Examining the Role of Emotion Regulation in the Relationship Between Personality Traits and Aggression among University Students

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Abstract

Emotion regulation plays a pivotal role in understanding the complex relationships between personality traits and aggressive behavior. This study examined the mediating role of emotion regulation in the relationships between personality traits and aggression among university students. A correlational research design was employed and convenience sampling technique was used, with a sample of 190 students from the Institute of Southern Punjab, Multan. Participants completed the Big Five Inventory (BFI-10) which was invented by John et al. (1991), the difficulties in emotion regulation scale-16 that was developed by (Bjureberg et al., 2016) and the 12- item Brief Aggression Questionnaire (BAQ) developed by Webster et al. (2014). The results revealed significant positive correlations between extraversion (r =.46**, p< .001), neuroticism (r = .48**, p< .001), difficulties in emotion regulation (r = .342**, p<.001) with aggression. While agreeableness (r= -.4.42**, p< .001) showed a negative correlation with aggression. Regression analysis demonstrated that difficulties in emotion regulation significantly mediate the relationship between personality traits and aggression with a R² value of .117. These results suggest that emotion regulation plays a critical role in mitigating aggression, especially in individuals high in neuroticism and extraversion. The study highlights the importance of fostering emotional well-being through interventions aimed at improving emotional regulation in university settings, which may reduce aggression and promote a healthier campus environment. Future research should focus on diverse samples and longitudinal designs to confirm these findings.

Keywords: Aggression, Emotion Regulation, Personality Traits, Extraversion, Neuroticism.

Introduction

Violence is looked at here as an intricate process not only involving individuals but also the society as a whole. How It is also portrayed in events and in the language used by people (Huesmann, 2018). Concern over this issue has been on an upward trend among young adults, most especially among those who are in college (Kowalski et al., 2014). Berkowitz, 2017 also notes that aggressive behavior can result in, among other things, physical injury, psychological damage and alienation from social contacts. Understanding and recognition of critical objectives are the key to the effectiveness and reliability, as well as enhanced medication development. To reduce the adverse effects of spitefulness, one has to know it very well.

From the societal point of view, aggression within educational setups especially undermines the community's fabric, thereby creating hostile conditions that inhibit learning and social

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development. Being a university is being a microcosm of society, and most instances of aggression reflect deeper issues in society, such as stress, competition, and the strain of contemporary life. Therefore, knowing the cause of aggression and how neuroticism and extraversion relate to emotional control is a psychological matter but also a social one. Consequently, effective academia can, therefore prevent conflicts from escalating into any violence, thus promoting harmony and inclusion in society.

Studies have also indicated that several attribution factors, such as personality, emotional controlling aspect and environment can predispose individuals towards aggressiveness (Anderson & Bushman, 2002). This paper wants to find out the relationship between the violent behaviors of students with the emotional regulation and the personality traits of the students. Therefore, the primary objectives of this study are to examine how emotion regulation is likely to moderate between and amongst these relationships, and to examine the relationship between aggression, agreeableness, neuroticism and extraversion. In the current study, neuroticism, extraversion and emotion regulation problems will be examined for their predictive validity.

Personality Traits

Personality characteristics that remain relatively fixed within a person and show little variation in different situations (Costa & McCrae, 2005). Five factor model (FFM) is a basic characteristic of an individual personality style. These five basic characteristics in the design are neuroticism, extraversion, receptiveness to encounter another option openness agreeableness conscientiousness. Each trait has six different sub facets. Costa and McCrae (2005). A lot of research shows that FFM personality traits are linked to aggression in people. High Neuroticism, low Agreeableness, and low Conscientiousness are most strongly linked to aggressive and antisocial behavior Miller and Lynam (2001).

Emotional Regulation

Emotion regulation refers to the deliberate efforts made to maintain, halt, or enhance emotional experiences and communicate effectively (Bridges et al., 2004). The regulation of emotions can be deliberately structured and managed, such as concealing one's anger during a conflict with another person, or it can occur spontaneously, such as swiftly diverting one's focus from a troubling image.

Adaptive Emotion Regulation

Adaptive emotion regulation refers to the process of regulating emotions in order to facilitate successful performance in one's environment (Bridges et al., 2004). Adopting adaptive purposeful emotion control during a challenging emotional experience enables individuals to effectively manage the emotion experience for a sufficient duration to continue engaging in goal-directed activities (Gratz & Roemer, 2004).

Under-Regulation

It's not always useful or appropriate to show and feel your emotions, and being able to hold on to emotionally intense experiences is a key psychological skill. When a person can't hold in their tough emotions long enough to keep doing goal-directed behaviors or stop acting on impulse, that's called emotional under-regulation. Under-regulation of an individual commonly results in their actions being perceived as directly linked to the emotion they are experiencing (Gratz & Tull, 2010).

Over-Regulation

It is important to let the physical and mental processes that go along with a difficult emotion experience run their course so that the person can move on to other experiences and actions

(Whelton, 2004). People who use emotion regulation techniques to try to stop their emotions from happening often are said to be emotionally over-regulating.

Aggression
People often mix up the words "aggression" and "violence" or think they mean the same thing, but they don't. Aggression refers to any deliberate action aimed at causing injured to another individual (Anderson & Bushman, 2002). Elevated levels of trait aggression are distinct from aggressive conduct. Individuals exhibiting elevated levels of trait aggression are prone to develop pessimistic thoughts and emotions, and are prepared to engage in physical and verbal aggression against others.

