

The Analysis of the Relationship between Humor Styles of Counselor Candidates and Their Skills of Coping Through Humor and Problem-Solving

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Abstract

The aim of this research is to analyze the relationship between the humor styles of counselor candidates and their skills of coping through humor and problem-solving. Relational screening model, which is one of the quantitative research methods, was used in the research. The sample of the research consists of 232 students studying in the Guidance and Counseling program at foundation universities in Istanbul. The sample of the study was obtained by convenience sampling, one of the methods of non-random sampling methods. The data of the research was collected with the Personal Information Form, Humor Styles Questionnaire, Coping Humor Scale and Problem-Solving Inventory. The obtained data were analyzed through SPSS 21.0 program using t-test, ANOVA and Pearson product-moment correlation analysis techniques. It is seen that counselor candidates show coping behavior through humor in case of any problem. Counselor candidates mostly use affiliative humor style, followed by self-enhancing, self-defeating and aggressive humor styles, respectively. According to the data of the research, there is a low level, negative and insignificant relationship between humor styles and problem-solving; a moderate, positive and significant relationship between humor styles and coping through humor; and a low, negative and significant relationship between coping through humor and problem-solving.

Keywords: Coping Through Humor, Humor, Humor Styles, Problem-Solving, Psychological Counselor

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INTRODUCTION

The profession of psychological counseling has an important place among the types of professions that provide assistance services. Psychological counselors are recognized by society as professionals who help individuals to achieve effective adaptation. Psychological counseling, on the other hand, is a planned assistance process offered to individuals to help them find solutions to the problems they experience in cognitive, affective and behavioral areas or to support them in the skills they want to develop, taking into account their developmental processes.

According to the definition of American Counseling Association, counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (ACA, 2022). The profession of counseling is a service offered so that “others” can live more productively and efficiently, exhibit more sufficient problem-solving skills at decision moments, and cope more easily with difficulties and distortions in their lives. Counselors are the ones who meet these countless expectations of people (Warnath, 1979).

It is an inevitable result that counselors experience emotional burnout while showing interest and compassion to others. When there are too many cases, trying to show the same attention and care to all of them can cause counselors to have emotional exhaustion, develop the desire to keep themselves away from others, and to feel that they cannot cope with the problems of others (Burnard, 1999). Swezey (2013) stated that those who work in the helping profession often work with individuals who are in despair, have traumatic stories, and experience situations of crisis, and that in this process they have to establish relationships that require empathy, attachment and separation. For this reason, they are faced with the risk of professional burnout and weakening in the quality of their lives. It is also emphasized that professionals who work face-to-face with people face symptoms of burnout and stress (Schutte et al., 2000).

The relationships that counselors form with people for a long time significantly affect their personal, social and professional lives due to the emotional load of their work (Maslach & Jackson, 1981; Swezey, 2013). Individuals use humor so that they can get away from stressful or problematic situations (Lefcourt, 2001; Martin et al., 1993), and in this way, they can contribute to their own physical and psychological well-being (Martin, 2001). The use of humor as a coping mechanism has been found to be effective in reducing the impact of stressful situations (Bennett & Lengacher, 2006). Galloway and Cropley (1999) said that people with a high level of humor exhibit stronger resistance to psychological disorders in stressful situations. In another study, it is emphasized that one of the most important roles of humor in coping with stress is to prevent the person from feeling that he has lost control of events (Morreall, 1997).

There are some findings supporting that humor is beneficial for mental health (Bennett & Lengacher, 2006). Humor and laughter can improve health and well-being, strengthen social bonds and relationships, increase communication, and develop resilience and power to cope (Chauvet & Hofmeyer, 2007). In addition to livening up business life, humor reduces stress and anxiety, gives the person hope, and in this way, it becomes beneficial to the human body and health (Hurren, 2006). Humor contributes to the development of interpersonal relationships. Considering this aspect, it is possible to use humor with a view to changing the stressful situation itself. Effective use of humor in order to facilitate communication in interpersonal relationships, to reduce conflicts and tensions, and to enrich the positive emotions that other people experience can act as both reactive and proactive coping strategies when faced with stress (Yerlikaya, 2007).

According to the humor styles people prefer, there are four different humor styles under two main headings, namely, those that are compatible (self-enhancing and affiliative humor) and those that are incompatible (aggressive and self-defeating humor). Self-enhancing humor includes elements related to the tendency to maintain a humorous perspective on life, the regulation of emotions, and the use of humor in coping with a variety of issues and situations. In this humor style, the individual can be busy with humor even if there are no other people around him. It is a humor style that is considered

compatible just like affiliative humor style. They do not aim to harm themselves or other people emotionally (Martin et al., 2003). Self-enhancing humor is a method that covers the inner world of the individual and is used by the individual when coping with stress and in order to overcome negative emotions. These individuals do not have to share laughter with those around them; it is enough for them to perceive humor individually (Yerlikaya, 2009). Self-enhancing humor is a positive humor style that includes looking at the world and events from a humorous perspective. While reducing unpleasant feelings, it ensures that a positive and realistic view is maintained in the face of difficulties (Mendiburo-Seguel et al., 2015).

