freud (1971) which explained the emotional self-disclosure as a source of venting and releasing negative energy. According to this framework, the process of catharsis facilitates the individual to release their burden of emotions by expressing and revealing the thoughts which leads to gain insight of innermost thoughts of the person.

Incongruity Theory of Humor

The theoretical landscape of humor facilitates in exploring the in-depth understanding of its essence and shed light on this prominent phenomenon. The perception has a significant role in communication through humor. The incongruity theory of humor explained that humor is used according to the individual's perception regarding the happening event and the elements of unexpected nature involved in the

given context. This takes place when the mental schemas come across the disturbances in the already developed form of schemas. It further leads to conflict in the cognition of an individual which help to release a kind of stress through the humor, this generates the humorous responses thorough the incongruities.

Influential Theory

Furthermore, the sense of humor is highlighted through the influential theory which is known as superiority theory. This states that the sense of humor is utilized when individual feels the sense of being above from others and thinks that they are superior. The framework explains that the individual finds situation funny when they tend to perceive that they are better and superior from others in intellectual settings, social settings and even moral settings. This theory further suggests that the individual gain the pleasure by mocking, exposing flaws and sarcasm by expression in an external settings. These theoretical frame-works apprehend the influence of the sense of humor on the experiences of an individual, their well-being and the interpersonal relationships.

Social Exchange Theory

The social dysfunctioning is intertwined with the interpersonal along with intrapersonal relationship. The theoretical framework encompasses different perspectives linked with it. It also seeks the understanding of interaction, satisfaction, well-being in social and personal context. The social exchange theory states that the individual interacts with the other in social context by influence of rewards related to the action, as they calculate the potential risk and associated potential benefit. As the whole process is based on give and take phenomenon, this leads to formation of relationship on the basis of the interests and value of mutual nature.

Attachment Theory

The attachment theory has also great influence on individual's social functioning. This theory was given by the psychologists Ainsworth and John Bowlby (1991), who stated the influence of attachment experiences on the functioning and well-being in social context. This theory highlights the importance of attachment's nature, if it is healthy it will foster positive and trust worthy relationship but on contrary unhealthy or negative style of attachment leads to social dysfunctioning and un-supportive relationships.

These theories make the way easier to recognize the link and connection formed, in order to apprehend the importance of difference factors which influences disclosure of emotions, styles of humor and social dysfunctioning by the help of the structured framework which provide more comprehensive understanding.

Chapter 2

Literature Review

Chapter 2

Literature Review

The present study was based on connection between emotional self-disclosure, styles of humor and social dysfunctioning. Previous research studies has shown the positive styles i.e., self-enhancing and affiliative humor styles are positively correlated with improved social functioning and better emotional management (Yip & Martin, 2006). Another study have proposed that there has been a significant positive relationship between style of sense of humor and tendency of creativity and it is also stated that affiliative sense of humor has a positive association with creativity in students (Fan et al., 2021). Another study states that self-enhancing style of humor has been associated with social interactions of supportive nature (Nazir & Rafique, 2019). There has been a relationship analyzed between self-disclosure of emotions, styles of humor and social dysfunctioning as another study states that students who have received arts and music education both acquired productive humor styles, i.e., self-enhancing and affiliative humor styles, it has also been suggested that they prefer effectual methods of solving interpersonal problems (Didin & Akyol, 2017).   .

The relationship between individuals is based on how much one expresses one's self. A research study was performed was performed by Sprecher and Hendrick (2004) on couple over extended period of time. The data for the study was collected through longitudinal data collection from dating couples to examine the association between self disclosure characteristics of personality of an individual and factors of relationship with others. It was conceptualized that there might be a positive association among self-disclosure and characteristics of one's personality, their personal self-esteem, social esteem and of partner's reactivity. Further the self-disclosure has a positive correlation with quality of social interactions. The findings

of the study through analysis had shown that level of self-disclosure reported by both partners was higher at Time 1, and it was seen that the link was positive with satisfaction of individual's relationship. However, the level of self-disclosure has not seen as a predicting significantly on the basis of the couple staying in a relationship together or ended up relationship after some period of time, except for couple in which the women who perceived that their partner disclosed more were less probable to break up.

The emotional self-disclosure can vary across genders. A study was conducted on 300 students in which 150 men and 150 women whose ages fall between 20-35 years from different universities were included. The research aimed in order to see to see differences among male and female participants in emotional self-disclosure. The participants were given emotional self-disclosure scale. The information which was collected was analyzed and findings have shown that women tend to disclose their emotion to female friends and the male participants tend to disclose the emotion to their male friends. Moreover the results also shown that women tend to disclose their emotion more than men (Sultan & Chaudry, 2008).

The emotional self-disclosure is also foundation for quality of friendship. Liu, Zhang and Han (2023) conducted study aimed to examined the link in positive self-disclosure on social networking sites and the quality of friendship among adolescents, and to investigate perceived feedback of positive nature and social anxiety which may act as mediator. The study sample was based on 1713 adolescents who aged from 11 to 19 and were asked completed questionnaire. The results and findings showed there was that self-disclosure of positive nature has a positive association with friendship quality of adolescents and that the relationship was partially mediated by positive feedback. The effect of positive feedback which was mediator also qualified

by social-anxiety, with the relationship among the variables, positive self-disclosure and feedback of positive nature was also found among individuals with levels of social anxiety lower, which was stronger in nature.

The more one disclose emotion to other the less anxiety one may feel, for this purpose, a study was aimed to see that how self-disclosure and psychological causal factor was interlinked through statistical analysis called regression. The sample of study was students based on 294 participants and were asked to fill questionnaire on the scales for self-disclosure and symptom inventory. The data was analyzed through regression analysis and findings showed a correlation which was significant among the study variables, self-disclosure and psychological causal factors and negatively correlated with self-disclosure and symptom of psychological nature. The findings further reported, that one of the sub-scale which was anxiety of psychological symptom which strongly predicted self-disclosure level of individual (Arslan, 2018).

The shyness has seen limiting one to not to express which ultimately decrease the emotional self-disclosure. A study was performed by Li, Chen and Liu (2020) on 1025 college students in which 290 were men and 735 women who were asked to complete an anonymous questionnaires which were on shyness, disclosure of emotions, and security of psychological nature. In study it was examined that security of psychological nature was seen as potential factor and differences among both genders,which was taken as the two component in order to analyze the internal process of disclosure of emotions of oneself among students who have higher shyness. More, the findings have shown that negative association was between shyness and disclosure of emotions and security which association mediated between shyness and self-disclosure along with the mediating role of security of psychological nature in the

association between shyness and disclosure was prominent in the women's

participants but was not seen in the men participants.

The responsiveness has seen been associated with level of interaction. Poucher

and colleagues (2022), performed a research which investigated the outcome of

disclosure and listener's responsiveness on psychological well-being in romantic

relationships. It was hypothesized that attachment attitude is related with intimacy

needs and effects are moderating of attachment on associations between closeness and

well-being. The data collected from 115 couples who were living together and were

asked to complete 21 daily diaries in which they were asked to record their

experiences of interaction with individual's mate. The higher level of self-disclosure

in interactions of individuals who were unable to express understanding had negative

rather than positive outcomes. Insecurity in closeness and intimacy were related to

symptoms of depressive nature and satisfaction of relationship in multiple interactions

in couples.

The gender plays an important role in expressing one's self. Brown and

colleagues (2021) performed a study on 215 participants was performed to measure

the networks of friendship at broader level of the discloser and keeping the genders

of friends of the discloser in view. The study comprised of 215 individuals as sample

who told that they have on average 8 friends in their contact which were almost 1774

friends in their record and it was measured with the help of questionnaire and scale

called 'McGill Friendship Function Intimacy'. The results suggested that there were

no gender differences in no. Of friends or friends of same gender , although both the

male participants and the female participants did have same gender friends in which

the males had seen having a more male friends and females tend to have more female

friends. Self-disclosure had a mediated the role in between the gender of the discloser

and the emotional closeness had played an important role for genders. It has been observed that the higher the self-disclosure the more emotional closeness was between friends.

The emotional disclosure have also been associated the nature of communication being exchanged. The research study by Ervin-Tripp and Lampert (2009) showed an association between humor and self disclosures with the friends. The study conducted through exploratory sample of 94 cases and 102 recorded conversations and which were transcribed of a friends of a group who belonged to different age groups. This study was a case study which examined the situations in which the sense of humor come out as a part of interaction and communication between friends of a group. The result showed that self-disclosures of funny or humorous nature and laughter associated with self-disclosures which take place in an entertaining environment, making difficult points, narrating a manipulating stories, and interacting for fun. This also found self-disclosures of funny nature to be related to how other's react rather it's an accidental or mocking sort of conversation and how the subject of communication changes with time.