Theoretical Framework
The most relevant meta-theoretical paradigm for aggressiveness is the General Aggression Model (GAM; Anderson & Bushman, 2002). It describes the chain of events that culminates in the behavior of a person being aggressive or not, and it roughly distinguishes these in two categories, proximate and ultimate, depending on how close in time these are to the implicated potentially aggressive event.

The General Aggression Model (GAM) is a meta-theory that considers the impact of individual and situational factors from cultural to biological in aggressive conduct. These mediating variables include internalizing: hostile thoughts, furious sensations, and physiological arousal at high levels. Other examples include the outcomes of appraisal and decision processes: automatic and regulated.

The General Aggression Model is the sweeping and multidimensional construct one uses in aggression research. It incorporates all the factors of social, cognitive, psychological, developmental, and biological influences into the determination of aggression. Proximal processes of GAM elucidate how the conditions and people involved have an immediate impact on the perceptions, emotions, and arousal, which in turn influence the outcomes of aggressive or nonaggressive conduct.

Figure 1: General Aggression Model
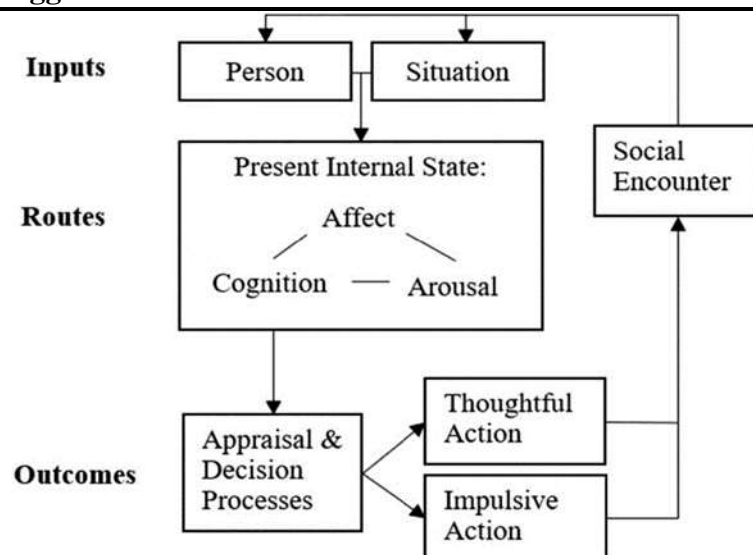
Episodic processes of the general aggression model depicted according to Anderson and Bushman (2002).

The Generalized Additive Model (GAM) suggests that personological characteristics, such as personality traits, affect how an individual perceives situational factors, which in turn affect cognitive facets, such as cognitive assessments and emotional behaviors. Hence, these cognitive factors subsequently influence the likelihood of aggressive behavior.

Conceptual Framework

The Generalized Additive Model (GAM) gives us a complete way to think about how mental traits, controlling our emotions, and violence are all connected.

Figure 2: Conceptual framework
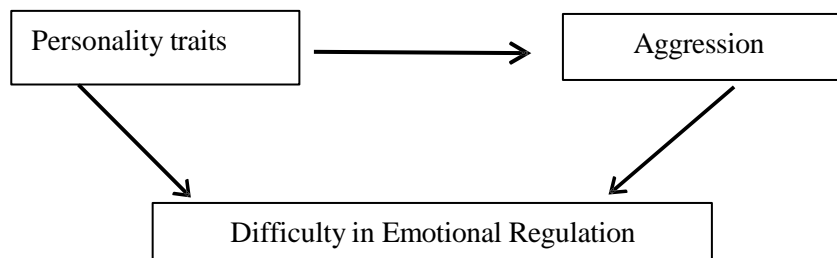
Literature Review

The Relationship between Personality Traits and Aggression

Systematic study has repeatedly demonstrated a positive association between extraversion and neuroticism with the manifestation of physical violence, vocal aggression, and fury. This reveals that neuroticism, agreeableness, and conscientiousness are the primary predictors of violence in young individuals. Research has shown that there is a link between being angry and the big five personality traits. Aggression and neuroticism are directly linked, while agreeableness and aggression are related in a bad way. Also, studies have shown that bitter envy is the link between neuroticism and aggression, as well as between agreeableness and aggression.

Emotion Regulation as a Mediator between Personality Traits and Aggression

One of the key ties between psychological traits and aggression is the control of feelings. In particular, Chinese firefighters who have bad mental traits are more likely to start showing signs of worry. In contrast, the presence of conscientiousness serves to reduce feelings of anxiety and sadness through the usage of cognitive reappraisal as a means for emotional control (Tao et al., 2022). Data from real life has shown that managing feelings is also linked to the link between being angry and bad driving behavior. Because of this, people who are good at controlling their feelings are less likely to act angrily while driving (Noorbakhsh et al., 2022).

The Impact of Emotion Regulation on Aggression

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Rationale of the Study

In light of growing fears about violent behavior among young people, the aim of this study is to examine the link between personality traits, mood control, and violence in university students. Aggressiveness is a complicated phenomenon influenced by psychological traits, emotional control, and social scenarios. Nevertheless, the entire understanding of the specific link among these parts remains unclear. The main goal of this study is to explore the relationships among extraversion, neuroticism, agreeableness, and aggression, and to assess the effect of mood control on these correlations. The relevance of the study lies in its ability to guide the development of treatments aimed at diminishing violence and improving healthy relationships among young people. Furthermore, the data can provide important insights into the role of mood control in managing the link between psychological traits and antisocial behavior.