Affiliative social humor is to make jokes to other people, say humorous things, tell funny stories, laugh with other people in a non-aggressive way and entertain them (Martin et al., 2003). In affiliative humor type, relationships are formed in a way that will neither harm others nor the individual himself, and the focus is on the relationships between others and the individual (Yerlikaya, 2009). Individuals close to this humor style are people who are socially extroverted and cheerful, who have high emotional determination and who care about others' feelings (Martin et al., 2003).

Aggressive humor includes elements like sarcasm, making fun of, criticizing, and manipulating people, and ignoring the effects these will have on other people. In this humor style, harmony and the feelings and thoughts of others are not cared about, and the individual uses it in order to show his superiority. Emotional imbalances are often seen in individuals who use aggressive humor. It is also common for the individual to humorously use sexual and racist approaches that contain high masculinity elements. As might be expected, this humor style is much more common among men (Martin et al., 2003).

Self-defeating humor is related to the tendency to use humor in order to humiliate and belittle oneself, to expose oneself to the jokes of others, and as a means of defense and denial to hide underlying negative emotions (Martin et al., 2003). Although people who use this humor style are perceived as quite enjoyable and humorous, the underlying reason is low self-esteem and running away from something. It can be said that self-defeating humor style will be negatively related to psychological well-being and self-esteem, and positively related to anxiety and sadness (Yerlikaya, 2009).

In order for the counselor to be an effective and therapeutic individual, he should know himself well, respect himself, be open to change, be sincere, honest and authentic, be aware of the effects that culture creates on them, have a mentality that accepts the mistakes they have made, be willing to struggle and have a fine sense of humor (Corey, 2008). In Koçak's (2018) research, the most important feature counselors should have was found as "empathy". The traits after empathy were defined as professional knowledge, openness to innovations and change, respect, being encouraging, self-confidence, honesty, self-awareness, cooperation and having a non-cynical sense of humor.

Lawson and Myers (2011) found in their study that the more engaged the counselors are in career-supportive behaviors, the more their professional life quality improves. One of the most effective career-supportive behaviors was stated as having a sense of humor. It is stated that children and adolescents who are psychologically strong have a high level of humor and wit (Masten, 1986). It is stated that one of the common characteristics of individuals with high levels of psychological strength is to have a developed sense of humor (Şahin, 2014). One of the internal protective factors for individuals to have psychological resilience is the sense of humor (Öz & Hiçdurmaz, 2010).

The obstacle that confronts the existing forces that an individual has collected in reaching a goal is called a problem (Bingham, 2004). Problem solving, on the other hand, has been defined as the cognitive and behavioral process that includes forming effective response options and choosing the most appropriate one of these in order to cope with a problematic situation (D'Zurilla & Goldfried, 1971). Problem-solving skill can be explained as the process of reaching a solution by using knowledge and adding originality, creativity or imagination to it (Kılıç Basmacı, 1998).

The problem-solving process is quite complicated since it requires the use of cognitive, emotional and behavioral dimensions together (Heppner & Baker, 1997). Different skills are required to be able to solve problems. Some problems can be solved with cognitive skills, some with socio-emotional development, and some with a creative approach. The main aim is to solve the phenomenon that seems to be an obstacle (Uyar Kurt, 2016). Problem orientation is described as a process that includes all the attitudes, beliefs, emotional reactions and relatively permanent cognitive-emotional schemas that a person developed for the problems he or she had experienced before (D'Zurilla et al., 2004).

As a result of the individual's having problem-solving skills, a positive psychological environment can be provided. Problem-solving competence plays a decisive role in an individual's struggle with life and self-disclosure. People with high problem-solving skills can also encourage people with whom they are in constant contact to have problem-solving success, and can set an example for them in this regard (Güçlü, 2003).

For many people, life is full of daily arguments and stressful events. All of these stressful events are closely related to the events that are important and unimportant. Stress-creating events, both important and seemingly unimportant, can affect whether individuals will be physically and psychologically well (Selye, 1983). Individuals need to have problem solving skills in order to lead a healthy life and maintain their mental health. Problem-solving skills play an important role in an individual's process of being an individual and coping with his environment. Counselors constantly encounter problems during their work. For this reason, it is very important for counselors to have problem-solving skills. Although there are studies addressing counselor candidates' problem-solving skills, humor styles and coping skills through humor separately, there is no study addressing these three variables together. In this regard, it is thought that it will be important to analyze how counselors' humor styles affect their skills of coping through humor and problem-solving.