The relation between the self-worth and emotional self-disclosure have been investigated as it has an impact on one's interaction with others. The research was conducted by Smith and Medvin (2016) on 140 adolescents who completed questionnaire, which aimed to examine the trigger of negative life events, overall self-worth, and closeness with the individual's closest friend. The correlational design of study was utilized for this study. The hypothesis of the study was that triggered feelings from negative experiences had a mediating the relationship toward self-disclosure and overall self-worth more in female participants. Results have shown that levels of self-disclosure and triggered feelings from negative experiences were

negatively linked with increased overall self-worth and moreover the differences in responses of male and female participants were found in favour of girls in triggered feelings of different types of negative experiences and friendship.

The attachment and humor styles are also related to each other. Luevano and colleagues (2021) study on 788 participants was conducted with objective to understand the association among adult attachment and attraction to humor styles in possible romantic partners. Moreover it aimed to analyze whether attachment style influences preferences for different types of humor, including positive styles (affiliative and self-enhancing humor) of humor that promote emotional intimacy and satisfaction in relationship and negative styles (aggressive and self-defeating humor) of humor that decrease emotional intimacy and relationship satisfaction. The data was analyzed through frequentist and Bayesian analyses. The findings have shown that partners generally preferred positive styles which tend to promote closeness of emotional nature and satisfaction in their relationship rather than negative styles. Higher attractiveness toward negative styles is related to avoidant attachment and lower desirability toward positive styles of humor, while anxious attachment was related to more desirability toward the negative styles and are least attracted to affiliative style of the humor.

Previous literature also found association between psychological hardiness and humor styles. A study which was conducted on 211 students of sports sciences which was aimed to examined the 3H levels (happiness, harness and humor styles) and the association among the levels and variables of study. They were given to complete questionnaire which included The Psychological Hardiness Scale, the Oxford Happiness Questionnaire Short Form, and the Humor Styles Questionnaire (HSQ). The collected data was analyzed and results have shown that there was significant

differences in psychological hardiness and humor levels based on different demographic variable which includes the gender of participants, sport type they are involved , no. years since they have been part, age, residence, and the income of the participant. There has been a contrary association between aggressive humor and in specific dimension of psychological hardiness and the positive relationship was seen among the positive styles of humor and psychological hardiness and happiness (Yaprak et al., 2018).

Fritz (2020) performed a research combining two studies. The objective was to analyze the relationship between humor styles and well-being, social support, cognitive reappraisal, and social competence. The first observation was performed on 108 participants and study was comprised of 193 participants. The finding of study 1 have shown that positive styles of humor were corresponded to lesser problems of health and less distress of psychological nature which was seen playing mediating role included reappraisal and social support and that the self-defeating style was linked to increased distress, which had a mediators included the social support and reappraisal of thoughts. The results of second study have shown that aggressive style was related to increased psychological distress and health problems with time, also the reappraisal and mediator was social support in the relation between humor styles and distress and health problems. There have been a moderating role of communication problems toward aggressive humor with negative outcomes and fewer positive interaction .

In order to see the gender differences in different ages in humor styles, Tsai and colleagues (2021) performed a study on individuals of various ages and different genders comprised of total 407 participants which was aimed, investigation of the individual humor styles and attitudes which change with the age from adult-hood to older age. The hypothesis of the study was that older adults tend to show positive

humor styles.The findings suggested that aggressive humor are preferred by men affiliative humor is preferred by women. This study have shown that age and humor styles are associated with each other. Moreover the further analysis have shown that show affiliative humor is more used by adolescents, further the affiliative and self-enhancing style of sense of humor has preferred by adult participants and self-enhancing style has seen utilized by older participants.

Richards and Kruger (2017) performed study on 954 undergraduates in which both males and females of age 18 years to 43 years of different ethnic backgrounds were assessed through self-report measures of sense of humor style, perception of stress and physical health. The study was supposed to analyze the moderating role of styles of humor in the relationship between perception of stress and physical health. The analysis of the data collected of study showed that self defeating style was a moderator in relation between stress and symptoms of physical health. It was also concluded that negative and harmful humor styles are related to the physical health symptoms which have seen increased and perceived stress and also that humor styles have great influence on the physical health and perceived stress of an individual.

The gender difference has also been prominent factor in social interaction. Another research study was performed by Salavera and colleagues (2018), to see the link between sense of humor and social skills and their link to to the gender. The data was collected from 643 participants through the humor style and social skills scales provided in the form of questionnaire. the data was analyzed and the findings have shown that male participants tend to use humor styles more than the female participants. The gender difference have seen in social skills as well, women scored higher in expression of disapproval and men scored higher in the the Say no and

interrupt interactions. This data indicated that there has been a connection between some of the factors of styles of humor and social skill.

The life satisfaction and emotional intelligence has also been correlated. A correlational study was performed by Huang and Lee (2019) on 260 Chinese university students with the aim to analyze consequence of the style of delivering the sense toward intelligence of emotional nature and satisfaction of their life. The participants were given the questionnaire based on scales used to assess emotional intelligence, life satisfaction and humor styles scale. The findings of study have shown that there has been positive correlation between intelligence of emotional nature and satisfaction of their life. The negative styles were negatively mediated with the intelligence of emotional nature and satisfaction of their life while positive styles of humor were positively mediated with the life satisfaction and emotional intelligence. These findings further increased understanding regarding individual ability to regulate emotions through humor styles alter their life satisfaction.

Chen and colleagues (2019) performed experimental study through a training program which aimed to determine the benefits of humor for the creativity of an individual on the basis of cognitive, emotional and motivational perspective. A model for the study was proposed which claimed relation between cognitive, emotional and motivation perspective of humor toward creativity. The model was tested through a regarding communication through humor according to cognitive factor, emotional factor and motivational factor as the perspectives. The scale of multidimensional nature to measure the sense of humor, a new test to measure creativity, and a non-linear thought process exercise of the creativity were used an measure for study. The experimental groups performance was analyzed at the end of training control group and experimental group was compared and significant improvement was seen in sense

of humor and creative thought process of the experimental group creative thought process, in contrary to the control group. It was concluded that humor training have significant effect on sense of humor and creativity of an individual.

The Humor Mindfulness Relationship Model was developed by Hoffman and colleagues (2019) through a study which was performed on elderly employers during office hours through paper-pencil and online forms to examine the links between sub-dimensions of mindfulness and different humor styles. It was hypothesized that benevolence linked to mindfulness should positively correlated to lighter humor and darker humor are oppositely related. One of the study in research proposed that the interlink between the sense of humor and mindfulness discussed in the Humor Mindfulness Relationship Model has been examined. The findings confirmed that there is a positive association between light sense of humor and mindfulness and opposite association of dark sense of humor toward mindfulness.

Sebire and colleagues (2011) conducted cross-sectional research on 652 adolescents whose ages ranged from 10 to 11 years self reported peers and conduct problems, prosocial behavior and perception of social acceptance. The physical activity was calculated by activity accelerometers. The collected data was analyzed through linear regression in order to examine the link in the social functioning and physical activity and the mediating role of social acceptance. The results have shown that peer problems of boys have negative relationship with time duration of the physical activity. While conduct problems are positively related to time duration of performing physical activity. There was no relationship of prosocial behavior and physical activity in boys and social functioning have no relationship with physical activity in girls.

A detailed study of analytical nature was performed on 550 adults of old age in city, Tehran. The selection of the was made through multistage cluster sampling and collection of information was done by using scale of social well-being and scale of social adaptation. It was aimed to assess the link in the social functioning of individual and their social well-being in older adults. The collected data was analyzed through regression analysis. The results have shown that there were significant association between social functioning and social well-being and quality of relationship is also a predictor social well-being. It have been concluded that social functioning have an effect on social well-being (Afshar et al., 2017).

Indigenous Researches

Researchers in Pakistan have acknowledged the significance of studying unique dynamics of emotion self-disclosure, humor styles, and social functioning and their interconnected factors within own cultural context, in order to explore their influence on individual's personal and social experiences.Various researches on emotional self-disclosure, humor styles and social functioning are performed in Pakistani cultural context with different variables.

The gender difference plays a vital role in social interaction and expression. A study was conducted by Sultan and Chaudry (2008) in order to see gender differences in emotional self-disclosure. The sample was consist of 150 men and 150 women with total of 300 participants from arts and social sciences background and their age ranged form 20-35 years . The technique for the sample selection used for this research was purposive convenience sampling. The results have shown the women tend to disclose their emotion more than men.