Research Hypothesis

1. Extraversion would be positively correlated with aggression among university students.
2. Neuroticism would be positively correlated with aggression among university students.
3. Agreeableness would be negatively correlated with aggression.
4. Difficulties in emotion regulation would be positively correlation with aggression.
5. Extraversion, neuroticism and difficulties in emotion regulation would significantly predicts aggression among university students.
6. Aggression will be higher among men as compared to women.
7. Difficulties in emotion regulation would mediate between personality traits and aggression among university students.

Research Methodology

Research Approach

This research paper investigated the role of emotion regulation as a mediator between personality traits and aggression. The study used a correlational research design to analyze the correlation between the independent variable, personality traits, and the dependent variable, aggression. The aim was to establish the causal effect of emotion regulation as a mediator.

Participant of the Study

The population comprised all the students enrolled at the Institute of Southern Punjab, Multan. The target demographic consisted of undergraduate students actively registered in programs at the Institute of Southern Punjab, Multan. An overall sample size of 190 university students was selected for the study. The supplied study consisted of 81 male participants and 109 female individuals. A total of 115 participants fell within the age range of 18-21 years, while 75 participants were aged 21-25 years. Age ranging from ($M = 1.4$, $SD = .51$). Participants that belong to a lower socioeconomic status consisted of 30 participants, middle and upper socioeconomic status consisted of 101 and 59 participants. Convenience sampling technique had been used throughout this research (N=190) to determine how personality traits have an impact on their aggression with the mediating role of emotion regulation.

Inclusion Criteria

The present study comprised full-time students aged between 18-21 years old and 21-25 years old from all disciplines in undergraduate programs at the Institute of Southern Punjab, Multan.

Exclusion Criteria

Participants who were not full-time students, students who were enrolled into other universities in Multan or outside of Multan, or who were enrolled into graduate programs at Institute of

Southern Punjab as well were not included in this study.

Measures and Instruments
Operational Definitions
Extroversion: Extraversion, a fundamental personality trait, is characterized by assertiveness, sociability, and enthusiasm, contrasting with introversion's unassertiveness and quietness (Alami et al., 2015).

Neuroticism: Neuroticism is a personality trait characterized by negative emotions such as guilt, loneliness, and being easily hurt, making individuals more susceptible to mental disorders like depression (Alami et al., 2015).

Agreeableness: Agreeableness is a personality trait that can be operationally defined as the motivation to maintain smooth interpersonal relationships, characterized by kindness, warmth, helpfulness, and cooperation (Jhangiani & Tarry, 2022).

Difficulties in Emotion Regulation: Challenges in the regulation of emotions. The idea of trouble in emotion regulation relates to the inability to properly control, notice, examine, and react to one's feelings, resulting in impaired emotional awareness and expression. This may show as difficulties in spotting and managing negative feelings leading to emotional dysregulation (Curry & Meyer, 2016). Aggression. Aggression is the deliberate expression of behavior with the goal of causing harm to another person (Jhangiani & Tarry, 2022). This description offers a full range of aggressive actions, including physical, verbal, and relationship aggression. In the context of violence, aggression is a larger idea that includes behaviors that cause extreme physical harm (Alami et al., 2015).

Demographic Data Sheet
The demographic data sheet includes inquiries on the age, gender, educational attainment, degree level, marital status, socioeconomic situation, and urban/rural location of the participants.

Big Five Inventory-10 (BFI-10)
The BFI-10 is a scale used for self-assessment to evaluate the big five personality traits: extraversion, agreeableness, conscientiousness, emotional stability, and openness. This is a shortened edition of the BFI-44 produced specifically designed for use in circumstances when the amount of time available for participants is quite restricted. The Big Five Inventory-10 was created in 2007 by Rammstedt and John. There are a total of ten items displayed on the scale. This survey employs a 5-point Likert scale, where 1 represents significant disagreement and 5 represents strong agreement. The scoring for items 1, 3, 4, 5, and 7 is reversed. Greater prevalence of a specific personality trait is indicated by higher scores in each domain. Equally, a lower score in the domain indicates a lower occurrence of the personality trait. A Cronbach alpha coefficient of 0.75 was observed across the whole scale.

The Difficulties in Emotion Regulation Scale- 16 (DERS-16)
The difficulties in emotion regulation scale-16 is a simplified version of the original DERS (Gratz & Roemer 2004), created by Bjureberg et al. (2016). The DERS survey comprises 16 items, each scored for frequency using a five-point Likert scale ranging from 1 (representing very often) to 5 (representing virtually regularly). The tests address five areas of emotion dysregulation: unwillingness to accept emotional reactions, difficulty in engaging in meaningful activities, inadequacies in controlling impulsive behavior, restricted access to resources for managing emotions, and a lack of emotional clarity. The DERS-16 scale provides a total score between 16 and 80, with higher values implying more severe patterns of emotion dysregulation. Lower scores are symptomatic of decreasing degrees of emotional dysregulation. The DERS-16 demonstrated strong internal consistency, verified by a Cronbach's alpha coefficient of 0.92 at the scale level.