The Aim of the Research

The aim of this research is to analyze the relationship between the humor styles of counselor candidates and their skills of coping through humor and problem-solving. Within the scope of this aim, answers to the following questions were sought:

1. What are the humor styles students use? What are the students' coping styles through humor? What are the students' problem-solving skills?
2. Is there a relationship between students' humor styles and their skills of coping through humor and problem-solving?
3. Does the relationship between students' humor styles and their skills of coping through humor and problem-solving differ according to demographic variables?

METHOD

The Model of the Research

A correlational survey model, one of the quantitative research methods, was used in the study. Correlational models are often used to determine whether two or more concepts vary consistently and the consequent degree of relationship between these concepts (Creswell, 2012). Fraenkel and Wallen (2009) define correlational research as a type of research that reveals the degree of relationship between two or more variables. Creswell (2012) refers to two types of correlational research: predictive and exploratory. In exploratory design, the relationship between two or more variables and the level of this relationship is determined, while in predictive design research, which variable predicts the other is determined.

The Universe and The Sample

The universe of the research consists of second-year students studying in the Guidance and Counseling program at foundation universities in Istanbul. The sample of the study was obtained by convenience sampling, one of the methods of non-random sampling methods. Non-random sampling is a sampling method created by starting from the most accessible until the researcher reaches the group size he needs (Büyüköztürk et al., 2010). The sample of the research includes 232 university students. Demographic information of the participants in the research is given in Table 1.

Table 1: The demographic characteristics of the participants

		f	%
Gender	Male	68	29,3
	Female	164	70,7
Age	18-20	137	59,1
	21 and above	95	40,9
The order of siblings	1	93	40,1
	2	64	27,6
	3 and later	75	32,3
The number of siblings	Single	11	4,7
	Two	66	28,4
	Three	74	31,9
	Four and more	81	34,9
Income status	Low	7	3,0
	Average	120	51,7
	Good	92	39,7
	High	13	5,6
Education Level of the Mother	Primary School	103	44,4
	Secondary School	45	19,4
	High School	59	25,4
	University	25	10,8
Education Level of the Father	Primary School	57	24,6
	Secondary School	42	18,1
	High School	71	30,6
	University	62	26,7
Total		232	100

164 women (70.7%) and 68 men (29.3%) participated in the research. The average age of the participants is 20.50. 40.1% of the participants are the first child of the family. 51.7% of the participants stated that they had an average income level. The education level of the mothers of 44.4% of the participants is primary school.

Data Collection Tools

Personal Information Form

In order to collect data from the participants, this form consists of questions about demographic characteristics such as gender, age, order of siblings, number of siblings, income status, and education level of parents.

Humor Styles Questionnaire (HSQ)

This scale was developed by Martin, Puhlik-Doris, Larsen, Gray and Weir (2003), and adapted into Turkish by Yerlikaya (2003). There are four sub-dimensions in the scale which are designed to measure two compatible (affiliative and self-enhancing) and two incompatible (aggressive and self-defeating) uses of humor. Each dimension consists of 8 items. There are 32 items in the entire scale. Likert type 7-point rating scale was used in the scale. High scores obtained from the subscales indicate that the relevant humor style is used more. The factor load values of the items in the Turkish version range from .32 to .75. The reliability (Cronbach's Alpha) coefficients of the dimensions are ,78 for

self-enhancing humor; .74 for affiliative humor; .69 for aggressive humor; 67 for self-defeating humor (Martin et al., 2003, pp. 57-59; Yerlikaya, 2009, p. 77).

Coping Humor Scale (CHS)

This scale is a self-expression scale consisting of 7 items and developed (Martin & Lefcourt, 1983) to measure the use of humor as a coping strategy in stressful situations. It uses a four-point Likert-type rating. The total scores that can be obtained from the scale range from 7 to 28, and the high total score indicates the extent to which the person resorts to humor as a coping strategy in stressful situations. The Cronbach's alpha coefficients obtained in different studies related to the scale range from .60 to .70 (Martin, 1996). The Turkish adaptation of the scale was done by Yerlikaya (2009).

Problem-Solving Inventory

This scale was used to assess students' problem-solving skills. The Likert-type scale, developed by Heppner and Petersen (1982), has 35 items. The answers are given points ranging from 1 to 6. The score range is 32-192. The high total score obtained from the scale indicates that the individual perceives himself as inadequate in terms of problem-solving skills. The validity and reliability of the Turkish form of the scale was made by Taylan (1990), and the Cronbach's alpha coefficient of the scale is .86.

Coping humor scale, (CHS), humor styles questionnaire (HSQ) and problem-solving inventory (PSI) were used in the research. Reliability analyses of the scales are shown in Table 2.

