

Personality Trait, Values and Psychological Well-Being: A Predictive Model on Aggressive and Violent Behavior of Probationers Under Community-Based Rehabilitation

Sherry Rose R. Lecita¹ & William A. Revisa^{2*}

¹Senior Probation and Parole Officer, Department of Justice–Parole and Probation Administration, University of Mindanao, Davao City, Philippines. ²Professor, University of Mindanao, Davao City 8000, Philippines.
Corresponding Author Email: william_revisa@umindanao.edu.ph



DOI: <https://doi.org/10.46382/mjb.2026.10310>

Copyright © 2026 Sherry Rose R. Lecita & William A. Revisa. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Article Received: 15 July 2026

Article Accepted: 22 September 2026

Article Published: 25 September 2026

ABSTRACT

This study investigated the influence of personality traits, personal values, and psychological well-being on aggressive and violent behavior among probationers. Conducted across 14 field offices of the Department of Justice–Parole and Probation Administration Region 10, the study involved 400 randomly selected probationers. Data were gathered using four adapted questionnaires measuring personality traits, personal values, psychological well-being, and levels of aggression and violence. Descriptive statistics and multiple regression analysis were employed to analyze the data. Findings revealed that personality traits significantly and positively predicted aggressive and violent behavior, suggesting that certain maladaptive traits increase the likelihood of such tendencies. Conversely, personal values were found to be a significant protective factor, reducing the probability of aggressive behavior. Interestingly, psychological well-being, while generally beneficial, showed complex effects, with some aspects potentially associated with increased aggression in specific contexts. The study highlights the multifaceted nature of aggression among probationers, emphasizing the combined and sometimes contrasting roles of internal psychological factors. It recommends that intervention programs for probationers focus on reinforcing positive personal values and addressing problematic personality traits. Additionally, careful consideration should be given to how psychological well-being is cultivated, ensuring it supports emotional regulation and prosocial behavior rather than inadvertently encouraging conflict engagement.

Keywords: Criminal Justice; Personality Traits; Personal Values; Psychological Well-Being; Aggression; Corrections; Community Rehabilitation; Violent Behavior; Department of Justice; Philippines.

1.0. Introduction

Aggressive behavior is a common anti-social behavior, and severe aggression is a violent crime (Liu et al., 2021), it can have an impact on a person's life quality by degrading the relationships they have built with others over the course of their lives (Kayhan, 2021). According to the study, it is necessary to examine a number of biopsychosocial factors and their intricate interactions in order to better understand the causes and manifestations of aggressive behavior (Fernández-Lvarez et al., 2020). According to Candini et al. (2020), borderline and passive-aggressive personality traits as well as a history of violence, anger, and hostility were the best indicators of aggressive behavior.

Aggression (especially persistent or high levels) features in developmental trajectories of delinquency and crime. Life-course persistent offenders often show early aggressive behavior, whereas many desist over time. Also, criminogenic networks (peer influence, social context) amplify aggressive tendencies in offenders (Isen et al., 2022). The majority of probationers who were involved in criminal activity exhibited aggressive and violent behavior, making them vulnerable to criminal activity. Some probationers have committed another infraction or crime while on active probation supervision as a result of their violent and aggressive behavior, while others are facing a lawsuit as a consequence of their aggressive behavior even after completing their probation supervision.

Recent studies have deepened our understanding of aggression and its relationship to criminal or deviant behavior. The study found that early adversity (e.g. childhood environmental stressors) has a strong predictive relation to

aggression in juvenile offenders, and that this relationship is mediated by life history strategy and moderated by meaning in life. Youth who perceive higher meaning in life show weaker pathways from early adversity to aggression, suggesting that purpose or personal values can buffer aggressive outcomes (Gong et al., 2023).

Similarly, a study conducted by Chen et al. in 2024 compared how different facets of trait aggression interrelate among youths vs. juvenile offenders. This study provides insight into which components (e.g. verbal, physical, anger, hostility) are most central in offenders, informing which traits may be most important to target in interventions.

Personality traits—especially those described in models like the Big Five—consistently emerge as strong predictors of aggressive behavior. Studies show that high *neuroticism* and low *agreeableness* and *conscientiousness* tend to correlate with higher aggression. For example, in a sample including incarcerated offenders and non-offender men, trait aggression was positively associated with neuroticism and negatively associated with agreeableness and conscientiousness. These findings suggest that certain emotional instability and low impulse control are risk factors for aggression (Dam et al., 2021).

Further, Tharsini et al. (2021) found that psychopathy, low self-control, and problematic temperament are three primary personality factors that relate to criminal behavior. Similarly, individual personality qualities, according to Cunha et al. (2018), are a predictor of criminal behavior regardless of gender, race, age, or geographic location. Individuals with psychopathic personality traits are also unable to create strong emotional ties with others and have difficulty controlling their rage, according to the study. Recognizing the importance of individual personality traits in relation to criminal behavior, the current study aimed to increase our understanding of personality traits in order to add to the body of knowledge in the field of criminology. Rezaei et al. (2021) discovered a link between personality traits, emotional intelligence, and resilience and addiction potential in their study.

Some studies conceptualized detachment an emotional separation process. As concluded by Ireland et al. (2020), is an important factor to consider when accounting for proactive aggression. Perceptual interference, or a sense of being alienated or detached from others, is the most common mental health expression of cumulative lifetime violence, according to Taylor et al. (2021).