Brief Aggression Questionnaire (BAQ-12)

The Brief Hostility Questionnaire (BAQ) is a self-administered assessment questionnaire comprising twelve items aimed to evaluate trait hostility. To present a more efficient alternative to the 29-item Aggression Questionnaire (BPAQ; Buss & Perry, 1992), Webster et al. (2014) designed the 12-item Brief Aggression Questionnaire (BAQ). The BAQ-12 exam has 12 items, each evaluated for frequency using a seven-point Likert scale ranging from 1 (identifying a highly unique trait of me) to 7 (showing an incredibly typical characteristic of me). The overall aggression score is calculated by averaging the findings of each individual subscale. The score criteria for Item 4 will be flipped. Higher scores signifies that the person being tested displays a greater degree of aggressive conduct. A Cronbach's alpha reliability coefficient of 0.76 was achieved for the BAQ-12 measurement scale.

Procedures

The present study utilized a rigorous, systematic multi-stage methodology to ensure the high-quality data and consistent with best practices in scientific research ethics and science. First, researchers conducted an extensive literature review to search for all relevant previous survey instruments. The obtained surveys were from trustable online sites, on which there are different kind of investigations published by educational companies and universities. We attempted to follow copyright standards and ethical practices, by obtaining permission from the original authors or copy rights holders of relevant questionnaires prior enlisting in our work. While this strict requirement was necessary in order to maintain the credibility of the study and avoid any potential legal or ethical issues.

Questionnaires that were not the property of the researcher were subjected to a critical and iterative process, which involved editing question wording, reducing redundancy in items or making them more concise via Microsoft Word according to their clarity above ambiguity factor (Markus & Borsboom, 2013, p.1430) for alignment with research aims. The revised questionnaires were then piloted tested in sample of participants to examine the reliability, validity and feasibility. There were some inputs as well, and relevant changes came up thereby.

Lastly, the questionnaires were analyzed and approved by decision of the administrative members at the Educational Institution according to university ethical precepts. As a result, all candidates were required to apply with an extensive research proposal; this meant that the submission had to be clear about what was being researched and why. It also entailed detailed information on how many questionnaires would fill out and how the data will be collected. Additionally, the researcher had explicit and official consent from higher authorities to do this research; all appropriate institutional ethics regulations were followed by him.

A total of 190 undergraduates were recruited via convenience sampling from a group pool where the sample matched the population age Included and similar to Create lab participants. The chosen participants were, in turn, given some questionnaires. We obtained signed informed consents from the participants before data collection, and surveys were done individually to ensure participant comfortless as well minimize distractors.

Each participant was given a full introduction about the goals of this study, some explanation how to fill out the questionnaire and process in obtaining consent from patient. Instructions for completing the consent form and scale included survey items The researcher took a number of steps to promote clarity relative to the research and expectations regarding with regard their participation in this work, as well as institutionalizing explicit rights /responsibilities for these participants. Participants were given time to raise questions or urgently clarify any section of the questionnaire and it was assured that they had access for assistance at every step/data collection process.

For confidentiality and data protection purposes, each participant was assured that there should be no worry concerning their names as well as responses. In addition, their information would

only be used for research and will not be shared with other enforcement agencies. Furthermore, the researcher introduced data preservation procedures to keep all data safe.

The questionnaire, composed of 38 items developed with special attention to the variables because they are not directly observable and was time consuming taking approximately an average between fifteen minutes. The researcher was on hand to assist where necessary, but otherwise the participants were free to complete the questionnaire at their own pace and independently. Finally, the researchers made additional efforts to ensure that the participants were comfortable and not pushed beyond a level of discomfort or fatigue during data collection. In addition, the researcher provided 'pause' commands and necessary prompting where needed. The researcher maintained an audit trial log of all interactions with participants through the data collection process including notes regarding any problems or questions that arose, as well as changes made to questionnaires or methods for collecting information. This methodical, scrupulous and transparent data collection approach was maintained throughout the study which enabled us to produce a reliable high-quality dataset.

Ethical Considerations
To preserve the welfare and rights of research participants, researcher followed the identified standards of APA ethics code.
1. Participants were debriefed about aim and nature of research, before agreeing to be the part of it.
2. Participant's responses were kept confidential, and their personal information will be protected.

Data Analysis
An exhaustive examination of the data collected from the institution was carried out using IBM SPSS version 29. A numerical value of 0 was used for statistical analysis. The statistical procedures described below were executed: determine the total mean and standard deviation of all the variables that are part of the descriptive analysis.
1. *Reliability Analysis:* To evaluate the Cronbach's Alpha coefficient of established measurement scales.
2. *Correlation Analysis:* To ascertain the direct association between distinctive personality qualities and aggressiveness.
3. *Regression:* The objective of this study is to investigate the predictive association between personality qualities and aggression using regression analysis. Statistical study of regression for mediation effect explains how the relationship between two variables changed when a third variable was included. The objective of this study is to examine the possible effect of a mediator variable on the relationship between an independent variable and a dependent variable.
4. The Independent Sample T-test was used to detect statistically significant differences associated with gender in terms of both personality traits and aggression. A statistical test is used to compare the means of two separate groups to determine if there is a statistically significant difference between them. The aforementioned approach is frequently used to ascertain the disparity between two autonomous groups.
5. *Mediation Analysis:* The objective of this mediation analysis is to examine the indirect effects of personality traits on aggressiveness through emotion regulation, and to determine the underlying mechanisms by which personality features trigger violent conduct. Examine the role of emotion regulation as an intermediary in the relationship between personality traits and aggression. The objective of this study is to evaluate the extent to which emotion management clarifies the relationship between personality traits and physical aggression. Enabling a deeper understanding of the complex relationships between personality traits, emotional regulation, and aggressiveness.