Table 2: The results of the reliability analyses related to the scales used in the research

Scale	Scale Dimensions	Number of Items	Cronbach's Alpha
CHS		7	,730
HSQ	Affiliative humor	8	,751
	Self-enhancing humor	8	,802
	Aggressive humor	8	,512
	Self-defeating humor	8	,728
PSI	Avoidant style	4	,689
	Problem-solving confidence style	7	,770
	Monitoring style	3	,724
	Planfulness style	4	,643
	Impulsive style	9	,738
	Reflective style	5	,843

The coping humor scale is a one-dimensional scale consisting of 7 items. Cronbach's Alpha value was calculated as ,730. Humor styles questionnaire consists of 32 items and 4 dimensions. There are 8 items in each dimension. The reliability coefficients of the sub-dimensions of humor styles questionnaire were calculated as follows: affiliative humor as ,751, self-enhancing humor as ,802, aggressive humor as ,512 and self-defeating humor as ,728. The overall reliability coefficient of the humor styles questionnaire was calculated as ,809. Problem-solving inventory consists of 35 items and 6 dimensions. 3 items were not included in the scoring, and the scoring was made over 32 items. The reliability coefficients of the sub-dimensions of problem-solving inventory were calculated as follows: avoidant style as ,689, problem-solving confidence style as ,770, monitoring style as ,724, planfulness style as ,643, impulsive style as ,738 and reflective style as ,843. The overall reliability coefficient of the problem-solving inventory was calculated as ,901. A Cronbach's Alpha value of .70 or more is considered sufficient for the reliability of the scale (Büyüköztürk, 2020, p. 183). All three scales are considered reliable.

The Analysis of the Data

For the analyses related to the scales used in the research, firstly, it is necessary to examine whether the data are normally distributed. In order to determine if the data were normally distributed, the kurtosis and skewness values were checked, and these data can be found in Table 3.

Table 3: The results of the kurtosis and skewness related to the scales

Scale	N	\bar{X}	Ss.	Kurtosis	Skewness
CHS	232	2,7562	,51	,276	-,263
HSQ	232	4,1761	,63177	-,023	,154
PSI	232	2,7487	,66052	,084	,496

According to Table 3, the kurtosis and skewness coefficients of all three scales range from -1 to +1. If the kurtosis and skewness coefficients are between -1 and +1, it is accepted that the data have a normal distribution (Büyüköztürk, 2020, p. 40). Since the data show normal distribution, parametric tests will be used in the analysis process.

The obtained data were analyzed through SPSS 21.0 program using t-test, ANOVA and Pearson product-moment correlation analysis techniques.

FINDINGS

In this section, the findings related to the aims of the research are given.

1.Findings about the Descriptive Statistics of the Scales

Descriptive statistics of the scales used in the study are found in Table 4.

Table 4: Descriptive statistical data of the scales

Scale	Scale Dimensions	Number of Items	N	\bar{X}	Ss.	Min.	Max.
CHS	Affiliative humor	7	232	19,29	3,57	8	28
	Self-enhancing humor	8		44,19	7,06	23	56
	Aggressive humor	8		37,72	8,67	17	56
	Self-defeating humor	8		24,99	6,49	12	43
HSQ	Avoidant style	4	232	26,73	8,39	9	51
	Problem-solving confidence style	7		10,38	3,98	4	23
	Monitoring style	3		19,12	5,88	9	36
	Planfulness style	4		7,54	3,14	3	17
	Impulsive style	9		10,44	3,62	4	22
	Reflective style	5		27,32	6,80	13	49
PSI				12,19	4,89	5	30

The scores that can be obtained in coping humor scale range from 7 to 28, with an average value of 10.5. A high score indicates the extent to which a person uses humor as a coping strategy in case of a problem (Yerlikaya, 2009, p. 77). The average score obtained from 232 participants in the study was calculated as 19.29. According to the average value obtained, it can be interpreted that the participants resort to humor in case of any problem ($19,29 > 10,5$).

The scores that can be obtained from each dimension of the humor styles questionnaire range from 8 to 56. The high scores obtained from the sub-dimensions of the scale give an idea about how often that humor style is used. In the study, the average score for affiliative humor was calculated as 44.19 for affiliative humor, 37.72 for self-enhancing humor, 24.99 for aggressive humor, and 26.73 for self-defeating humor. It appears that the participants use the affiliative humor style more frequently than the other humor styles. The least used humor style is aggressive humor style.

The scores that can be obtained from the avoidant style dimension, which is one of the sub-dimensions of the problem-solving inventory, are between 4 and 24, with an average value of 10. The scores that can be obtained from the problem-solving confidence style dimension range from 7 to 42, with an average value of 17.5. The scores that can be obtained from the monitoring style dimension range from 3 to 18, with an average value of 7.5. The scores that can be obtained from the planfulness style dimension range from 4 to 24, with an average value of 10. The scores that can be obtained from the impulsive style dimension range from 9 to 54, with an average value of 22.5. The scores that can be obtained from the reflective style dimension are between 5 and 30, with an average value of 12.5. A high score in the problem-solving inventory means that the individual sees himself as inadequate in terms of problem-solving skills. In addition, values above the average mean that the individual is insufficient in problem-solving, and those below the average mean that the individual is sufficient in problem-solving (Şahin et al., 1993). According to the data obtained in the study, the participants appear to be insufficient in problem-solving in the dimensions of avoidant style ($10.38 > 10$), problem-solving confidence style ($19.12 > 17.5$), monitoring style ($7.54 > 7.5$), planfulness style ($10.44 > 10$) and impulsive style ($27.32 > 22.5$). It is seen that the participants are sufficient in problem-solving only in the reflective style ($12.19 < 12.5$) dimension.