There was no evidence of an opposite direction of association, and both maternal and paternal monitoring were found to predict higher levels of adolescent aggression at later ages (Yang, P, 2021). Hanina's research in 2022 found a link between parenting, the educational environment, and the aggressive behavior of street children. A variety of personal, familial, and social factors can have an impact on an adolescent's aggressive behavior (Pérez et al., 2019). Further, the development of upbringing in order to prevent aggressive behavior in children is thoroughly considered. It serves as the primary vector for the development of a socio-pedagogical module of a comprehensive system for preventing aggressive behavior in the educational environment at the level of interaction of all educational relations' subjects (Wagner et al., 2019). Conversely, in a study by Zakaria et al. (2021), it was discovered that aggressive behavior has a significant relationship with family relationships, self-concept, and deviant peer socialization. Positive friendships were associated with assertiveness (Dryburgh et al., 2022). Physical aggression, indirect aggression, verbal aggression, and authority aggression were found to be negatively

correlated with social skills such as cooperation, emotional literacy, and social support from friends and family. While aggressive behaviors in romantic relationships have been linked to underlying familial problems (Munusam et al., 2022).

The development of good personal traits is especially beneficial if the ability to have positive relationships is lacking. Furthermore, these personality traits will aid in the removal of excessive sensitivity to the will, views, thoughts, and beliefs imposed by others (Chaika, 2021).

The emergence of aggressive behaviors may be influenced by genetic factors. However, it doesn't seem realistic to say that genetic factors alone are solely to blame for the emergence of aggressive behavior (Kayhan, 2021). Violence and aggression are linked to an increased risk of addiction, which is mediated by various genes linked to the brain reward cascade (Modestino et al., 2022). The majority of violent and aggressive behaviors in the general population are thought to be caused by psychiatric disorders and substance abuse (Mauri et al., 2022), confirmed the established link between substance abuse and violent behavior in psychiatric inpatients, as well as within outpatient community services (Mauri et al., 2022). More so, cannabis use was linked to violence and aggression in psychotic disorders (Sorkhou et al., 2022). According to a study, playing a violent video game with kids for a short period of time increased their aggressive cognition and aggressive behavior, especially in boys (Zhang et al., 2020).

Violence is linked to poor cognitive development, which raises the likelihood of engaging in aggressive behavior (Candini et al., 2020). The establishment of a zero-violence climate among educators, families, and children is the most effective transformative strategy to address aggressive acts and positive relationships have a significant impact on the development of transformative attitudes toward violence and act as a protective factor against involvement in aggressive situations (Iñiguez-Berrozpe et al., 2021). According to Andriani et al. (2019), parenting and self-esteem together contributed to the aggressive behavior of child domestic violence victims by 41.7%.

Researchers have discovered that certain personal characteristics, such as personality traits, can affect a person's propensity for aggressive behavior. Researchers can create targeted interventions that concentrate on changing the personality traits that are most strongly linked to aggression or educating people on how to effectively manage them by identifying which traits are most strongly associated with aggression (Le et al., 2023). According to Adekeye et al. (2022) civilization and confidence in government are the most significant behavioral characteristics that trigger personality traits in a survey of 508 Nigerians.

Data representing only a narrow range of aggressive behaviors have typically been used in studies on the role of personality traits in human aggression (Dam et al., 2021). According to the gender of the aggressors, the results of the study on intimate partner violence demonstrate how personality traits have a different weight in the explanation of teen dating aggression, with a greater relevance in the prediction of the aggressive behaviors committed by the girls (Abilleira et al., 2019) and people with personality disorders exhibit more aggressive behaviors, suicidal thoughts, and attempts at crime than people without such disorders (Börjesson et al., 2020). Personality traits may

be important predictors of violent behavior toward children, but they should be considered in the context of negative situational factors (Milovanovi et al., 2020). Recently, researchers have discovered the significance of genetics and personality in understanding the etiology of antisocial behavior (DiLalla et al., 2020). Thus, dimensional personality evaluations combined with potential historical, clinical, and forensic risk factors can be used in forensic settings to screen offender schizophrenia patients at an increased risk of recidivism and to take necessary precautions against further criminal behavior (Balcioglu et al., 2021). Essentially, violent and aggressive tendencies can be controlled if appropriate measures are implemented (Rotshak et al., 2021).

If society is constantly fed violent values, there will be an assumption that violence is commonplace, making the community insensitive to violence. As a result, there will be chaos in the social values and norms of society, with good and true values becoming confused (Hutagalung, 2021). Despite a strong link between attitudes and behavior, values can play an important role in explaining violent behavior (Seddig & Davidov, 2018). Sagiv & Roccas (2021) investigated the various ways that values influence behavior. Adolescents who were not violent had higher values (Skivánková et al., 2023), found cross-temporal correlations between aggression and self-transcendence values. Indeed, human values associated with openness to change and self-improvement (i.e. Stimulation/Achievement) were associated with interpersonal violence and maltreatment, whereas values associated with conservation (i.e. Conformity/Tradition) were associated with reported Support (Rossi et al., 2020).

Aggression and well-being are significantly inversely correlated. In their study, Zachariah and Patrick (2023) discovered a significant relationship between aggression and psychological well-being and certain demographic variables such as age, religion, marital status, and family type.

Anger and psychological well-being are inversely related. As anger increases, so does the likelihood of somatic symptoms, depression, and anxiety (Dhasmana et al., 2018). According to the study, girls have a higher level of psychological well-being than boys, and rural adolescents scored higher on psychological well-being than urban adolescents. Male and female adolescents experience aggression equally (Vekariya & Parikh, 2019) and the higher exposure to media violence was significantly associated with more psychological distress, which was significantly associated with higher levels of all types of aggression (Chabbouh et al., 2023). As a result, when developing and implementing successful interventions to improve the population's psychological well-being, the contributing factors must be considered. Di Stasio et al. (2020) found that interpersonal competence mediated the relationship between indirect aggression for targets and loneliness.