Results

Table 1: Demographic Characteristics (N=190)

Characteristics	N	%
Gender		
Male	81	42
Female	109	100
Socioeconomic status		
Lower	30	15.8
Middle	101	68.9
Upper	59	100
Age		
18-21	115	60.5
21-25	75	100

Table 1 interprets the frequency of each of the demographic variables and percentage. The total population consists of *(N = 190)* where 81 male participants were taken and 109 female participants with the respective percentage of 42% and 100%. Participants that belong to a lower socioeconomic status consisted of 30 participants, middle and upper socioeconomic status consisted of 101 and 59 participants. Having a percentage of 15.8%, 68.9 and 100%. The participants age that ranged from 18-21 years of age totaled up to 115 participants with a percentage of 60.5% and 75 participants ranged from 21-25 years of age with a percentage of 100%.

Table 2: Psychometric Properties of All Study Variables (N=190)

Subscale	M	SD	Range	Cronbach's α
BFI-10	30.31	6.40	.10	.89
BAQ	51.58	10.67	1.84	.51
DERS-16	46.67	11.84	.89	.86

Note. **p<0.1. M=Mean, SD=Standard Deviation.

Table 2 displays the reliability of big five inventory – 10, brief aggression questionnaire and difficulty in emotion regulation scale. Cronbach's alpha was used to assess the sub-scales internal consistency. The coefficient values were for big five inventory – 10, brief aggression questionnaire, difficulty in emotion regulation – 16 with the following values .89, .51, and .86. The following Cronbach's Alpha is considered reliable because it is more than 0.5.

Table 3: Descriptive Statistics and Correlation of Personality Trait Extraversion, Neuroticism, Agreeableness on Aggression (N=190)

Variables	M	SD	1	2	3	4	5
Aggression	51.11	11.82	-	.46**	.48**	-4.42**	.342**
Extraversion	6.02	1.71	-	-	.520**	-.080	.105
Neuroticism	6.04	1.88	-	-	-	-.144*	.138
Agreeableness	4.64	2.12	-	-	-	-	-.252**
Difficulties in Emotion Regulation	46.97	11.84	-	-	-	-	-

*p< .05 **p< .01 ***p<.001

Table 3 investigates that aggression was positively correlated with extraversion (r = .46**, p< .001) which reveals that higher the personality trait extraversion among the university students, the higher will be their aggression, likewise aggression was also positively correlated with neuroticism (r = .48**, p< .01). Aggression was negatively correlated with agreeableness (r= -.4.42**, p< .001) which reveals that lower the aggression, higher will be the personality trait agreeableness among university students. On the contrary to this, aggression has been positively correlated with difficulties in emotion regulation (r = .342**, p<.001). Hence first, second, third and fourth hypothesis of the study has been proven.

Table 4: Regression Coefficient of Personality Trait Extraversion on Aggression (N=190) Among University Students

Variables	*B*	β	*SE*
Constant	32.11		2.81
Extraversion	3.15	.456	.449
R²	.208		

Note. *N= 190, ***p<.000*

The model explained 20.8% of the variance in aggression (R^2 = .208), indicating that extraversion has a moderate effect on aggression, while other factors account for the remaining variance. The analysis revealed a significant positive relationship between extraversion and aggression. The unstandardized regression coefficient (B) for extraversion was 3.15 (SE = 0.449), meaning that each unit increase in extraversion is associated with a 3.15-unit increase in aggression. The standardized coefficient (β) of .456 suggests that a one standard deviation increase in extraversion results in a 0.456 standard deviation increase in aggression. The model was statistically significant ($F_{(1, 189)}$ = 49.32, p < .001), confirming that the relationship between extraversion and aggression is robust and not due to chance. In conclusion, higher levels of extraversion are significantly associated with increased aggression among university students.

Table 5: Regression Coefficient of Personality Trait Neuroticism on Aggression (N=190) Among University Students

Variables	*B*	β	*SE*
Constant	32.80		2.81
Neuroticism	3.03	.480	.404
R²	.230		

*Note. N= 190, ***p<.000*

A linear regression analysis was conducted to evaluate the relationship between neuroticism and aggression among university students. The model explained 23% of the variance in aggression (R^2 = .230), indicating that neuroticism accounts for a notable portion of the variability in aggression, while 77% of the variance is attributed to other factors.
The analysis revealed a significant positive relationship between neuroticism and aggression. The unstandardized regression coefficient (B) for neuroticism was 3.03 (SE = 0.404), suggesting that for each one-unit increase in neuroticism, aggression increases by 3.03 units.

The standardized coefficient (β) was .480, indicating that a one standard deviation increases in neuroticism results in a 0.480 standard deviation increase in aggression. The model was statistically significant $(F(1, 189) = 56.27, p < .001)$, confirming that the relationship between neuroticism and aggression is robust and unlikely due to chance.