The personal growth have also been studied in correlation with emotional disclosure. Khalid and colleagues (2022) conducted a study with the objective to

examine association between self-disclosure and flexibility in context of disclosure with growth of one's personality, to assess the variance in growth of personality with flexibility toward less or more self-disclosure and to analyze the effect of disclosure and disclosure on growth of personality. For this purpose 150 participants were taken aged between 20 to 24 years in order to collect data. The results of this study showed that personal growth was seen having a significant link to flexibility in context of disclosure of emotions and also low flexibility in context of disclosure of emotions participants reported high level of growth of personality than those who scored higher. It was concluded that there was higher grant of disclosure emotion's flexibility in the growth of personality in young adults.

Similarly, another study by Ilyas, Ahmad and Khan (2019) examined the relationship between stereotypes of the gender and emotional disclosure of one's self in young individuals. The objective of the study was to understand the prediction of different emotions. The sample was consisted of of 300 young adults which was comprised of 150 men and 150 women and were asked to complete questionnaires, Gender Typicality Measure and Emotional Self Disclosure Scale which were used. The data was analyzed through reliability analysis, Pearson Product Moment Correlation Coefficient, Multiple hierarchical Regression and independent sample t-test . The findings have shown the presence of prominent relationship between gender stereotyping and emotion of happiness. It was also seen that higher emotional disclosure of happiness and fear was manifested in women.

The humor styles has also seen as a predictor of physical health. As, a study was Fatima, Gul and Shakil (2020) in order to determine the humor style as a predictor of mental health and physical health of students studying in university. This research was performed on 199 participants who were university students whose age

ranged from 18 to 26 years in which 93 were women and 106 were men. They were given self-report based on questionnaire included scales to assess humor styles, physical health, depression, anxiety and stress. The collected data was analyzed through the statistical regression analysis and results have shown that the link directed positive humour style is a protective feature infront of distress of psychological nature but negative styles of humour had adverse for physical health of an individual.

A cross-sectional study was performed by Fiyaz, Majid and Khan (2016) on 134 mental health professional. The participants were taken from 5 different hospitals of Lahore. The research was performed with the aim to assess the relationship among styles of humor, self-esteem along with mental well-being and gender differences among study variables. The participants were asked to fill questionnaire based on scales, Humor Style Questionnaire, Rosenberg Self Esteem Scale and Psychological Well-Being Scale. The results have shown that individuals utilizing positive styles have high self esteem which led them to better mental well-being.

A correlational study performed by Nazir and Rafique (2019) investigated that social competence act as predictor of empathy and humor styles and also the gender differences among study variables. To predict this 186 university students were taken through multistage sampling technique. It was hypothesized that empathy and humor styles can predict social competence of an individual. The Humor Style Questionnaire, Interpersonal Reactivity Index, and Interpersonal Competence Scale was used to assess. The statistical analysis on the data was performed through regression and the results have shown that empathy and self-enhancing style can predict social competence significantly, but there was no prominent difference among genders was found in emphatic nature and social competence in the students of university. Moreover, negative styles of humor are more practiced by males than females.

Rationale

The previous literature and theoretical guidelines have shown that humor styles are likely to relate with social dysfunctioning, also emotional self disclosure is associated with social dysfunctioning. Understanding the relationship between emotional self-disclosure, humor styles, and social dysfunctioning can deepen know how of the implicit mechanisms that influence human interactions. Such research has the potential to contribute to the development of interventions, strategies, and guidelines that can improve social functioning, enhance well-being, and foster positive social relationships in various domains of life.

The art and design related fields are purely based on the creativity, studies of empirical nature suggest that art helps enhance health and refine well-being in the individuals (Mastandrea et al., 2019). So this study will help to identify the relationship of positive and negative humor styles with social dysfunctioning which are also be related to emotional disclosure. The humor styles are have cognitive components and components of emotional nature in its structure present in relationships in social context which shows association with social dysfunctioning. This also help to comprehend an apprehension of usage of sense of humor styles as a source of regulating emotions and expressing or sharing with the near ones. As the art and design students need proper environment to think and evaluate the ideas so this have association with how they disclose their emotions to others in relationship to their humor styles which ultimately is interconnected to their social dysfunctioning. They often engage in creative expression, which can involve exposure and intense emotions. Exploring the engagement of art and design students in emotional self-disclosure and social functioning can provide insights into their emotional well-being, interpersonal relationships, and artistic processes. Moreover, humor can act as a

coping mechanism, investigating the humor styles of art and design students can shed light on their adaptive strategies for dealing with stress, building social connections, and navigating the challenges inherent in their creative expression. There has been interesting gap in the past researches which will be fulfilled by this research. In previous literature there are very less researches done on specifically art and design students so this will fill the gap by contributing to the development of interventions and support systems designed to their unique needs, ultimately fostering their personal growth, artistic development, and social integration within the art and design community. The present study will also explore gender differences in all study variables in the art and design students.

Objectives of the Study

The current study aimed at investigating the following objectives which has a connection to past literature. This research is proposed;

1. To assess the relationship between emotional self-disclosure and humor styles in students of art and design.

2. To assess association between emotional self-disclosure and social dysfunctioning in students of art and design.

3. To assess association between humor styles and social dysfunctioning in students of art and design.

4. To assess whether humor styles mediate the association between emotional self-disclosure and social dysfunctioning.

5. To explore the gender differences among all study variables in students of art and design.

Hypotheses of the Study

Considering the past studies and researches, theoretical adaptations and the objectives of the study, given hypotheses have been composed,

H1: There will be a significant relationship between emotional self-disclosure and humor styles in students of art and design.

H2: There will be a significant relationship between emotional self-disclosure and social dysfunctioning in students of art and design.

H3: There will be a significant association between humor styles and social dysfunctioning in students of art and design.

H4: The humor styles will significantly mediate the association between emotional self-disclosure and social dysfunctioning.

H5: The women will have higher emotional self-disclosure, use positive humor styles and have better social functioning than men.

Chapter 3

Methodology

Chapter 3

Methodology

Research Design

Keeping the nature of study in view to investigate the relationship between emotional self-disclosure, humor styles and social dysfunctioning of students of art and design, correlational research design was used for statistical analysis study. For the collection of data, survey method was utilized.

Participants and Sampling Strategy

For this research study 300 participants (N=300) were taken as sample in which 150 were men (n=150) and 150 were women (n=150), whose age ranged from 18 to 25 (M_{age}=20.77, SD=1.67), belonged to design or arts related fields was selected from a universities situated in Lahore which included universities from private and public sector, were all Muslims and unmarried selected through convenient sampling. And all participants were currently living in Lahore and belonged to Pakistani cultural background.

Inclusion Criteria

The inclusion criteria was based on 18-25 age range of participants.

Exclusion Criteria

According the exclusion criteria the participants who were suffering from any physical or psychological disease were excluded.

Measures

Demographic Information

Demographic information form included the all basic information of participant. Items included to assess age, gender, university/institution name, degree program, marital status, family system, religion, and birth order.

Tools of Assessment

Emotional Self Disclosure Scale (ESDS)

The scale for emotional self-disclosure (ESDS) was developed by Snell, Miller, and Belk (1988), to evaluate willingness of people toward discussion about their specific emotions toward different recipients of their disclosure or the individuals who are close to them. It has 40 items based on five point likert scale ranges from 1 (not at all willing to discuss this topic with close one) to 5 (totally willing to discuss this topic with close one). ESDS deals with the eight well-defined emotions which are based on five items per sub-scale. It includes emotional disclosure of depression, happiness, jealousy, anxiety, anger, calmness, apathy, and, fear. The higher composite score shows that emotional self-disclosure is higher.

The development of scale was based on the study performed by William E. Snell (1988). The internal consistency, Cronbach's alpha and, test re-test reliability were consistently high for all three sub-scales on the scale for female friends, male friends, and, spouses/lovers. The item no. 2 from ESDS is '*Times you feel suspicious'*. The inter-link between the eight sub-scales was seen higher toward the female friend who is recipient of disclosure (r = .78) than for the subjects lovers (r = .70) or toward male friends (r = .65). The final results suggested that a women's and men's emotional disclosure varies in the difference of genders and the personality characteristics of the recipient of disclosure.

Humor Styles Questionnaire (HSQ)

The Humor Styles Questionnaire (HSQ) was developed by Martin and colleagues (2003). It is used to assess the dominant humor style or the type of sense of humor in which an individual engage in most often. It consist of 32 items with four

sub-scales measuring four different types of styles of humor, affiliative, self-enhancing, self-defeating and, aggressive in which each sub-scale is divided into 8 items. The item no. 7 from HSQ is '*People are never offended or hurt by my sense of humor'.* Each subscale is calculated separately, the highest score on either of the subscale shows that humor style dominates in that individual.

The HSQ have good psychometric properties as it resulted in four scales based on 8-item scales with good reliabilities as the internal reliabilities co-efficient ranged from .77 to .81; test–retest correlations ranged .80 to .85 (Martin et al., 2003).