Despite numerous studies on personality traits, values, and psychological well-being in relation to criminality or aggression and violent behavior. However, there is a paucity of literature in this field. As a result, there is a significant gap in this area, and additional research is recommended. There hasn't been enough extensive research to predict the power of personality traits, values, and psychological well-being on the aggressive and violent behavior of probationers. This research could be useful in determining whether treatment has been effective in preventing the risk of relapse or re-commitment and developing better treatment to minimize recommitment and re-arrest due to aggressive and violent behavior of probationers.

According to the biosocial theory of crime, the development of aggressive and non-aggressive criminal behavior is the result of a biological predisposition combined with social learning (Raine, 2006). Researchers have identified several factors that they believe have a significant impact on whether or not certain individuals will commit violent crimes. Adverse childhood experiences, mental illness, antisocial peers, poverty, and substance abuse are all examples of risk factors. The biosocial theory emphasizes the interaction of biological (genetic) and environmental (social learning) factors in predicting criminal or violent behavior. According to this theory, an individual's aggressive and violent behavior is influenced by a number of factors, including social, environmental, and mental factors. Therefore, a person's aggressive and violent behavior is influenced by his personality traits, which he adopts as a child, the influence of peers, and how he values relationships with his peers, family, coworkers, and the community, as well as his physical health and mental faculties.

1.1. Objectives of the Study

This study seeks to determine the best model to address violent and aggressive behavior towards probationers. Specifically, the study aims to achieve the following objectives: (1) to determine the predictive power of personality trait, values and psychological well-being on the aggressive and violent behavior of probationers. (2) to establish the significance of the relationship between personality trait, values and psychological well-being on the aggressive and violent behavior of probationers. (3) determine the singular and combined influence of personality trait, values and psychological well-being on the aggressive and violent behavior of probationers.

1.2. Framework of the Study

Hopwood et al. (2012) described the five domains of Personality Traits as follows: Negative Affectivity (like neuroticism) involves tendencies to experience unpleasant feelings such as anger or anxiety, hostile or passive interpersonal behavior, and labile or restricted emotionality. Detachment (like low extraversion) is characterized by depressive affect as well as interpersonal withdrawal and mistrust. Antagonism (also known as low agreeableness) is characterized by callous or antisocial traits, as well as grandiosity and attention-seeking. Disinhibition (also known as low conscientiousness) is characterized by irresponsible, impulsive, and risk-taking behaviors such as distractibility and carelessness. Psychoticism (like Openness to Experience) is characterized by eccentricity, perceptual issues, and unusual behavior. Initial evidence suggests that the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) trait model significantly captures the reliable variance in DSM-IV PDs as well as the interpersonal dysfunction that is prominent in personality pathology (Wright, Pincus, et al., 2012), while also resolving some of the empirical problems in DSM-IV discussed above. It was developed as a tool to assess values and values-consistent behavior within the context of an Acceptance and Commitment Therapy (ACT) framework (Flaxman, Blackledge, & Bond, 2011). The PVQ-II measured facet of nine value domains which are as follow: Family Relationships, Friendships/Social Relationships, Couples/ Romantic Relationships, Work/Career, Education/Schooling/Personal Growth and Development, Recreational/ Leisure/ Sport, Spirituality/Religion, Community/Citizenship, and Health/Physical Well-Being.

The Ryff Scale of Psychological Well-Being is a theoretically-based instrument developed by Ryff and Keyes in 1995 that focuses on measuring multiple aspects of psychological well-being. This theoretical model of

psychological well-being assesses the psychological components of well-being, which include Autonomy, Environmental Mastery, Personal Growth, Positive Relationships with Others, Life Purpose, and Self-Acceptance. Bosworth and Espelage (1995) created a measure of aggression and violent behavior that included four subscales: fighting bullying anger cooperative/caring behavior. It is a variant of the Aggression Scale. Respondents are shown a series of behaviors designed to describe the demographic characteristics associated with bullying behavior and to investigate the extent to which misconduct, psychosocial risk factors (e.g., anger, feelings of depression, impulsivity, and beliefs supportive of aggression), and prosocial factors influence bullying behavior (sense of belonging, confidence, and intentions to use nonviolent strategies).