In summary, higher levels of neuroticism are significantly associated with increased aggression among university students. The results highlight the importance of neuroticism as a predictor of aggression, although additional research needed to identify other factors.

Table 6: Regression Coefficient of Difficulty in Emotion Regulation on Aggression (N=190) Among University Students

Variables	B	β	SE
Constant	35.05		3.32
Difficulties in Emotion Regulation	.342	.342	.068
R^2	.117		

Note. N= 190, ***p<.000

A linear regression analysis was conducted to examine the impact of difficulties in emotion regulation on aggression among university students. The model explained 11.7% of the variance in aggression $(R^2 = .117)$, indicating that difficulties in emotion regulation account for a modest portion of the variability in aggression, with other factors contributing to the remaining 88.3%.

The analysis showed a significant positive relationship between difficulties in emotion regulation and aggression. The unstandardized regression coefficient (B) for difficulties in emotion regulation was .342 (SE = .068), meaning that each one-unit increase in difficulties in emotion regulation is associated with a 0.342-unit increase in aggression. The standardized coefficient (β) was .342, indicating that a one standard deviation increase in difficulties in emotion regulation corresponds to a 0.342 standard deviation increase in aggression. The model was statistically significant $(F(1, 189) = 24.93, p < .001)$, confirming that the relationship between difficulties in emotion regulation and aggression is robust and not due to chance.

In summary, difficulties in emotion regulation are significantly associated with higher levels of aggression among university students. These results underscore the role of emotion regulation challenges as a predictor of aggressive behavior, although the model explains only a portion of the variance in aggression, suggesting the influence of additional factors.

Table 7: Independent Sample t – test Showing Gender Differences among Personality Traits, Aggression and Difficulties in Emotion Regulation (N = 190)

Variables	Men (n=81)		Women (n=109)		t (222)	p	Cohen's d
	M	SD	M	SD			
Personality Trait	29.91	6.33	30.61	6.47	-7.45	.46	0.11
Aggression	51.41	11.75	50.89	11.93	.29	.77	0.04
Difficulties in Emotion Regulation	47.23	12.99	46.78	10.96	.26	.79	0.04

Note. *p < .05; M = Mean; SD = Standard Deviation; Cohen's d= Effect size

The difference will or can be significant when the p value would be lesser than 0.05. A significant difference would mean that there would be a major difference between the means of male and female in a gender with respect to personality traits, aggression and difficulties in emotion regulation. Table 4 shows how the p value is greater than 0.05 which is .46, .77 and .79, which indicates that it is insignificant. It clearly indicates that there is no difference between the male and female means of gender in respect to the study variables. It can be stated that there is no difference in personality trait, aggression and difficulties in emotion regulation among university students.

Table 8: Direct Effects of Personality Trait, Aggression and Difficulties in Emotion Regulation (N=190)

Antecedent	Consequent					
	Difficulties in Emotion Regulation			Aggression		
	Coeff.	*SE*	*p<*	*Coeff.*	*SE*	*p<*
Personality traits	48.21	4.17	.000	47.51	4.16	.000
Difficulties in Emotion Regulation	---	---	---	30.96	5.12	.000
	$R^2 = .00$			$R^2 = .12$		
	F(2, 187) = 13.02, p< .000			*F(1, 188) = .778, p< .000*		

Note. *Coeff*= standardized regression coefficient

The table 8 assessed the mediating role of difficulties in emotion regulation between personality trait and aggression. Mediation analysis was carried out between difficulties in emotion regulation, personality traits and aggression using *PROCESS* macro v4.1, (Hayes, 2019). Personality traits significantly predict aggression (Coeff. = 47.51, p< .000), indicating a direct positive association. Additionally, difficulties in emotion regulation also independently predict aggression (Coeff. = 30.96, p< .000), suggesting they play a significant role. This indicates that individuals with higher levels of certain personality traits may exhibit increased aggression partly because they struggle with regulating their emotions effectively. Therefore, difficulties in emotion regulation act as a mediator in the pathway from personality traits to aggression in this study, highlighting their role in shaping aggressive behavior alongside personality factors.

Figure 1: The Mediating Path C of Difficulties in Emotion Regulation, Personality Traits and Aggression in University Students
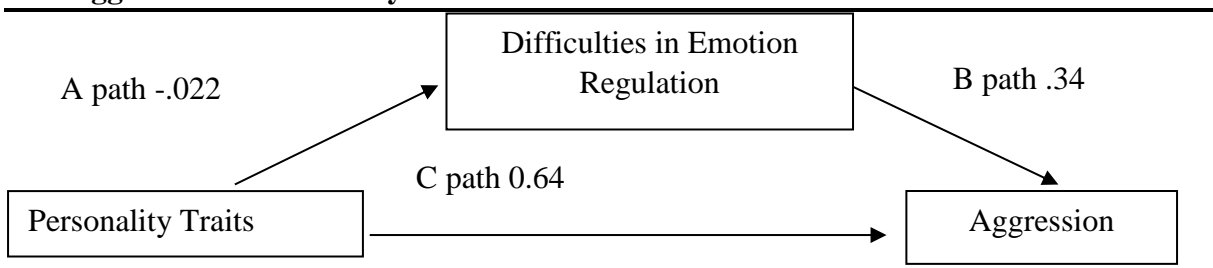
Discussion

The primary objective of this study was to examine the correlations among the big five personality traits, challenges in regulating emotions, and aggression within a cohort of university students. Aggression is an intricate and diverse concept that has been extensively

studied in the field of psychology. Considerable research has investigated the correlation between personality characteristics and aggressiveness, specifically emphasizing the five-factor model of personality (Myburgh et al., 2020) research has shown that specific characteristics, including neuroticism, extraversion, and agreeableness, are linked to different manifestations of violent conduct.