2. Findings about the Relationship among the Scales

The results of the correlation analysis made to examine the relationship among the scales used in the study are shown in Table 5.

Table 5: The results of the relationship among the scales

		CHS	HSQ	PSI
CHS	Pearson Correlation	1	,588	-,229
	Sig. (2-tailed)		,000	,000
	N	232	232	232
HSQ	Pearson Correlation	,588	1	-,075
	Sig. (2-tailed)	,000		,257
	N	232	232	232
PSI	Pearson Correlation	-,229	-,075	1
	Sig. (2-tailed)	,000	,257	
	N	232	232	232

According to Table 5, there is a moderate, positive and significant relationship ($r= 0.588$ and $p<.05$) between coping humor scale and humor styles questionnaire, and a low, negative and significant relationship ($r=- 0.229$ ve $p<.05$) between coping humor scale and the problem-solving inventory. There is a low, negative and insignificant relationship ($r=-0.075$ and $p>.05$) between the humor styles questionnaire and the problem-solving inventory.

3. Findings about the Level of Significance between the Average Scores of the Scales and Demographic Variables

The level of significance of the scores according to the gender variable

Independent samples t-test was conducted to measure whether the scores obtained from the scales used in the study differ according to the gender variable. The results of the analysis are given in Table 6.

Table 6: T-test results of the scores according to gender

Scale	Gender	N	\bar{X}	Ss.	sd	t	p
CHS	Male	68	2,8739	,53368		2,286	,023
	Female	164	2,7073	,49330			
HSQ	Male	68	4,2266	,61286	230	,784	,434
	Female	164	4,1551	,64012			
PSI	Male	68	2,7045	,74488		-,655	,513
	Female	164	2,7670	,62376			

The scores obtained from humor styles questionnaire ($t_{230}=.784$ and $p>.05$) and problem-solving inventory ($t_{230}=-.655$ and $p>.05$) used in the research do not show a significant difference according to gender. The scores obtained from coping humor scale, however, show a statistically significant difference according to gender ($t_{230}= 2.286$ and $p<.05$). It can be interpreted that male participants ($\bar{X}= 2.8739$) resort to humor more than female participants ($\bar{X}= 2.7073$) in case of any problem.

b) The level of significance of the scores according to the number of siblings variable

One-way analysis of variance (ANOVA) test was done to analyze whether the scores obtained from the scales differ significantly according to the number of siblings variable. The data obtained from the ANOVA test are given in Table 7.

Table 7: ANOVA test results of the scores according to the number of siblings

Scale	Source of variance	Sum of squares	Sd	Average of squares	F	p
CHS	Intergroup	,976	3	,325		
	Within groups	59,107	228	,259	1,255	,291
	Total	60,083	231			
HSQ	Intergroup	2,407	3	,802		
	Within groups	89,792	228	,394	2,038	,109
	Total	92,199	231			
PSI	Intergroup	,876	3	,292		
	Within groups	99,905	228	,438	,666	,574
	Total	100,781	231			

When the one-way analysis of variance (ANOVA) results given in Table 7 are examined, the scores obtained from coping humor scale ($F_{3,228}= 1,255$ and $p>.05$), from humor styles questionnaire ($F_{3,228}= 2,038$ and $p> .05$) and from problem-solving inventory ($F_{3,228}= ,666$ and $p>.05$) do not show a statistically significant difference according to the number of siblings of the participants.

c) The level of significance of the scores according to the income variable

One-way analysis of variance (ANOVA) test was conducted to analyze whether the scores obtained from the scales differ significantly according to the income variable. The data obtained from the ANOVA test are given in Table 8.

Table 8: ANOVA test results of the scores according to income

Scale	Source of variance	Sum of squares	Sd	Average of squares	F	p
CHS	Intergroup	,499	3	,166	,637	,592
	Within groups	59,584	228	,261		
	Total	60,083	231			
HSQ	Intergroup	,269	3	,090	,222	,881
	Within groups	91,930	228	,403		
	Total	92,199	231			
PSI	Intergroup	2,812	3	,937	2,182	,091
	Within groups	97,968	228	,430		
	Total	100,781	231			

When the one-way analysis of variance (ANOVA) results given in Table 8 are examined, the scores obtained from coping humor scale ($F_{3,228} = ,637$ and $p > .05$), from humor styles questionnaire ($F_{3,228} = ,222$ and $p > .05$) and from problem-solving inventory ($F_{3,228} = 2,182$ and $p > .05$) do not show a statistically significant difference according to the income levels of the participants.

d) The level of significance of the scores according to the education level of the mother

One-way analysis of variance (ANOVA) test was performed to analyze whether the scores obtained from the scales differ significantly according to the education level of the mother variable. The data obtained from the ANOVA test are given in Table 9.