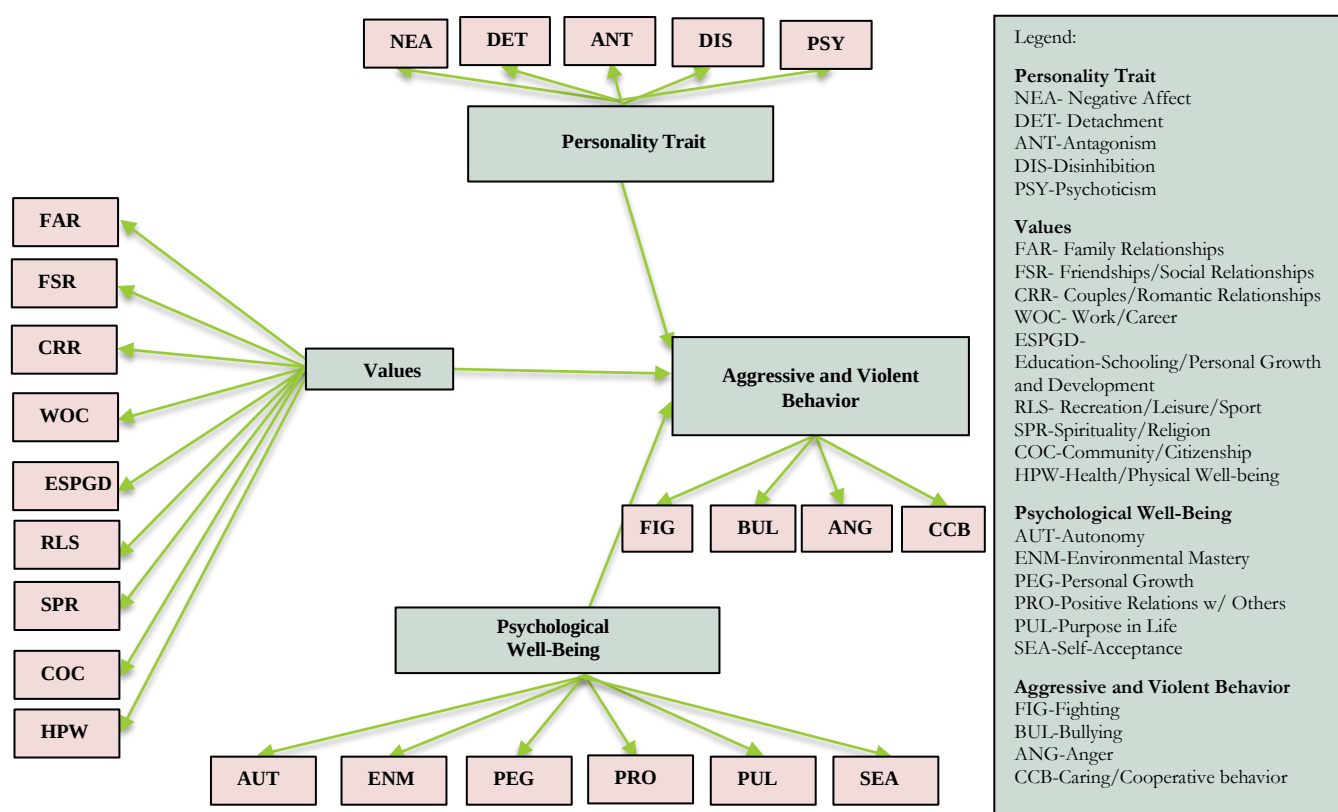


Figure 1. Conceptual Model of the Study.

This study is grounded in the assumption that aggressive and violent behavior among probationers is not random, but rather influenced by an interaction of individual psychological characteristics and internal resources. Specifically, personality traits, personal values, and psychological well-being function as key predictive variables that shape behavioral outcomes in probationers.

The Personality Inventory for DSM-5, developed by Krueger, Derringer, Markon, Watson, and Skodol (2012), measures the five dimensions of personality traits: negative affectivity, detachment, antagonism, disinhibition, and psychoticism.

Personality traits represent relatively stable patterns of thinking, feeling, and behaving. In this framework, personality traits are assumed to influence emotional regulation, impulse control, and responses to stress or provocation. Values are proposed to act as behavioral regulators, either reinforcing or inhibiting aggressive and violent responses.

Personal values are a measure created by J. T. Blackledge, Joseph Ciarrochi, and Anne Bailey. The Personal Values Questionnaire II (PVQ II) assesses the importance of "value" in ACT, as well as behavior and values in various areas of life.

In this framework, psychological well-being serves as a mediating variable, explaining *how* and *why* personality traits and values influence aggressive and violent behavior. Lower levels of psychological well-being may increase vulnerability to maladaptive coping strategies, including aggression. Ryff's Scales of Psychological Well-Being (Ryff, 1989, 1995) is a theoretical, eudaimonic model that assesses well-being in six dimensions: autonomy, environmental mastery, personal growth, positive relationships with others, life purpose, and self-acceptance.

It evaluates positive functioning, which extends beyond the absence of illness to include active life engagement. The scale consists of six dimensions defined as follows: Autonomy is defined as self-determination, independence, and the ability to reject social influences to think and act in specific ways; it involves managing behavior from within. Environmental mastery refers to a sense of mastery and competence in environmental management; the ability to govern complicated operations and optimize available chances to suit human demands. Personal Growth: A sense of ongoing development, openness to new experiences, and realization of one's potential. Positive Relations with Others: Having warm, pleasant, and trusted connections; caring about the well-being of others; and the ability to demonstrate deep empathy and intimacy. Purpose in Life: Having objectives, targets, and a sense of direction; believing that present and past lives are meaningful. Self-Acceptance: Having a favorable attitude toward oneself, acknowledging and accepting various elements of oneself (both good and bad), and feeling happy about one's past.

Aggressive and violent behavior is conceptualized as maladaptive behavioral responses that may involve hostility, anger-driven actions, or rule-violating conduct. The framework focuses on behavioral risk and propensity, not graphic or detailed acts. The Modified Aggression Scale (modified by Bosworth & Espelage, 1995) is a self-report tool that assesses the frequency and type of aggressive conduct in children and adolescents over the previous 30 days. It is a 22-item version of a previous aggressiveness scale intended to assess both overt and hidden forms of violence.

The scale consists of four distinct subscales that assess different aspects of behavior: Fighting involves physical aggressiveness such as punching, pushing, or kicking. Bullying refers to behaviors that are designed to damage or intimidate others, such as teasing, name-calling, or threatening. Anger refers to sentiments of fury, whether internal or expressed. Cooperative/Caring Behavior: Prosocial activities that reduce or prevent conflict.

2.0. Method

The Method section presents the systematic approach used in conducting this study. It provides an overview of the research respondents, including their characteristics, number, and sampling procedure. It also describes the materials and instruments utilized for data collection, highlighting their sources, validation, and reliability. Finally, it outlines the research design and procedure, detailing the steps followed in data gathering, processing, and analysis to ensure the accuracy and credibility of the findings.

2.1. Research Respondents

Participants in this study consist of 400 randomly selected probationers who are under active probation supervision. The sample will be proportionally distributed across the 14 field offices of Department of Justice – Parole and Probation Administration (DOJ-PPA) Region 10, each office will have 28 participants. Individuals were chosen for this study from the Parole and Probation Administration's field offices in Region 10 based on a memorandum issued by the Regional Director through the indorsement of the Administrator of DOJ-PPA. All offices provide a variety of treatment services counselling addiction and mental health through a community-based paradigm. Hence, the treatment services offered by each office are similar.