Social Functioning Questionnaire (SFQ)

The Social Functioning Questionnaire was developed by Tyrer (2005). This scale was improved and redevelopment of the Social Functioning Schedule (SFS) and used for a short and easy assessment of perceived social functioning of individual. It covers the area of life which are of prominent nature of social function assessed over the two weeks in domains like work related, activities in the family, the financial factor, social factor, family along with other relationships, and activities of free time. It is 8-item self-report scale and it's score ranges from 0 to 24. This questionnaire has been validated in many studies, including the empirical study, which involved over 4000 subjects (Social Functioning Questionnaire, 2020). The item no. 3 from SFQ is '*I have money problems'.*

The higher scores on scale tend to indicate poor social functioning as each item of scale is scored on a four point likert scale (0-3) with a achievable total 24 score. It seems to have good test re-test relibility and inter-rater reliability along with construct validity (Tyrer et al., 2005).

Procedure

The current study was conducted after the approval of the Department of Humanities of COMSATS University Islamabad, Lahore. After approval, permission letter was issued by university to collect data. The permission from the higher authority of other universities was taken for the collection of the data. Then informed consent was taken from participants of study and they were informed about the purpose of the study and the time required completing the questionnaire which was 10-15 minutes. The informed consent form was given to the participants in which the study's objectives and aims were explained to them and also they were asked for their voluntary participation in the study. Moreover, their written agreement (with signature) for their participation was also be included in this form. Their confidentiality was ensured to them and they were given the right to withdraw from the participation in study at any time during study.

After giving the introduction and information regarding study, they were asked to fill the demographic sheet in which they had to provide basic personal information like, age, gender, university/institution name, degree program, marital status, family system, religion and, birth order along with the questionnaire of study variables. The participants were cordially thanked for their time and participation. All the collected data of study was recorded and statistically analyzed so that the association between emotional self-disclosure, humor styles and social dysfunctioning of design students could be investigated.

Ethical Considerations

The ethical principles were kept in consideration in entire procedure for collecting data and conducting the research. The informed consent was taken from the participants. They were allowed to leave the study any time. Their confidentiality was

assured along with their safety throughout the study and they were also assured that their information would remain anonymous and would not be shared without their consent.

Statistical Analysis

The statistical analyses have carried out by using IBM-SPSS Statistics version 23. The demographic variables were analyzed through descriptive statistics in the form of frequencies, frequencies percentage, mean and standard deviation. The reliability of scale variables was also analyzed. Further, to investigate the relationship between emotional self-disclosure, humor styles and social dysfunctioning of design students, correlational analysis was carried-out. The mediation analysis was calculated through PROCESS. The gender differences between the study variables were analyzed through t-test.

Hypothetical Model
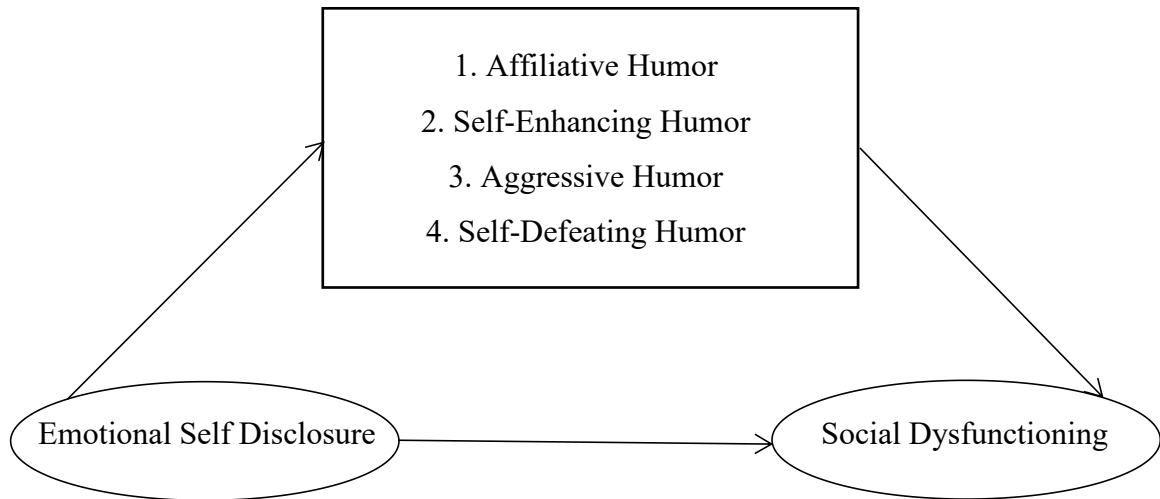
Figure 1

Hypothetical Mediation Model of Emotional Self-Disclosure, Humor Styles and

Social Dysfunctioning

Chapter 4

Results

Chapter 4

Results

Table 1

Descriptive Statistics of Demographic Variables

Variables	Mean (*SD*)	*f* (%)	Range
Age	20.77 (1.672)	-	18-25
Gender	-	Men: 150 (50%)	-
		Women: 150 (50%)	
University Major Program	-	Art and Design: 199 (66.3%)	-
		Interior Design: 52 (17.3%)	
		Architecture: 21 (7%)	
		Fashion Design: 19 (6.3%)	
		Textile Design: 6 (2%)	
		Visual Arts: 3 (1%)	
Family Setup	-	Nuclear: 213 (71%)	-
		Joint: 87 (29%)	
Birth Order	-	First Born: 102 (34%)	-
		Middle Born: 133 (44.3%)	
		Last Born: 65 (21.7%)	

The above Table 1 is showing the statistics of the demographic variables of the study which includes age, gender, university major program, family set-up and birth-order along with their frequencies, percentages, mean, standard deviation and range. The sample of the current study was comprised of total 300 participants (N=300) in which ratio of men and women was equal, as there were 150 men and 150

women . The age of participants of study was between 18 years to 25 years (M_{age}=20.77, SD=1.67). Further the sample belong to different designing background which included 66.3% (n=199) from art and design, 17.3% (n=52) from interior design, 7% (n=21) from architecture, 6.3% (n=19) from fashion design, 2% (n=6) from textile design and 3% (n=3) from visual arts. The family set-up of sample was based on two categories, nuclear (71%, n=213)) and joint (29%, n=87)). Moreover the birth-order of sample also further divided into three categories, first born (34%, n=102), middle born (44.3%, n=133) and last born (21.7%, n=65).

Table 2

Descriptive Statistics of Study Variable

	Study Variables	No.of Items	*M*	*SD*	Alpha	Min.	Max.
ESDS	Depression	5	12.72	4.58	.73	5	25
	Hapiness	5	14.82	4.69	.78	5	25
	Jealousy	5	13.02	4.28	.68	5	25
	Anxiety	5	14.16	4.42	.74	5	25
	Anger	5	13.72	4.58	.72	5	25
	Calmness	5	13.86	4.40	.69	5	25
	Apathy	5	12.38	4.64	.75	5	25
	Fear	5	13.57	4.65	.75	5	25
HSQ	Affiliative	8	35.12	6.35	.42	13	55
	Self-Enhancing	8	31.99	7.20	.60	17	56
	Aggressive	8	29.61	6.22	.38	10	51
	Self-Defeating	8	31.75	6.95	.56	8	55
SFQ	Social-Dysfunctioning	8	10.16	3.62	.46	0	24

Note. ESDS= Emotional Self- Disclosure Scale, HSQ= Humor Styles Questionnaire, SFQ= Social Functioning Questionnaire

The Table 2 has showed the means, standard deviations, internal consistencies and ranges of the variables of study with respect to their sub-scales.

The internal consistency of the scales was assessed through alpha reliability coefficients. The alpha reliability of the Emotional Self-Disclosure Scale (ESDS)

attained through result is good and showed that sub-scales are internally consistent, as results also showed in mean score on emotional self-disclosure that the people inclined to express emotion of happiness more than other emotions. Moreover, happiness, jealousy ,anxiety, calmness, anger and fear are the emotions which are more disclosed to close one than apathy and depression.

The alpha reliability of Humor Styles Questionnaire (HSQ) was also obtained from above table which is acceptable. The mean score of humor styles questionnaire showed that people tend to use affiliative, self-enhancing and self-defeating humor style more than aggressive humor style. Further, the alpha reliability of social functioning questionnaire is also comparatively less and the mean score of scale showed that most of the people tend to have poor social functioning.