Table 9: ANOVA test results of the scores according to the education level of the mother

Scale	Source of variance	Sum of squares	Sd	Average of squares	F	p
CHS	Intergroup	,833	3	,278	1,068	,363
	Within groups	59,250	228	,260		
	Total	60,083	231			
HSQ	Intergroup	1,233	3	,411	1,030	,380
	Within groups	90,966	228	,399		
	Total	92,199	231			
PSI	Intergroup	3,137	3	1,046	2,442	,065
	Within groups	97,643	228	,428		
	Total	100,781	231			

When the one-way analysis of variance (ANOVA) results given in Table 9 are examined, the scores obtained from coping humor scale ($F_{3,228} = 1,068$ and $p > .05$), from humor styles questionnaire ($F_{3,228} = 1,030$ and $p > .05$), and from problem-solving inventory ($F_{3,228} = 2,442$ ve $p > .05$) do not show a statistically significant difference according to the education level of the mothers of the participants.

e) The level of significance of the scores according to the education level of the father

One-way analysis of variance (ANOVA) test was performed to analyze whether the scores obtained from the scales differ significantly according to the education level of the father variable. The data obtained from the ANOVA test are given in Table 10.

Table 10: ANOVA test results of the scores according to the education level of the father

Scale	Source of variance	Sum of squares	Sd	Average of squares	F	p	Significant difference
CHS	Intergroup	2,223	3	,741	2,920	,035	1-2
	Within groups	57,860	228	,254			2-3
	Total	60,083	231				
HSQ	Intergroup	1,555	3	,518	1,304	,274	
	Within groups	90,644	228	,398			
	Total	92,199	231				
PSI	Intergroup	2,855	3	,952	2,216	,087	
	Within groups	97,925	228	,429			
	Total	100,781	231				

1: Primary School 2: Secondary School 3: High School 4: University

When the one-way analysis of variance (ANOVA) results given in Table 10 are examined, the scores obtained from humor styles questionnaire ($F_{3,228}= 1.304$ and $p>.05$) and from problem-solving inventory ($F_{3,228}= 2.216$ and $p>.05$) do not show a statistically significant difference according to the education level of the fathers of the participants. It was concluded that the scores obtained from coping humor scale ($F_{3,228}= 2.920$ and $p<.05$) differed significantly according to the education level of the fathers of the participants. According to the LSD Multiple Comparison Test, which was conducted to determine between which education levels the difference was, it was concluded that there was a significant difference between primary school level and secondary school level, and between secondary school level and high school level.

f) Findings about the analysis of whether the relationship among the scales changes according to demographic variables

The results of the partial correlation analysis performed to examine whether the relationship among the scales used in the study change according to demographic variables are found in Table 11.

Table 11: The analysis of the relationship among the scales according to demographic variables

Control Variable		CHS	HSQ	PSI	
Gender	CHS	Correlation	1,000	,588	-,225
		Significance (2-tailed)	.	,000	,001
		df	0	229	229
	HSQ	Correlation	,588	1,000	-,073
		Significance (2-tailed)	,000	.	,272
		df	229	0	229
The number of siblings	PSI	Correlation	-,225	-,073	1,000
		Significance (2-tailed)	,001	,272	.
		df	229	229	0
	CHS	Correlation	1,000	,586	-,230
		Significance (2-tailed)	.	,000	,000
		df	0	229	229
Income status	HSQ	Correlation	,586	1,000	-,077
		Significance (2-tailed)	,000	.	,246
		df	229	0	229
	PSI	Correlation	-,230	-,077	1,000
		Significance (2-tailed)	,000	,246	.
		df	229	229	0
	CHS	Correlation	1,000	,588	-,229
		Significance (2-tailed)	.	,000	,000
		df	0	229	229
	HSQ	Correlation	,588	1,000	-,069
		Significance (2-tailed)	,000	.	,296
		df	229	0	229
	PSI	Correlation	-,229	-,069	1,000
		Significance (2-tailed)	,000	,296	.
		df	229	229	0

	CHS	Correlation	1,000	,588	-,226
		Significance (2-tailed)	.	,000	,001
		df	0	229	229
Education Level of the Mother	HSQ	Correlation	,588	1,000	-,072
		Significance (2-tailed)	,000	.	,276
		df	229	0	229
	PSI	Correlation	-,226	-,072	1,000
		Significance (2-tailed)	,001	,276	.
		df	229	229	0
Education Level of the Father	CHS	Correlation	1,000	,586	-,220
		Significance (2-tailed)	.	,000	,001
		df	0	229	229
	HSQ	Correlation	,586	1,000	-,065
		Significance (2-tailed)	,000	.	,324
		df	229	0	229
	PSI	Correlation	-,220	-,065	1,000
		Significance (2-tailed)	,001	,324	.
		df	229	229	0

In Table 11, it was analyzed whether the relationship among the scales, the level of the relationship and the significance of the relationship change according to demographic variables. For this procedure, partial correlation analyses were made among the scales by keeping the demographic variables constant. As a result, it was observed that the relationship, the level of the relationship and the significance of the relationship do not change according to demographic variables.