2.2. Materials and Instruments

This study utilized the adopted questionnaires from previous studies: Personality Inventory for DSM-5—Brief Form (PID-5 BF) is developed directly from the PID-5, which was created by Krueger and colleagues (2012) as part of the development of the DSM-5, the second instrument, Personal Values Questionnaire-II, developed by Blackledge and Ciarrochi (2006), the third instrument was Ryff Scale of Psychological Well-Being is a theoretically grounded instrument designed to assess multiple aspects of psychological well-being and the fourth was the Modified Aggression scale which was used to assess and track the "frequency and severity" of aggressive episodes. It is a variant of the Aggression Scale. It was developed by Orpinas in 1993 and was modified by Bosworth & Espelage, 1995. Five specialists validated it in the domains of construction, human resource management and even operational supervision to make the instruments more current.

2.3. Design and Procedure

This study employed a quantitative research with a non-experimental design to investigate social phenomena without directly manipulating the conditions that the subjects were exposed to. There is also no assignment of subjects to different groups at random. (Frey, 2018) Non-experimental design research, on the other hand, is research that lacks the manipulation of an independent variable, random assignment of participants to conditions or orders, or both—characteristics of experimental designs (O'Dwyer & Bernauer, 2013).

The descriptive-correlational design is used to document the present situation. In other words, descriptive statistics tell you what it is rather than trying to figure out how to solve it. Surveys were used in this study to collect information about organizations, groups, people, and so on in order to describe domain characteristics.

Prior to the collection of data, the researcher sent a letter of request to seek permission to the Administrator of Parole and Probation Administration through the Regional Director of Region 10 where the respondents were taken. After the approval of the said letter, the researcher proceeded to the distribution of questionnaires to the 14 field offices of the said agency.

Upon data collection, the Informed Consent with Assent form was administered to each participant, along with the opportunity to ask any questions about the study and written in a language they can understand. The Informed Consent Form contained a brief about the study conducted, the potential risk, benefits confidentiality and the voluntary participation, in which the participants were asked to read and sign. The subjects were reminded that

they can withdraw at any time without prejudice. Once the Informed Consent were signed and the participants were screened for reading ability, the questionnaires were immediately administered to each participant. The participants were given instructions as to how each questionnaire is to be taken, and the research survey question administrator was present to answer questions with regard to the questionnaire as they arose. It took four months to complete data collecting from the 14 field offices.

Data were cleaned and analyzed using mean, Pearson r and Regression Mean. This was used to characterize the Personality Trait, Values and Psychological Well-Being and Aggressive and Violent Behavior of probationers.

Pearson r . This was used to determine the significance on the relationship between Personality Trait and Aggressive and Violent Behavior of probationers, Values and Aggressive and Violent Behavior of probationers and Psychological Well-Being and Aggressive and Violent Behavior of probationers.

Regression. This was used to determine the significant influence of Personality Trait, Values and Psychological Well-Being to Aggressive and Violent Behavior of probationers.

The data for this study were collected through a series of systematic and ethically guided procedures. Prior to data gathering, ethical clearance was obtained from the University of Mindanao Ethics Review Committee (UMERC). After securing approval, the research questionnaires were reproduced for distribution. Subsequently, a formal request letter was forwarded to the Administrator through the Regional Director of the Department of Justice–Parole and Probation Administration (DOJ-PPA) Region X, seeking permission to conduct the study. Upon approval, the Regional Director issued a memorandum to all field offices to facilitate the conduct of the research and to allow the voluntary participation of selected respondents.

A structured schedule was developed for the distribution and retrieval of the questionnaires. During the data management phase, the researcher systematically administered and collected the completed instruments, organized and tabulated the responses, and conducted initial data screening to reduce the influence of potential outliers. Finally, the data were analyzed and interpreted in alignment with the objectives of the study.

The researcher strictly monitored and complied with all ethical standards throughout the conduct of the study. The research instrument was submitted to the University of Mindanao Ethics Review Committee (UMERC) for evaluation and approval, in accordance with the required research protocols, ethical assessments, and validated or standardized criteria. Particular attention was given to the management of the study population and the handling of data, considering that the research involved human participants. UMEREC granted ethical clearance through a Certificate of Approval under Protocol Number UMEREC-2023-428. Consequently, the researcher ensured that all student participants were properly informed, formally invited, and provided with informed consent forms. The informed consent process served as a fundamental ethical safeguard, ensuring voluntary participation and the observance of professional and ethical conduct throughout the study.

3.0. Result and Discussion

This section presents the findings based on analyses of data gathered from the respondents using descriptive and inferential statistical tools.

3.1. Personality Trait of Probationers and Aggressive and Violent Behavior of Probationers

Table 1 summarizes the level of Personality Trait of Probationers. Negative Affect had a mean score of 3.35, this trait yielded the highest mean among the five, indicating that many probationers experience moderate levels of emotional distress, such as anxiety, irritability, sadness, and mood fluctuations. This emotional reactivity may hinder rational decision-making and increase vulnerability to stress or frustration. The second-highest score is the disinhibition which reflects a moderate difficulty with impulse control, planning, and responsible behavior. This trait is particularly relevant in the context of probationers, as impulsivity and poor self-regulation are often linked to rule-breaking behaviors. Detachment has the lowest mean of 3.13 among the traits still falls within the moderate range. This indicates a tendency among probationers to withdraw from social connections, avoid emotional intimacy, and display reduced emotional responsiveness, which may limit their engagement in social or therapeutic support systems.