Table 3

Correlation Between Emotional Self-Disclosure, Humor Styles and Social Dysfunctioning

Study Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Depression	1	.57***	.65***	.60***	.48***	.46***	.54***	.60***	-.16**	.15**	.05	.19**	.07
2. Happiness		1	.47***	.49***	.31***	.50***	.27***	.48***	.05	.32***	-.01	.15**	-.07
3. Jealousy			1	.67***	.66***	.56***	.65***	.58***	-.12*	.13*	.07	.28***	.09
4. Anxiety				1	.69***	.68***	.59***	.56***	-.12*	.09	-.03	.23***	.06
5. Anger					1	.67	.67***	.50***	-.18*	-.03	.07	.20***	.17*
6. Calmness						1	.67***	.56***	-.16*	.50	.03	.19**	.06
7. Apathy							1	.66***	-.24***	-.02	.16**	.25***	.12*
8. Fear								1	-.13*	.07	.09	.17**	.03
9. Affiliative									1	.09	-.04	-.06	-.23***
10. Self-Enhancing										1	.02	.29***	-.09
11. Aggressive											1	.29***	.19***
12 Self-Defeating												1	.13*
13. Social-Dysfunctioning													1

Note. * = p<.05, ** = p<.01, *** = p<.001

The Table 3 has revealed the correlation in between emotional self-disclosure, humor styles and social dysfunctioning. The correlational analysis was performed which has shown correlation between the study variables. The emotional disclosure of depression has significant positive correlation with self-enhancing humor and self-defeating humor, significant negative correlation with affiliative humor and no significant correlation with aggressive humor and social dysfunctioning. The emotional disclosure of happiness has significant positive correlation with self-enhancing humor and self-defeating humor and non-significant correlation with affiliative humor and aggressive humor and social dysfunctioning. The jealousy has a significant positive correlation with self-enhancing humor and self-defeating humor, significant negative correlation with affiliative humor and non-significant correlation with aggressive humor and social dysfunctioning. There has been significant positive correlation of self-defeating humor, significant negative correlation of affiliative humor and non-significant correlation of self-enhancing humor and aggressive humor and social dysfunctioning with anxiety. The emotional disclosure of anger has significant negative correlation with affiliative humor, significant positive correlation and self-defeating humor and social dysfunctioning and non-significant correlation with self-enhancing humor and aggressive humor. There has been significant negative correlation of affiliative humor significant positive correlation of self-defeating humor and non-significant correlation of self-enhancing, aggressive humor and social dysfunctioning with calmness. The emotional disclosure of apathy has significant positive correlation with aggressive humor self-defeating humor and social dysfunctioning, significant negative correlation with affiliative humor and non-significant correlation with self-enhancing humor. There has been a significant negative correlation

of affiliative humor, significant positive correlation of self-defeating humor and non-significant correlation of self-enhancing humor, aggressive humor and social dysfunctioning with emotional disclosure of fear. Furthermore, the affiliative humor has significant negative correlation with social dysfunctioning. The social dysfunctioning has significant positive correlation with aggressive humor and self-defeating humor. And there has been a non-significant correlation between social dysfunctioning and self-enhancing humor.

Table 4

Mediation Model Showing Indirect Effects of Humor Styles in Relation between

Emotional Self-Disclosure of Apathy and Social Dysfunctioning

Predictors	Outcome									
	1st Regression		2nd Regression						3rd Regression	
	SDF		AFFH		AGGH		SDH		SDF	
	B	SE	B	SE	B	SE	B	SE	B	SE
Apathy	.12*	.06	-.24***	.06	.16*	.06	.25***	.06	.03	.06
AFFH	-	-	-	-	-	-	-	-	-.21**	.06
AGGH	-	-	-	-	-	-	-	-	.16	.06
SDH	-	-	-	-	-	-	-	-	.06	.06
R^2	.01		.06		.03		.06		.09	
Model Fit	$F = (1, 298)$ 4.35*		$F = (1, 298)$ 18.66***		$F = (1,298)$ 8.04*		$F = (1, 298)$ 19.49***		$F = (4, 295)$ 7.16***	
Total Effect	B = .12						SE = .06			
Direct Effect	B = .29						SE = .06			
Indirect Effect (AFFH)	B = .05*		SE = .02				Sobel z = 2.76			
Indirect Effect (AGGH)	B= .03		SE= .01				Sobel z = 1.90			
Indirect Effect (SDH)	B= .01		SE= .02				Sobel z = .95			

Note. * = *p<.05,* ** = *p<.01,* *** = *p<.001 , SDF= Social Dysfunctioning, AFFH=*

Affiliative Humor, AGGH= Aggressive Humor, SDH= Self-Defeating Humor

Table 4 has shown the indirect effects of affiliative, aggressive and self-defeating humor style in relation between apathy and social dysfunctioning. As apathy was significantly related to the affiliative, aggressive and self-defeating humor style therefore mediation model was calculated for it.

As, the analysis has shown that the predictor variable apathy explained 6% of variance in affiliative humor style (p<.001) indicating that the model is statistically significant. Furthermore, it has also explained the emotional disclosure of apathy has been negatively correlated with affiliative humor (B= -.24, p<.001), which shows that as apathy increases the affiliative humor decreases. The predictor apathy , has shown 3% of variance in the aggressive humor style (p< .01) which has also shown that model is statistically significant. Moreover apathy has positively associated with aggressive humor (B=.16, p<.01) which shows that with the increase of emotional disclosure of apathy, the aggressive humor also increases. The value of R^2 for self-defeating humor shows that apathy has explained 6% of variance for self-defeating humor style (p< .001) showing that model is statistically significant as the apathy and self-defeating humor is positively correlated (B=.25, p<.001) which also signified that as emotional disclosure of apathy increases, the self-defeating humor also increases.

Moreover, the predictor (apathy) has explained that there has been 9% of variance in social dysfunctioning (p<.001), which has shown that model is statistically significant. The social dysfunctioning has been negatively associated with affiliative humor style (B= -.21, p<.001), positively associated with aggressive humor style (B=.16, p<.01) and has not been statistically significant with the self-defeating humor style and emotional disclosure of apathy. The total effect is .12 has been seen as showing significant

relationship (p<.05). The direct effect is .03 which has not shown significant relationship

(p>.05). The findings have shown that affiliative humor style is significant mediator in

relational pathway of emotional self- disclosure of apathy and social dysfunctioning.

Moreover, the aggressive and self-defeating humor are non-significant mediator between

the emotional self-disclosure of apathy and social dysfunctioning.

Table 5

Mediation Model Showing Indirect Effects of Humor Styles in Relation between

Emotional Self-Disclosure of Anger and Social Dysfunctioning

Predictors	Outcome							
	1st Regression		2nd Regression				3rd Regression	
	SDF		AFFH		SDH		SDF	
	B	SE	B	SE	B	SE	B	SE
Anger	.17**	.06	-.18**	.06	.20**	.06	.11	.06
AFFH	-	-	-	-	-	-	-.20**	.06
SDH	-	-	-	-	-	-	.09	.06
R^2	.28		.03		.04		.08	
Model Fit	F = (1, 298) 8.62**		F= (1, 298) 10.19**		F= (1, 298) 12.62**		F= (3, 296) 8.09***	
Total Effect	B = .17**				SE = .06			
Direct Effect	B = .11				SE = .06			
Indirect Effect (AFFH)	B = .04*				SE = .02		Sobel z = 2.32	
Indirect Effect (SDH)	B = .02				SE = .01		Sobel z = 1.39	

*Note. * = p<.05, ** = p<.01, *** = p<.001 , SDF= Social Dysfunctioning, AFFH=*

Affiliative Humor, SDH= Self-Defeating Humor

Table 5 has shown the indirect effects of affiliative and self-defeating humor style in relation between anger and social dysfunctioning. As anger has been significantly related to the affiliative and self-defeating humor style therefore mediation model was calculated for it.

The analysis has shown that the predictor variable anger explained 3% of variance in affiliative humor style (p< .01) indicating that the model is statistically significant. Furthermore, it has also explained the emotional disclosure of anger has been negatively associated with affiliative humor style (B= -.18, p<.01), which shows that as anger increases the affiliative humor style decreases. The value of R^2 of anger has shown 4% of variance in the self-defeating humor style (p< .01) which has also shown that model is statistically significant. Moreover anger has positively associated with self-defeating humor (B=.20 , p<.01) which shows that with the increase of emotional disclosure of anger, the self-defeating humor style also increases.

Furthermore, the predicting variable anger, has shown that there has been 8% of variance in social dysfunctioning (p<.001) suggesting that model is statistically significant. The affiliative humor is social dysfunctioning has been negatively correlated with affiliative humor style (B= -.20, p<.01) and has not been statistically significant with self-defeating humor and emotional disclosure of anger. The total effect is .17 has been seen as showing significant relationship (p<.05). The direct effect is .11 which has not shown any significant association (p>.05). The findings have shown that affiliative humor style is significant mediator in relational pathway of emotional self- disclosure of anger and social dysfunctioning. Moreover, the self-defeating humor has been non-significant mediator between the emotional self-disclosure of anger and social dysfunctioning.