RESULT AND DISCUSSION

In this research, it was aimed to analyze the relationship between the humor styles of counselor candidates and their skills of coping through humor and problem-solving. It is seen that the participants are insufficient in problem-solving in the dimensions of avoidant style, problem-solving style, monitoring style, planfulness style and impulsive style, whereas they are sufficient only in the dimension of reflective style.

It is seen that counselor candidates show coping behavior through humor in case of any problem. Counselor candidates mostly use affiliative humor style, followed by self-enhancing, self-defeating and aggressive humor styles, respectively. According to the data of the research, there is a low level, negative and insignificant relationship between humor styles and problem-solving; a moderate, positive and significant relationship between humor styles and coping through humor; and a low, negative and significant relationship between coping through humor and problem-solving.

In the study conducted by Traş et al. (2011), it was found that as teacher candidates' positive problem-solving approach increases, their use of affiliative humor and self-enhancing humor styles also increases, whereas the use of aggressive and self-defeating humor style increases when they have a negative problem-solving approach. A positive problem-solving approach includes believing that the individual can solve the problems he encounters, developing and applying appropriate solutions. Therefore, it can be expected that individuals with a positive problem-solving approach will use self-enhancing and affiliative humor more, whereas they will use aggressive and self-defeating humor styles less.

Durmuş (2000) analyzed the sense of humor and coping styles in a group of university students and concluded that those with a high sense of humor use self-confidence more as a coping style. Durmuş and Tezer (2001) also found that students with a high sense of humor prefer optimistic and self-confident coping styles more. Sarı and Aslan (2005) state that students with a self-confident coping style use affiliative and self-enhancing humor styles more. Similarly, Yerlikaya (2007) found that affiliative humor style is positively related to seeking social support, but negatively related to

helpless approach; self-enhancing humor style is positively related to self-confident and optimistic approach, but negatively related to helpless and submissive approach. In Sümer's (2008) study, it is seen that those who cope with stress more effectively prefer affiliative and self-enhancing humor more. These results indicate that coping with stress is related to humor.

In another study analyzing the relationships between humor styles and interpersonal problem-solving skills of adolescents, it was found that there is a positive correlation between affiliative humor and persistent-perseverant problem-solving; and there is a significant positive correlation between self-enhancing humor and constructive problem-solving and persistent-perseverant problem-solving (Didin, 2016). Again, in a study analyzing the relationship between humor, stress and coping strategies, it was found that the group with a high sense of humor report less stress and anxiety than the group with a low sense of humor, and use coping strategies more in positive reassessment and problem-solving (Abel, 2002).

In a study analyzing the relationship between primary school teachers' styles of coping with stress and the humor styles they use, it was shown that all humor styles are significant predictors of self-confident approach in coping with stress. Self-confident approach was found to be positively related to self-enhancing and affiliative humor styles, while it was found to be negatively related to aggressive and self-defeating humor styles. Optimistic approach in coping with stress was positively predicted by self-enhancing humor, while it was negatively predicted by aggressive humor. The findings showed that teachers with healthy humor styles (affiliative and self-enhancing) also use healthy coping styles more. Teachers who have more aggressive and self-defeating humor styles, on the other hand, resort to unhealthy and ineffective coping styles more (Özdemir et al., 2011). Studies comparing the positive and negative aspects of humor show that people with negative humor styles have a higher anxiety rate (Bilge & Saltuk, 2007).

In a study conducted to determine the relationship between humor use and psychological adjustment and social interactions, Nezlek and Derks (2001) found that students who use humor as a coping mechanism have better psychological adjustment than those who do not use humor as a coping mechanism. In a study conducted to determine the relationship between university students' humor styles and perceived stress, anxiety and depression levels, Yerlikaya (2009) found that there is negative correlation between 'affiliative humor, self-enhancing humor and coping through humor' and 'perceived stress, anxiety and depression'. It was also found in the same study that there is no correlation between aggressive humor and perceived stress, anxiety and depression, but that there is a low, significant correlation between self-defeating humor and perceived stress, anxiety and depression.

When analyzed in terms of gender, there is no significant difference between genders in humor styles and problem-solving skills, but it can be said that men use humor more than women in coping through humor. In other words, men resort to humor more than women in case of any problem.