Table 1. Level of Personality Trait of Probationers

Indicators	SD	Mean	Descriptive Level
Negative Effect	0.92	3.35	Moderate
Detachment	1.08	3.13	Moderate
Antagonism	1.11	3.14	Moderate
Disinhibition	1.08	3.29	Moderate
Psychoticism	1.10	3.30	Moderate
Overall	0.82	3.24	Moderate

The overall mean score of 3.24 indicates that probationers, as a group, exhibit moderate levels of maladaptive personality traits. This suggests the presence of certain personality characteristics that may be associated with emotional instability, interpersonal difficulties, and behavioral dysregulation. However, these traits are not extreme and do not necessarily indicate clinical psychopathology.

The findings suggest that while probationers do not exhibit extreme or high levels of pathological personality traits, they do show noticeable tendencies toward traits associated with emotional instability, social detachment, and impulsivity. These moderate levels could potentially impact their behavior and decision-making, emphasizing the need for targeted interventions, such as counseling or behavioral therapy, to support rehabilitation and reduce recidivism.

The connection between negative affect, emotion regulation, and aggressive behavior is further supported by recent research. According to Martínez-Monteagudo et al. (2023), young people who used expressive suppression more frequently had higher levels of negative affect, which in turn led to higher levels of aggression. On the other hand, less aggressive behavior was linked to cognitive reappraisal. These results imply that people's propensity to react violently may be influenced by how they handle unpleasant emotional experiences. Similarly, in a systematic review of 104 studies, Navas-Casado et al. (2023) discovered that while adaptive emotion-regulation techniques were typically linked to lower levels of aggression, maladaptive techniques were positively associated with

aggression. These results support the idea that aggressive reactions may be influenced by negative emotional states and challenges in controlling them.

3.2. Personality Values and Aggressive and Violent Behavior of Probationers

Table 2. Level of Personality Values of Probationers

Indicators	SD	Mean	Descriptive Level
Family Relationships	1.03	3.85	High
Friendships	0.96	3.76	High
Couples	0.92	3.92	High
Work	0.86	4.01	High
Education Schooling	0.87	3.99	High
Recreation	0.87	3.86	High
Spirituality	0.83	4.01	High
Community	0.79	4.01	High
Health	0.87	4.09	High
Overall	0.59	3.95	High

The assessment of the personality values of probationers focused on key life domains including family, work, relationships, health, education, spirituality, and community involvement. Values were measured using mean and standard deviation (SD), with the objective of determining the degree to which these areas are considered important or prioritized in the lives of individuals under probation.

The overall mean score of 3.95, with a relatively low standard deviation of 0.59, indicates that probationers generally place high importance on various personal, relational, and societal values. The consistently high ratings across all domains suggest that despite their legal circumstances, probationers maintain a strong value orientation toward aspects of life that are typically associated with stability, well-being, and social integration.

According to Schaefer, Williams, and Ford (2021), clients received various types of support from their parents, partners, and peers, and these supports were generally perceived as beneficial. However, the authors cautioned that some forms of social support can also be criminogenic. Additionally, Chan et al. (2021) identified family conflict and poorer family relationships as important issues among probationers and investigated interventions designed to strengthen these relationships.

Health was the highest-rated value with 4.09 mean score, indicating that probationers place strong importance on physical and mental well-being. This prioritization could reflect a desire for self-improvement, especially in the context of recovery or rehabilitation. Friendships and Recreation with 3.7 mean score. While slightly lower than other domains, these values are still rated highly, reflecting the probationers' recognition of the importance of social support systems and personal enjoyment or stress relief through leisure.

3.3. Psychological Well-being and Aggressive and Violent Behavior of Probationers

Table 3. Level of Psychological Well-being of Probationers

Indicators	SD	Mean	Descriptive Level
Autonomy	0.96	3.82	High
Environmental Mastery	0.93	3.77	High
Personal Growth	0.86	3.96	High
Positive relations with others	0.89	3.93	High
Purpose in Life	0.93	3.85	High
Self-acceptance	0.87	4.00	High
Overall	0.71	3.89	High

The overall results indicate that the probationers exhibit a high level of psychological well-being, as reflected in the composite mean score of 3.89 with a standard deviation of 0.71. This suggests that, as a group, probationers demonstrate strong psychological functioning across all six dimensions of well-being, despite the personal, legal, and social challenges they may face. Each of the six indicators—autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance—was also rated at a high descriptive level, with mean scores ranging from 3.77 to 4.00.

Among the six domains, self-acceptance received the highest mean score. This indicates that probationers generally view themselves with compassion and understanding, accept their past experiences, and maintain a positive attitude toward themselves. This dimension serves as a foundational aspect of psychological well-being, particularly for individuals who have undergone legal supervision, as it reflects an advanced level of emotional processing and identity reconstruction. The high level of self-acceptance may be reflective of successful internal coping mechanisms and a readiness to reintegrate into society with a redefined sense of self-worth.

3.4. Aggressive and Violent Behavior of Probationers

Table 4. Level of Aggressive and Violent Behavior of Probationers

Indicators	SD	Mean	Descriptive Level
Fighting	1.04	2.95	High
Bullying	1.41	3.23	High
Anger	1.38	3.30	High
Caring	0.84	4.04	High
Overall	0.97	3.38	High

The data presented in this section assess the level of aggressive and violent behavior among probationers, focusing on four key indicators: fighting, bullying, anger, and caring. The overall mean score across all indicators was 3.38, with a standard deviation of 0.97, which falls under the high descriptive level. This suggests that, on average, probationers exhibit a moderately elevated level of aggressive tendencies, though with some nuanced and complex patterns, particularly in regard to the *caring* indicator.

The highest mean among the core aggression indicators was recorded in anger, with a mean score of 3.30. This reflects a significant presence of internal emotional agitation or irritability among the probationers. Anger, as a psychological state, often underpins both verbal and physical aggression. Its high mean, coupled with a relatively high standard deviation ($SD = 1.38$), suggests considerable variability among probationers—some may be managing anger effectively, while others experience heightened, possibly unregulated emotional responses.