Additional Findings

Table 6

Mean Differences in Emotional Self-Disclosure, Humor Styles and Social Dysfunctioning

in Men and Women in Students of Design

	Measures	Men Mean (*SD*)	Women Mean (*SD*)	t
ESDS	All Sub-scales	101.24 (28.77)	110.96 (26.02)	-3.07**
	Depression	11.83 (4.65)	13.61 (4.66)	-3.42***
	Happiness	13.36 (4.62)	16.27 (4.31)	-5.65***
	Jealousy	12.63 (4.26)	13.42 (4.29)	-1.61
	Anxiety	13.51 (4.60)	14.81 (4.16)	-2.57*
	Anger	13.56 (5.08)	13.88 (4.06)	-.60
	Calmness	13.31 (4.79)	14.42 (3.93)	-2.20*
	Apathy	12.63 (4.49)	13.03 (4.79)	-.75
	Fear	12.94 (4.69)	14.19 (4.61)	-2.35*
HSQ	Affiliative	35.09 (5.78)	35.16 (6.91)	-.10
	Self-Enhancing	31.67 (6.77)	32.31 (7.63)	-.77
	Aggressive	30.31 (6.03)	28.91 (6.36)	1.96
	Self-Defeating	32.82 (6.51)	30.69(7.25)	2.68**
SFQ	Social Dysfunctioning	10.35 (3.46)	9.97 (3.79)	.91

*Note. * = p<.05, ** = p<.01, *** = p<.001 , ESDS= Emotional Self- Disclosure Scale,*

HSQ= Humor Styles Questionnaire, SFQ= Social Functioning Questionnaire

Table 6 has shown emotional self-disclosure, humor styles and social dysfunctioning difference among men design students and women design students through independent sample t-test . The results have shown emotional self-disclosure is higher in women (*M*=110.96, *SD*=26.02) than men (*M*=101.24, *SD*=28.77) condition; t=-3.07, p<0.01 which is interpreted through mean score of each sub-scale. As, mean score of depression is significantly higher in women (*M*=16.61, *SD*=4.66) than men (*M*=11.83, *SD*=4.65) condition; t=-3.42, p<.000. The emotional disclosure of happiness is also significantly higher in women (*M*=16.27, *SD*=4.31) than men (*M*=13.36, *SD*=4.62) condition; t=-5.65, p<.000. The women also exhibit higher scores in emotion of jealousy (*M*=13.42, *SD*=4.29) as compare to men (*M*=12.63, *SD*4.26) condition; t=-1.61, p>0.05. The emotional disclosure of anxiety is also significantly higher in women (*M*=14.81, *SD*=4.16) than men (*M*=13.51, *SD*=4.60) condition; t=-2.57, p<0.05. The mean score of anger is also higher with the difference of decimals in women (*M*=13.88, *SD*=4.06) than men (*M*=13.56, *SD*=5.08) t=-.60, p>0.05. The mean score of emotion of calmness is also significantly higher in women (*M*=14.42, *SD*=3.93) than men (*M*=13.31, *SD*=4.79) condition; t=-2.20, p<0.05. the emotional disclosure of apathy is also exhibited more by women (*M*=13.03, *SD*=4.79) than men (*M*=12.63, *SD*=4.49) condition; t=-.75, p>.05. The mean score of emotion fear in men (*M*=12.94, *SD*=4.69) is less than the women (*M*=14.19, *SD*=4.61). *M*oreover, use of affiliative humor style is slightly higher in women (*M*=35.16, *SD*=6.91) than men (*M*=35.09, *SD*=5.78) condition; t=-.10, p>0.05. The self-enhancing humor style is also more used by women (*M*=32.31, *SD*=7.63) than men (*M*=31.67, *SD*=6.77) condition; t=-.77, p>0.05. The exhibition of aggressive humor style is more in men (*M*=30.31, *SD*=6.03) than women (*M*=28.91, *SD*=6.36) condition; t=1.96,

p>0.05. also the self-defeating humor style is significantly more used by men (*M*=32.82, *SD*=6.51) than women (*M*=30.69, *SD*=7.25) condition; t=2.68, p<0.01. Furthermore mean score of social functioning shows that the men (*M*=10.35, *SD*=3.46) tend to show more social dysfunctioning than women (*M*= 9.97, *SD*=3.79) condition; t=.91, p>0.05.

Summary of Findings

1. There is correlation between emotional self-disclosure, humor styles and social dysfunctioning.

2. The affiliative humor style is negatively associated with social dysfunctioning.

3. The aggressive humor style is positively correlated with social dysfunctioning.

4. The affiliative humor style was only significant mediator in the relationship between emotional self-disclosure of apathy and social dysfunctioning.

5. The affiliative humor style was only significant mediator in the relationship between emotional self-disclosure of anger and social dysfunctioning.

6. The women tend to show higher emotional self-disclosure than men.

7. The women tend to use positive humor styles (affiliative and self-enhancing) and men tend to use negative humor styles (self-defeating and aggressive).

Chapter 5

Discussion

Chapter 5

Discussion

The exploration of the link between emotional self-disclosure, humor styles, and social dysfunctioning in designing students clarifies the potential impact of communication of emotions and humor on social functioning and provide insight of way of interaction with others. The major purpose and objective of the current study was to seek how emotional self-disclosure and humor styles relate to social dysfunctioning among designing students and gender difference among study variables. The main idea behind it was that the students of designing are associated with exploration and creativity which requires them to make an impressive social interaction and have effective communication skills.

The association between emotional self-disclosure, humor styles and social dysfunctioning was calculated through Pearson Correlation. The gender difference among all study variables was analyzed by applying independent sample t-test which has shown that emotional self-disclosure has been higher in females than males. Moreover the mediation through PROCESS was also analyzed to see indirect effect of humor style between emotional self-disclosure and social dysfunctioning which has shown the mediating role of affiliative humor, aggressive humor and self-defeating humor in apathy and social dysfunctioning, also the mediating role of affiliative humor and self-defeating humor in anger and social dysfunctioning. It was hypothesized that there would be a significant link among the variables emotional self-disclosure, humor styles and social dysfunctioning. The results have shown that negative styles of humor were positively correlated with social dysfunctioning and positive humor styles were negatively

correlated with social dysfunctioning. This has shown that as the use of negative humor style increased the social dysfunctioning also increased. On the other hand, when positive humor styles increased the social dysfunctioning have decreased.

The correlation between emotional self-disclosure, humor styles and social dysfunctioning has been significant with different emotions and different humor styles. The literature has supported the results of the study. According to Yip and Martin (2006) the use of positive styles (affiliative and self-enhancing) are linked with exhibiting more emotional disclosure. The social dysfunctioning is positively correlated with negative (self defeating and aggressive) humor styles (Kuiper et al., 2004). One of the study in Pakistani context was aimed to examine the relationship between interpersonal expression and humor styles, data collected from 196 students. The data was further analyzed and results showed that the interpersonal interactions has a negative relation toward affiliative humor interpersonal but had positively link to self-defeating humor. Moreover male participants had shown that they tend to use aggressive humor higher than female participants (Idrees & Batool, 2022). It has also supported the findings of this study as male tend to use negative humor styles more than positive humor styles.

Furthermore, the positive styles of humor has been seen linked with more self disclosure and lower level of social dysfunctioning. The objective of previous research was to see an association among personality traits, humor styles and happiness. The statistical analysis had shown that the emotion of happiness was positively associated with healthy personality traits along with positive humor styles (affiliative and self-enhancing). Moreover engagement in positive attitudes and happy activities lead to engage in better social functioning (Ford et al., 2016). Another study aimed to analyze

the association between styles of humor and coping strategies in daily routine. For this purpose 104 participants took part in studies. The data was analyzed and results had shown that self-enhancing humor is inter-linked with helpful coping strategies. But on the other side the aggressive humor was seen as maladaptive which leads to maladaptive coping and social dysfunctioning (Kuiper & Harris, 2009).

The emotional self-disclosure of negative emotions like anger and apathy has been observed acting as a mediator between the relational pathway of affiliative humor and social dysfunctioning. The study conducted by Torres-Marín and colleagues (2018) have shown that maladaptive humor styles are associated with more anger expression toward other people along with higher tendency to suppress their emotion of anger. This finding support the mediating role of humor style as the individual who tend to express emotion through disclosure which balance their negative energy rather than expressing it through maladaptive humor, use affiliative humor and adapt a positive outlook for expression through humor. When the negative emotions are suppressed rather than express it fills negative energy in an individual which is expressed toward others through negative humor style.

The emotional self-disclosure has been seen higher in females than men through results of the study which has been seen supported by previous literature. A study was performed to examine the gender difference in self disclosure in work relationship. The study was based on four studies which included 4727 participants. The hypothesis of the study was that women are sensitive in self-disclosure than men. The statistical analysis was performed on four studies and the results shown that the women tend to have higher social trust which leads to engage in higher self- disclosure than men (Qui et al., 2022).