The study utilized a correlational design to investigate the relationships among these variables. The objective of the study is to offer detailed understanding of the psychological processes that drive violent behavior in the academic setting. This paper consolidates results from psychometric procedures, correlations, regression coefficients, and gender disparities to clarify the intricate dynamics influencing aggression among university students. It provides theoretical progress and practical implications for enhancing campus well-being and cultivating a supportive academic community.

The aim of the study was to determine the influence of personality characteristics on aggressiveness. Examining the literature and subsequently the findings of this study, it became clear that there exists a substantial influence and association between them. Thoroughly comparing the existing literatures can provide a comprehensive understanding of this subject. The tables shown in the preceding chapters display the results that exhibit the distinct outcomes.

Correlation between Personality Traits, Difficulties in Emotion Regulation and Aggression

The first hypothesis of the study stated that extroversion, neuroticism, difficulties in emotion regulation will have a positive correlation with aggression. Whereas agreeableness will have a negative correlation with aggression. The results show an evident positive relationship between extraversion (r = .46**, p< .001), neuroticism (r = .48**, p< .01), difficulty in emotion regulation (r = .342**, p<.001) with aggression. On the contrary, personality trait agreeableness, tends to show a negative correlation (r= -.4.42**, p< .001). The more an individual tends to have the personality trait Agreeableness, the lesser the aggression.

Empirical studies have yielded significant data substantiating the correlations between personality characteristics and aggressiveness among college students. Previous research has demonstrated a positive correlation between extraversion and aggressiveness. Indeed, Zhao et al. (2021) provided evidence that elevated levels of extraversion are correlated with heightened aggression, therefore underscoring the propensity of extraverted persons to display aggressive conduct.

Similarly, the study conducted by Lee et al. (2020) revealed a strong predictive relationship between extraversion and aggressiveness, therefore strengthening the association between this particular personality characteristic and aggressive outcomes. Neuroticism exhibits a robust positive association with aggressiveness. A study conducted by Vogel and Wade (2018) revealed that neuroticism is a strong indicator of aggressiveness in college students, underscoring the influence of emotional instability on violent conduct. Furthermore, Torrente and Rodríguez (2020) verified that elevated levels of neuroticism are associated with a progressive rise in aggressiveness among university students, therefore substantiating the influence of neuroticism in promoting acts of violence.

Conversely, agreeableness, in general, has a negative correlation with aggressiveness. Persons with greater agreeableness display reduced levels of aggression, indicating that this characteristic serves as a protective barrier against aggressive conduct. In a similar vein, higher levels of agreeableness are linked to less aggressive conduct among college students, hence strengthening the protective function of agreeableness against aggressiveness.

Emotion control difficulties exhibit a favorable correlation with aggressiveness. Persons who lack effective emotion control abilities are more prone to engaging in violent behavior. This

suggests that emotional challenges worsen hostile behavior. Further substantiating this claim, Denson (2013) demonstrated that inadequate regulation of emotions is linked to heightened aggression, hence emphasizing the crucial function of emotional regulation in the management of aggressive inclinations.

Extraversion and Neuroticism

Further hypothesis posits that extraversion and neuroticism are predictors of aggressiveness in university students. The method of data analysis involved the use of a linear regression model. Based on a F=(49.32) variable, the R2 value of.208 indicates that the variable's outcome might account for 20.8% of the variation in the predictor variable. Additionally, the neuroticism linear regression simulation's findings demonstrated that the predictor's variance, or coefficient of determination (R2), explained 23% of the variation in the variable's outcome, with an F-value of 56.27. The findings highlight how important extraversion and neuroticism are as predictors of violent behavior and how crucial a role they play in foreseeing violent action.

Recent research with solid data indicates that extraversion and neuroticism are both substantially predictive of violence in college students. Extroverted students tend to act more aggressively, extraversion is a good predictor of violence. Furthermore, Vogel and Wade (2018) provide empirical support for the theory that neuroticism is a reliable indicator of aggression. This is because those who score higher on neuroticism are more prone to react aggressively due to their unstable emotional states. Additionally, extraversion has a significant influence on aggressiveness; nevertheless, neuroticism has a greater effect than extraversion, according to Miller and Lynam's 2017 research. Torrente and Rodríguez's 2020 study provided statistical evidence for the significance of extraversion and neuroticism as variables in explaining violent conduct in college populations. Extraversion and neuroticism both strongly predict aggression and have a big influence on the commencement of violent activity, offer more evidence in favor of this idea.

Emotion Regulation as a predictor of Aggression

There exists an alternative theory saying that problems in dealing feelings could serve as a marker for aggression among university students. A study was run using a linear regression model. The coefficient of determination (R²) of 0.117 shows that 11.7% of the change in the forecast variable can be accounted for by the output variable, with a factor load (F) of 24.93. These results show that problems in dealing feelings can be considered a major marker of angry behavior.