This finding underscores the importance of anger management interventions within probation programs.

Interestingly, caring—typically viewed as a *prosocial* rather than an *aggressive* behavior—also received a high mean score of 4.04, the highest among all indicators in this domain.

This finding presents a critical contrast: while probationers report elevated tendencies toward aggression and anger, they also simultaneously perceive themselves as capable of empathy, kindness, and concern for others. This duality suggests that probationers are not inherently aggressive but may experience situational or emotional triggers that lead to aggressive responses. The high level of caring may reflect underlying prosocial values, emotional intelligence, or the desire for interpersonal connection, which can be leveraged in therapeutic and restorative justice approaches.

3.5. Relationship between Personality Trait and Aggressive and Violent Behavior of Probationers

Table 5. Relationship between Personality Trait and Aggressive and Violent Behavior of Probationers.

Personality Trait	Aggressive and Violent Behavior				
	Fighting	Bullying	Anger	Caring	Overall
Negative Effect	.077	-.012	-.027	.143**	.038
	.122	.811	.590	.004	.452
Detachment	.190**	.070	.020	.309**	.151**
	.000	.160	.690	.000	.002
Antagonism	.160**	.046	.027	.253**	.124*
	.001	.354	.595	.000	.013
Disinhibition	.100*	-.019	-.023	.259**	.068
	.046	.704	.647	.000	.177
Psychoticism	.172**	.018	-.038	.356**	.117*
	.001	.713	.444	.000	.020
Overall	.183**	.028	-.010	.345**	.131**
	.000	.572	.844	.000	.009

The analysis of the relationship between various personality traits and dimensions of aggressive and violent behavior among probationers reveals several statistically significant correlations, underscoring the complex interplay between personality and aggressive tendencies within this population.

Negative Effect

The trait of Negative Effect shows no significant relationship with fighting ($r = 0.077$, $p > .05$), bullying ($r = 0.122$, $p > .05$), anger ($r = -0.012$, $p > .05$), or overall aggressive behavior ($r = 0.038$, $p > .05$). However, there is a

significant positive correlation with caring behavior ($r = 0.143$, $p = .004$), indicating that probationers exhibiting higher levels of negative affectivity may also demonstrate increased caring behaviors. This somewhat counterintuitive finding suggests that while negative affectivity is typically associated with emotional distress, it may coexist with heightened sensitivity and empathy in some individuals, potentially as a compensatory mechanism.

Detachment

Detachment shows a significant positive relationship with fighting ($r = 0.190$, $p < .001$), indicating that individuals who display higher levels of social withdrawal and emotional distancing are more prone to engage in physical confrontations. This trait also correlates positively with caring ($r = 0.309$, $p < .001$) and overall aggressive behavior ($r = 0.151$, $p = .002$). The positive association with caring may reflect a complex personality profile where detached individuals, despite social withdrawal, can engage in selective prosocial acts. This duality warrants further exploration to understand how detachment interacts with aggression and empathy in this group.

Antagonism

Antagonism exhibits significant positive correlations with fighting ($r = 0.160$, $p = .001$), caring ($r = 0.253$, $p < .001$), and overall aggressive behavior ($r = 0.124$, $p = .013$). These results highlight that antagonistic traits—characterized by hostility, manipulation, and opposition to others—are linked to both increased aggressive behaviors and paradoxically, higher expressions of caring. This paradox may reflect a complex social dynamic where antagonistic individuals may engage in caring behaviors strategically or selectively.

Disinhibition

Disinhibition is significantly positively correlated with fighting ($r = 0.100$, $p = .046$) and caring ($r = 0.259$, $p < .001$), but shows no significant relationships with bullying, anger, or overall aggression. Disinhibition involves impulsivity and poor behavioral control, which aligns with increased likelihood of physical altercations. The positive correlation with caring suggests that some probationers with impulsive tendencies may also display prosocial behaviors, perhaps in moments of emotional openness or social bonding.

Psychoticism

Psychoticism presents significant positive relationships with fighting ($r = 0.172$, $p = .001$), caring ($r = 0.356$, $p < .001$), and overall aggression ($r = 0.117$, $p = .020$). Psychoticism, often linked to unusual thought patterns and emotional detachment, is generally associated with antisocial behaviors; however, its positive correlation with caring again suggests a nuanced personality profile where certain traits may coexist with empathetic behaviors.

Overall Relationship

Considering all personality traits collectively, the overall relationship shows significant positive correlations with fighting ($r = 0.183$, $p < .001$), caring ($r = 0.345$, $p < .001$), and overall aggressive and violent behavior ($r = 0.131$, $p = .009$), but not with bullying or anger. This pattern indicates that while personality traits meaningfully predict

certain forms of aggressive behavior (especially physical aggression) and caring behaviors, they do not significantly predict bullying or anger in this sample.

These findings highlight the complex and sometimes paradoxical nature of personality in relation to aggressive behavior among probationers. Traits traditionally viewed as maladaptive—such as antagonism, disinhibition, and psychoticism—are significantly linked to aggressive acts like fighting, which supports established theoretical frameworks (e.g., the Five-Factor Model’s relation to aggression). However, the simultaneous positive association with caring behaviors suggests that these traits may not uniformly translate to negative social outcomes and may reflect adaptive or situational expressions of pro-sociality.

The lack of significant correlations between personality traits and bullying or anger implies that these behaviors might be influenced more by situational factors, learned behaviors, or other psychosocial variables rather than stable personality characteristics.

3.6. Relationship between Personal Values and Aggressive and Violent Behavior of Probationers

Table 6. Relationship between Personal Values and Aggressive and Violent Behavior of Probationers.