Another study was performed by collecting data from 5042 individuals with the objective to analyze contribution of traditional gender roles which predict self-disclosure. The data was analyzed though independent sample T-test which showed that females tend to show self-disclosure more than males (Horne & Johnson, 2017). The supporting research has also performed in Pakistani context which was performed on 300 participants with the aim to analyze gender difference in self disclosure among males and females and results showed that women are more prone to disclose their emotion than men (Sultan & Chaudry, 2008). The findings have shown that humor styles have a correlation toward social dysfunctioning and results have shown that better social dysfunctioning linked with positive humor styles; affiliative and self enhancing humor whereas, negative humor styles; aggressive and self-defeating humor is related with social dysfunctioning. A previous study supported the result stated that good social well being is associated with affiliative and self-enhancing humor styles, poor social well being is related to aggressive and self-defeating styles (Jiang et al.,2020).

The emotional disclosure and humor styles and social dysfunctioning has been interlinked. Another study concluded that there was inverse relationship between aggressive humor and in specific dimension of psychological hardiness and on the other side, positive correlation were seen between positive humor styles and psychological hardiness and happiness (Yaprak et al., 2018).

This study has helped to delve into the complex relationship of the emotional self-disclosure, humor styles and social dysfunctioning in designing students. The more comprehensive relationship has been seen through statistical analysis. There have very less previous literature on students from creative fields like art and design related

discipline in cultural context of Pakistan. The aims of study has fulfilled by assessing the relationship among emotional self-disclosure, humor style and social dysfunctioning, it has been examined through multifaceted nature of interaction and communication among student of design.

Conclusion

In conclusion, this study delve and investigated the complex nexus of emotional self-disclosure, humor styles and social dysfunctioning in the students of design which helped to understand the interplay of study variables and their related factors in order to provide insight of interpersonal communication, possible challenges, possible opportunities of the related discipline and success associated with it.

Limitations and Suggestions

The study has provided valuable insights on the relationship between emotional self-disclosure, humor styles and social dysfunctioning in students of design but despite that there have been some limitations which should be acknowledged and addressed. The most significant limitation in this study was the limited time. The time duration given for data collection was limited and due to this more limitations took place. The sample size was also not enough which can provide valid findings that's why it may lack generalizability. As the sample was design students so it was difficult to reach equal ratio of male and female participants in the given time moreover it has been observed that the design or art related field have more females than males so it was also a barrier during data collection. To overcome this limitation the sample size should be enough that can be generalized on the population and time duration should be extended enough to collect the beneficial data.

The other major limitation was the self report measure which comprised of more than 60 items which took almost 15 minutes to complete the questionnaire which was a complained by most of the participants. Furthermore, the responses on self report items leads to social desirability, biases or personal misinterpretation. Another limitation was potential confounding variables which may have influenced the findings of the study. Those can be language issue, personality traits, fatigue, sickness or even cultural differences. This limitation can be overcome by designing a questionnaire that can be completed in less than 10 minutes because for student population it's difficult and inconvenient to fill lengthy questionnaires. By addressing these limitations the future researches can be improved and it can robust understanding of relationship between emotional self-disclosure, humor styles and social dysfunctioning.

Implications

The findings and interpretation of the study have implications in several platforms in future research as well as in practical context. The relationship between emotional self-disclosure, humor styles and social dysfunctioning pays attention to the importance and value of the factors discussed in the findings in the designing educational and support programs and interventions. It will help the administration builders, educators and teachers to involve and encourage the students of creative fields toward healthy communication, emotional expression, social interaction and toward the use of positive humor styles. The institutes will also be benefited in order to design and provide such atmosphere and environment to students of design or related fields which can foster social functioning, supportive interaction and open communication.

The findings further suggest the need of intervention, training programs, counselling and peer support group which can address the challenges, difficulties, opportunities, activities and assignments which help the students to enhance their emotional expression, interpersonal relationships, social skills and social competence as well which will help them in their academic and occupational careers.

Additionally, the understanding gained from the study further need practical implementation. The future researches can investigate the effectiveness of the intervention in the discipline of design and art. The findings can be leveraged by educational institutions who can work with students and administration collaboratively in order to support well being and creativity of their students.

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Appendix A

(Informed Consent Form)

Appendix A

Informed Consent Form

The research is being conducted by Zainab Raheel, student of final year of BS

Psychology of COMSATS University Islamabad, Lahore campus under supervision

of Dr. Shameem Fatima and co-supervision of Ms. Sana Aslam. The topic of research

is 'Emotional Self Disclosure, Humor Styles and Social Dysfunctioning of Students of

Art and Design.' You will be asked to fill a questionnaire for the purpose of

collecting data, consisting of three parts. The information given will be kept

confidential and will only be used for research purpose.

Thanks for your cooperation.

Signature _____

Demographic Information

Age: _____

University Name: _____

Degree Program: _____

Family Setup: Nuclear ☐ Joint ☐

Marital Status: Unmarried ☐ Married ☐ Divorced/Separated ☐

Religion: Islam ☐ Other ☐

Birth Order: First ☐ Middle ☐ Last ☐

Appendix B

(Emotional Self-Disclosure Scale)

Appendix B

Emotional Self-Disclosure Scale (ESDS)

A= I HAVE NOT DISCUSSED THIS TOPIC WITH MY CLOSE ONE

B = I HAVE SLIGHTLY DISCUSSED THIS TOPIC WITH MY CLOSE ONE

C = I HAVE MODERATELY DISCUSSED THIS TOPIC WITH MY CLOSE ONE

D = I HAVE ALMOST FULLY DISCUSSED THIS TOPIC WITH MY CLOSE ONE

E = I HAVE FULLY DISCUSSED THIS TOPIC WITH MY CLOSE ONE

Item No.	Statement	A	B	C	D	E
1.	Times when you felt depressed. افسردہ, غمگین					
2.	Times when you felt happy. خوش					
3.	Times when you felt jealous. حاسد					
4.	Times when you felt anxious. بے چینی					
5.	Times when you felt angry. غصہ					
6.	Times when you felt calm. پرسکون					
7.	Times when you felt apathetic. بے حس					
8.	Times when you felt afraid . ڈرنا					
9.	Times when you felt discouraged. شکنی حوصلہ					
10.	Times when you felt cheerful. خوش مزاج					
11.	Times when you felt possessive. حق جتانا					
12.	Times when you felt troubled. سے بھرپور افرا تفری					
13.	Times when you felt infuriated. مشتعل					
14.	Times when you felt quiet. خاموش					
15.	Times when you felt indifferent. لاتعلّق					
16.	Times when you felt fearful. خوفزدہ					
17.	Times when you felt pessimistic. پسند مایوسی					
18.	Times when you felt joyous. پر لطف					
19.	Times when you felt envious. براچاہنے والا					
20.	Times when you felt worried. فکرمند					
21.	Times when you felt irritated. چڑچڑا					
22.	Times when you felt serene. بے خَلل					
23.	Times when you felt numb. سن ہونا					

Item No.	Statement	A	B	C	D	E
24.	Times when you felt frightened. دہشت زدہ					
25.	Times when you felt sad. رنجیدہ					
26.	Times when you felt delighted. مسرور					
27.	Times when you felt suspicious. اعتبار ناقابل					
28.	Times when you felt uneasy. بے آرام					
29.	Times when you felt hostile. غیر دوستانہ					
30.	Times when you felt tranquil. اطمینان					
31.	Times when you felt unfeeling. سنگ دل					
32.	Times when you felt scared. ڈرا ہوا					
33.	Times when you felt unhappy. ناخوش					
34.	Times when you felt pleased. فخر کرنا					
35.	Times when you felt resentful. ناراض خفا					
36.	Times when you felt flustered. گھبرایا ہوا					
37.	Times when you felt enraged. مشتعل					
38.	Times when you felt relaxed. آرام کرنا					
39.	Times when you felt detached. علیحدہ					
40.	Times when you felt alarmed. چوکس					

Appendix C

(Humor Style Questionnaire)

Appendix C

Humor Style Questionnaire (HSQ)

Totally Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Totally Agree
1	2	3	4	5	6	7

Item no.	Statement	1	2	3	4	5	6	7
1.	I usually don't laugh or joke around much with other people.							
2.	If I am feeling depressed, I can usually cheer myself up with humor.							
3.	If someone makes a mistake, I will often tease them about it.							
4.	I let people laugh at me or make fun at my expense more than I should.							
5.	I don't have to work very hard at making other people 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.							
7.	People are never offended or hurt by my sense of humor.							
8.	I will often get carried away in putting myself down if it makes my family or friends laugh.							
9.	I rarely make other people laugh by telling funny stories about myself.							
10.	If I am feeling upset or unhappy I usually try to think of something funny about the situation to make myself feel better.							
11.	When telling jokes or saying funny things, I am usually not very concerned about how other people are taking it							
12.	I often try to make people like or accept me more by saying something funny about my own weaknesses, blunders, or faults.							
13.	I laugh and joke a lot with my friends.							
14.	My humorous outlook on life keeps me from getting overly upset or depressed about things.							
15.	I do not like it when people use humor as a way of criticizing or putting someone down.							
16.	I don't often say funny things to put myself down.							