Contemporary study gives clear proof that problems in containing feelings are a big factor of violence among university students. Berking and Wupperman's (2012) study showed real data showing that people with problems in emotional control are more prone to participating in violent action. These results show the big effect of emotional factors in driving angry behavior. By creating a link between weaknesses in emotion management skills and higher levels of violence, Denson et al (2012) backed this finding, therefore saying that poor emotional control adds to the expression of violent behavior. Problems in properly managing feelings strongly link with aggressiveness. These results show the benefit of emotional control in reducing violent behavior. Moreover, the studies showed a strong link between problems in handling feelings and higher amounts of anger. This underscores the fact that poor emotional control increases violent responses.

University students who have greater challenges in controlling their feelings show more aggressive behavior, therefore improving the forecast value of emotion regulation problems in violent conduct.

Aggression will be higher among men as compared to women

This study also hypothesized that aggression would be high among males as compared to women university students. In terms of aggression, men had a mean score of 51.41 (SD = 11.75), while women scored slightly lower with a mean of 50.89 (SD = 11.93). This result suggests that there is no significant difference in aggression between men and women, and the very small effect size indicates that gender differences in aggression are minimal.

Nevertheless, empirical research has consistently demonstrated that males display greater degrees of aggressiveness in comparison to females, especially with regards to physical aggression. For example, Archer's (2004) meta-analytic study revealed that males tend to exhibit higher levels of aggressiveness, particularly in physical respect, whereas variations in verbal aggression are less significant. Males exhibit greater degrees of physical violence in practical situations, albeit the disparities in indirect aggression are considerably less pronounced. Moreover, Eagly and Steffen (1986) discovered that boys exhibit a greater propensity for physical aggression during adolescence, whereas girls tend to display more relational aggression. Males consistently display elevated levels of physical aggression throughout various stages of development. In aggregate, these studies provide evidence that there are strong gender disparities in aggressiveness, with males consistently exhibiting greater levels of aggression than females in different situations and stages of development.

Difficulties in emotion regulation would mediate between personality traits and aggression among university students

The last hypothesis states that Difficulties in emotion regulation would mediate between personality traits and aggression among university students. The results examine the role of difficulties in emotion regulation between personality trait and aggression. The mediation analysis conducted shows how Personality predicts Aggression and how Difficulties in Emotion Regulation predicts Aggression among university students. The significant direct effects observed between personality traits and aggression (β = 48.21, SE = 4.17, p < .001), as well as difficulties in emotion regulation and aggression (β = 30.96, SE = 5.12, p < .001), validate the hypotheses.

Existing research suggests that challenges in regulating emotions play a crucial role in mediating the connection between personality factors and violence in university students. The regulation of emotions plays a mediation function in the association between neuroticism and extraversion and the manifestation of violent conduct. The aforementioned discovery underscores the significant and immediate influence of personality characteristics on violent conduct. Difficulties in managing emotions play a key role in moderating the relationship between personality traits and violence. This finding corroborates the idea that these problems make a major effect on the interaction between these two variables. The study performed by Mediation model and proved the major importance of emotion control in mediating the impact of personality factors on aggression. This shows the importance of these challenges in understanding aggressive compartmental impulses.

The role of emotion regulation in mediating the phenomenon, shows that problems in regulating emotions have a large effect on the link between neuroticism and extraversion and aggression. Problems in controlling feelings play a mediation function in the relationship between personality traits and aggression. These results underscore the importance of adding emotion management into programs aimed at decreasing aggression among university students.

Practical Implications

The present study shows the need of emotion control in properly regulating anger among young university students. To successfully handle this situation, schools should integrate cognitive-behavioral and mindfulness therapies across their counseling facilities and support services.

Instilling knowledge in pupils regarding the impact of personality traits and emotion regulation on aggression helps foster empathy and insight. Early identification of at-risk pupils using screening methodologies can offer prompt and tailored assistance. Implementing these techniques in orientation, academic courses, and residence programs can enhance emotional intelligence and conflict resolution skills, thereby increasing student involvement and overall contentment with the university.

Conclusion

The study reveals significant correlations between big five personality traits, emotional regulation difficulties, and aggressiveness among university students. Extraversion and neuroticism predict aggressiveness, while agreeableness negatively correlates with aggression. Emotion management mediates this relationship. It underscores the need for targeted interventions to promote empathy and conflict resolution in educational settings. Future research should use longitudinal designs to understand the causal relationship between personality traits, emotion regulation, and aggression. Including diverse samples and integrating self-reports with objective metrics will provide a comprehensive perspective. Investigating mediators like social support and environmental cues will improve interventions. Developing programs for emotion regulation will enhance clinical and educational practices.

The Impact of Findings on Society

The study had several implications, particularly for the academic circle. In this regard, it is important that higher education institutions understand the ways by which these mechanisms of emotional regulation can prevent hostile behavior when violence and aggression among students persist. Therefore, this positive association between aggression and neuroticism pointed to my conclusion, that students who possess these traits are more likely to get involved in conflicts that can worsen the hostile atmosphere of a learning environment. However, the campus-wide promotion of these emotional control and agreeableness traits is likely to choke aggression and promote even friendlier relations within a warmer campus environment. Emotionally intelligent and conflict resolution skills-building interventions are the most effective in training students on how to cope with complex social environments both in college and beyond. These findings will reveal the kinds of institutional policies that foster emotional development and mental health care. Such policies will be of benefit not only to the students but also to society as a whole.

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