In a study in which the effect of humor in coping styles was analyzed and in which female administrators participated, it was found that women with a developed sense of humor are more successful in cognitive restructuring of the events they encounter, and that they reinterpret various stressful life experiences in a more positive way (Fry, 1995). In a study conducted with university students, it is seen that healthy humor styles are at a higher level in female students, whereas unhealthy humor types have a higher average in male students, and especially the level of aggressive humor is significant in males (Avci, 2012). When the humor styles of teacher candidates were analyzed according to gender, it was found that male teacher candidates' average scores of aggressive humor and self-defeating humor styles are higher than female teacher candidates' average scores of aggressive humor and self-defeating humor styles (Traş et al., 2011).

In the comparison made between genders regarding humor styles, it is seen that male students have more self-enhancing humor styles than female students, while female students have more affiliative humor styles than male students (Erözkan, 2009). In a study conducted by Führ (2002) to determine whether humor is used as a coping strategy in early adolescence, it was found that boys are

more prone to aggressive and sexual humor than girls, whereas girls use humor more to amuse themselves. In their study analyzing the relationship between university students' humor styles and their coping strategies, Sarı and Aslan (2005), found that male students use aggressive humor and self-defeating humor styles, which belong to negative humor styles, more than female students. In a study conducted by Soyaldin (2007) to analyze the relationship between the anger expression styles of secondary school students and their humor styles, it was determined that while girls have a higher average score in the affiliative humor and self-enhancing humor subscales, the average score of the boys is higher than the girls in the aggressive and self-defeating humor subscales.

In his study, Tümkaya (2006) found no difference in humor styles according to gender. In the study by Aslan (2006), in which the humor styles of teachers working in secondary education institutions were analyzed, it was found that gender does not make a significant difference.

There was no significant difference between the groups in terms of number of siblings and income. No difference was determined between the groups in terms of the education level of the mother, either. In terms of the education level of the father, though, it was concluded that there is significant difference in the skill of coping through humor between primary and secondary school levels, and also between secondary and high school levels.

In Açıkgöz's (2016) research, it is seen that there is no significant difference between the education level of the mothers of the students and students' humor styles. It was determined that students whose fathers are uneducated use aggressive humor at a significantly higher level, and as the education level of their fathers increases, the level of their children's use of aggressive humor decreases. In the Didin's research (2016), it was found that the education level of the parents does not have an effect on the humor styles of the adolescents.

In Didin's study (2016), it was observed that the number of siblings and birth order have no effect on the humor styles of adolescents. In Sayar's (2012) research, it was found that birth order has no effect in terms of humor scores. In Açıkgöz's (2016) research, it is seen that there is no significant difference between the socio-economic level of the family, the number of siblings, sibling order and humor styles. In Sümer's (2008) study, it was observed that the average scores obtained by university students in affiliative humor and self-enhancing humor sub-dimensions increase as their income levels go up.

Humor is regarded as one of the ways to cope with the obstacles encountered in life. It both protects the person from the cruel realities of life and enables the person to socialize by adapting to the society. An individual who uses humor in his life can look at life from a more flexible perspective. The sense of humor is an element of mental balance that serves as a guard against the obligations of life, and it relieves the tense mood (Thorson et al., 1997). In their study to determine the role of humor in reducing the relationship between stressful life events and psychological stress reactions, Nezu et al. (1988) determined that humor has a regulating role in the relationship between stressful life events and depressive symptoms. Kuiper et al. (1993) concluded that university students with a high sense of humor have high self-esteem. At the same time, students with a high sense of humor have more control over their lives.

In a study analyzing the relationship between 'humor styles and positive personality traits' and 'perceived stress', it was found that positive and negative self-directed humor styles have negative correlations with perceived stress. However, it was concluded in the study that positive humor style supports physical and psychological well-being and maintaining a positive personality style (Cann et al., 2010). In Talbot's (2000) study, it was observed that individuals with high use of humor also have a high level of feeling of individual success. For this reason, it can be said that humor is an effective method in coping with stress in business life (Öz & Hiçdurmaz, 2010).

Studies have found that the appropriate use of humor improves social relations (Graham, 1995), and is effective in reducing the client's stress in counselor-client relationships (Lowis, 1997).

Also, there is a negative relationship between the sense of humor and a stressful job performance (Bizi et al., 1988). At the same time, it was emphasized in another study that excessive use of humor can turn into a style of denial and reduce coping power (Overholser, 1992).

As a result, it can be said that counselor candidates' forming positive humor styles and developing their skills to cope through humor will contribute to them in their professional life.

Suggestions

Based on the research findings, the following recommendations can be made:

1. In this study, data were collected only from second-year students at foundation universities. Therefore, larger sample groups can be analyzed and the results can be compared with counselors working in the field.
2. Undergraduate programs can include content aimed at supporting counselor candidates to use positive humor styles more and to develop coping skills through humor.
3. Studies can focus on the analysis of the relationship among different variables that will affect the humor styles of the counselor candidates, such as self-esteem, anxiety level, emotional intelligence, subjective well-being, shyness, etc.
4. Counselor candidates who use incompatible humor styles can be helped to gain insight into how this might negatively affect both their clients during the counseling process and themselves in daily life.

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