Item no.	Statement	1	2	3	4	5	6	7
17.	I usually don't like to tell jokes or amuse people.							
18.	If I'm by myself and I'm feeling unhappy, I make an effort to think of something funny to cheer myself up.							
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.							
20.	I often go overboard in putting myself down when I am making jokes or trying to be funny.							
21.	I enjoy making people laugh.							
22.	If I am feeling sad or upset, I usually lose my sense of humor.							
23.	I never participate in laughing at others even if all my friends are doing it.							
24.	When I am with friends or family, I often seem to be the one that other people make fun of or joke about.							
25.	I don't often joke around with my friends.							
26.	It is my experience that thinking about some amusing aspect of a situation is often a very effective way of coping with problems.							
27.	If I don't like someone, I often use humor or teasing to put them down.							
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 I really feel.							
29.	I usually can't think of witty things to say when I'm with other people.							
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.							
31.	Even if something is really funny to me, I will not laugh or joke about it if someone will be offended.							
32.	Letting others laugh at me is my way of keeping my friends and family in good spirits.							

Appendix D

(Social Functioning Questionnaire)

Social Functioning Questionnaire

Item no.	Statement	Responses (select one option for each statement)
1.	I complete my tasks at work and home satisfactorily.	Most of the time 0 Quite often □ 1 Sometimes □ 2 Not at all □ 3
2.	I find my tasks at work and at home very stressful.	Most of the time □ 3 Quite often □ 2 Sometimes □ 1 Not at all □ 0
3.	I have no money problems.	No problems at all □ 0 Slight worries only □ 1 Definite problems □ 2 Very severe problems □ 3
4.	I have difficulties in getting and keeping close relationships.	Severe difficulties □ 3 Some problems □ 2 Occasional problems □ 1 No problems at all □ 0
5.	I have problems in my relationships.	Severe problems □ 3 Moderate problems □ 2 Occasional problems □ 1 No problems at all □ 0
6.	I get on well with my family and other relatives.	Yes, definitely □ 0 Yes, usually □ 1 No, some problems □ 2 No, severe problems □ 3
7.	I feel lonely and isolated from other people.	Almost all the time □ 3 Much of the time □ 2 Not usually □ 1 Not at all □ 0
8.	I enjoy my spare time.	Very much □ 0 Sometimes □ 1 Not often □ 2 Not at all □ 3

Appendix E

(Permission Letter)

Appendix E

Permission Letter

COMSATS University, Islamabad,
Lahore Campus
Defence Road, Off Raiwind Road, Lahore.
Ph: 042-111-001-007 Ext. 872

Department of Humanities

Dated: _____

To Whom It May Concern

Subject: Permission for Data Collection

Dear Sir/Madam,

I, Dr. Shameem Fatima (Chairperson/Assistant Professor, Psychology), Department of Humanities, COMSATS University Islamabad, Lahore Campus, assert that below mentioned student is conducting final year research under my supervision. The study is entitled "Emotional Self-Disclosure, Humour Styles and Social Functioning in Arts Students." For this purpose, she needs to collect your Department/Institute/Organization's data. All the acquired information will be kept confidential, and collected raw data will be used for research purposes only. Following is the details of researcher:

1. Zainab Raheel (FA19-BPY-019)

Kindly permit her to collect data. I will be very grateful to you.

Regards,

Dr. Shameem Fatima
Chairperson/Associate Professor
Department of Humanities
CUI, Lahore.

Ms. Sana Aslam
Lecturer
Department of Humanities
CUI, Lahore.

Chairperson
Department of Humanities
COMSATS University Islamabad

Appendix F

(Permission for Using Emotional Self-Disclosure Scale)

Appendix F

Permission for Using Emotional Self-Disclosure Scale (ESDS)

Zainab Raheel   Oct 24, 2022

Hello,

Hope you are doing well.

I am student of BS Psychology at COMSATS University Islamabad, Lahore campus. I am currently in 7th semester and doing my thesis project. I am conducting research on the topic 'Emotional Self Disclosure, Humor Styles and Social Adjustment in Arts Students'. Therefore, I need the permission to use your scale 'Emotional Self Disclosure Scale (ESDS)'. So, kindly allow me to use your scale for my research study.

Thank you.

William E. Snell to you   Oct 24, 2022

Dear Zainab,

You are more than welcome to use any of my instruments in your work, including the ESDS; you have my permission). You can find all of the information that you need at the following website (see below), where I have summarized that information in an "electronic book" and where copies of my psychological instruments can be found as well as the scoring procedures for these instruments. First, click on the link to the "gender" book, and then look at the table of contents to locate the chapter on the ESDS. A copy of the ESDS is located at the end of the chapter.

If I can be of any future assistance, please do not hesitate to contact me. Good luck with your work. Feel free to translate the ESDS, if you should need to. I am now retired and no longer work at the university, nor do I conduct research anymore.

http://cstl-cla.semo.edu/snell/books/

Take care,
Bill Snell

Dr. William (Bill) E. Snell, Jr., PhD
Department of Psychology
SouthEast Missouri State University
Cape Girardeau, MO 63701
wesnell@semo.edu

Appendix G

(Permission for Using Humor Style Questionnaire)

Appendix G

Permission for Using Humor Style Questionnaire (HSQ)

Re: Permission for Using Scale

RM **Rod Martin <ramartin@uwo.ca>**
24/10/2022 11:24 PM

To: Zainab Butt

Save all attachments

PDF Explanation of the Four Humor... 125.66 KB	PDF HSQ article.pdf 279.13 KB
PDF HSQ32 scale.pdf 114.47 KB	W Publications Using the Humor... 82.69 KB
W Urdu version of Humor Styles... 28.39 KB	

As requested, I'm attaching a copy of the Humor Styles Questionnaire (HSQ) along with scoring instructions. I'll also include an Urdu version, the original article on the HSQ, and a list of published studies that have used it. Best wishes on your research!

Dr. Rod Martin
Professor Emeritus

On 2022-10-24 1:25 p.m., Zainab Butt wrote:

> You don't often get email from fa19-bpy-019@cuilahore.edu.pk. Learn why this is important
>
> Hello,
> Hope you are doing well.
> I am student of BS Psychology at COMSATS University Islamabad, Lahore campus. I am currently in 7th semester and doing my thesis project. I am conducting research on the topic 'Personal Emotional Adjustment, Social Adjustment and Humor Styles of Arts Students'. Therefore, I need the permission to use your scale 'Humor Style Questionnaire (HSQ)'. So, kindly allow me to use your scale for my research study.
> Thank you.

Appendix H

(Permission for Using Social Functioning Questionnaire)

Appendix H

Permission for Using Social Functioning Questionnaire (SFQ)

◢ PsycTESTS®

Social Functioning Questionnaire
Version Attached: Full Test

PsycTESTS Citation:
Tyrer, P., Nur, U., Crawford, M., Karlsen, S., McLean, C., Rao, B., & Johnson, T. (2005). Social Functioning
Questionnaire [Database record]. Retrieved from PsycTESTS. doi: http://dx.doi.org/10.1037/t03074-000

Instrument Type:
Inventory/Questionnaire

Test Format:
Each of the 8 items of the SFQ is scored on a four point scale (0-3) with a total possible score of 24.

Source:
Tyrer, Peter, Nur, Ula, Crawford, Mike, Karlsen, Saffron, McLean, Claire, Rao, Bharti, & Johnson, Tony (2005). The
Social Functioning Questionnaire: A Rapid and Robust Measure of Perceived Functioning. International Journal of
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Plagiarism Report

TURNITIN Originality Report

Title	Relationship between Emotional Self-Disclosure, Humor Styles, and Social Dysfunctioning in Students of Art and Design
Author	Zainab Raheel, **ID:** FA19-BPY-019
Submission Date	20-Jun-2023 11:53AM (UTC+0500)
Submitted Class	BS Students.
Submission ID	2119554549
Word Count	16240
Character Count	95333

Similarity Index	13% (Detailed report send to quarter concerned via email)

Remarks	**Report seems OK**

Note: Bibliography and quoted materials are excluded as per HEC rules

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Dated on	**20th June, 2023**