Personal Values	Aggressive and Violent Behavior				
	Fighting	Bullying	Anger	Caring	Overall
Family	-.228**	-.309**	-.309**	.168**	-.246**
Relationships	.000	.000	.000	.001	.000
Friendships	-.075	-.163**	-.159**	.248**	-.082
	.133	.001	.001	.000	.101
Couples	-.162**	-.238**	-.203**	.153**	-.169**
	.001	.000	.000	.002	.001
Work	-.164**	-.245**	-.231**	.264**	-.158**
	.001	.000	.000	.000	.002
Education	-.107*	-.157**	-.194**	.187**	-.114*
Schooling	.033	.002	.000	.000	.022
Recreation	.084	-.038	-.142**	.296**	.023
	.093	.453	.004	.000	.652
Spirituality	-.054	-.141**	-.161**	.297**	-.059
	.281	.005	.001	.000	.242
Community	-.024	-.108*	-.095	.333**	-.007
	.627	.030	.058	.000	.883
Health	-.069	-.150**	-.140**	.285**	-.061
	.168	.003	.005	.000	.225
Overall	-.139**	-.264**	-.278**	.369**	-.152**
	.005	.000	.000	.000	.002

The correlation analysis examining the relationship between various personal values and aggressive and violent behavior among probationers reveals significant and meaningful patterns, highlighting the influence of core value orientations on the propensity toward or mitigation of aggression.

Family Relationships

Among the personal values, Family Relationships emerged as a particularly strong protective factor against aggressive behaviors. There are significant negative correlations with fighting ($r = -0.228$, $p < .001$), bullying ($r = -0.309$, $p < .001$), and anger ($r = -0.309$, $p < .001$), indicating that probationers who place higher importance on family connections are less likely to engage in physical confrontations, bullying, or experience persistent anger.

Conversely, this value positively correlates with caring behavior ($r = 0.168$, $p = .001$), suggesting that a strong family orientation fosters prosocial and empathetic behaviors. The overall negative correlation with aggressive and violent behavior ($r = -0.246$, $p < .001$) underscores the significance of family values in reducing aggression within this population.

Friendships

The value placed on Friendships shows a more nuanced pattern. While it is not significantly related to fighting or overall aggression, it has significant negative correlations with bullying ($r = -0.163$, $p = .001$) and anger ($r = -0.159$, $p = .001$), and a positive correlation with caring ($r = 0.248$, $p < .001$). This suggests that valuing friendships may specifically discourage behaviors such as social intimidation and hostility while promoting positive interpersonal support and cooperation.

Couples and Romantic Relationships

The importance attributed to Couples and Romantic Relationships also functions as a protective factor, with significant negative correlations observed for fighting ($r = -0.162$, $p = .001$), bullying ($r = -0.238$, $p < .001$), anger ($r = -0.203$, $p < .001$), and overall aggression ($r = -0.169$, $p = .001$). This value correlates positively with caring behavior ($r = 0.153$, $p = .002$), indicating that probationers who prioritize romantic relationships may be more motivated to regulate aggressive impulses and engage in supportive social interactions.

Work and Education/Schooling

Similarly, valuing Work and Education/Schooling shows significant inverse relationships with fighting, bullying, anger, and overall aggressive behavior, while positively correlating with caring behaviors.

For work, correlations include fighting ($r = -0.164$, $p = .001$), bullying ($r = -0.245$, $p < .001$), anger ($r = -0.231$, $p < .001$), caring ($r = 0.264$, $p < .001$), and overall aggression ($r = -0.158$, $p = .002$). Education similarly shows significant negative associations with fighting ($r = -0.107$, $p = .033$), bullying, anger, and overall aggression, and a positive link to caring. These findings highlight the role of valuing achievement, responsibility, and self-improvement in mitigating aggressive tendencies and fostering empathy.

Recreation, Spirituality, Community, and Health

The personal values of Recreation, Spirituality, Community, and Health display a different pattern. Although these values do not show significant relationships with fighting or overall aggression, they are positively correlated with caring behavior: recreation ($r = 0.296$, $p < .001$), spirituality ($r = 0.297$, $p < .001$), community involvement ($r = 0.333$, $p < .001$), and health ($r = 0.285$, $p < .001$). This suggests that probationers who prioritize these areas are

more inclined toward prosocial and supportive behaviors, potentially serving as protective factors against violence and aggression.

Overall Relationship

The overall personal values score significantly correlates negatively with fighting ($r = -0.139$, $p = .005$), bullying ($r = -0.264$, $p < .001$), anger ($r = -0.278$, $p < .001$), and overall aggressive and violent behavior ($r = -0.152$, $p = .002$), while showing a strong positive relationship with caring ($r = 0.369$, $p < .001$). This indicates that probationers who hold stronger, positive personal values are less likely to engage in aggressive and violent acts and are more likely to demonstrate caring and empathetic behaviors.

These results emphasize the critical role that personal values play in shaping the behavioral tendencies of probationers. Values centered around family, close relationships, work, and education appear to serve as significant protective factors against aggression and violence. These findings align with theories that suggest internalized values and commitments influence moral behavior and self-regulation, reducing the likelihood of externalizing behaviors such as fighting and bullying.

Values related to recreation, spirituality, community, and health, while not directly associated with reductions in aggression, foster caring and prosocial behaviors, highlighting their potential to support positive social integration and emotional well-being.

3.7. Relationship between Psychological Well-being and Aggressive and Violent Behavior of Probationers

Table 7. Relationship between Psychological Well-being and Aggressive and Violent Behavior of Probationers.

Psychological Well-being	Aggressive and Violent Behavior				
	Fighting	Bullying	Anger	Caring	Overall
Autonomy	.218**	.103*	.037	.456**	.208**
	.000	.039	.457	.000	.000
Environmental Mastery	.166**	.051	.020	.489**	.176**
	.001	.310	.696	.000	.000
Personal Growth	.044	-.060	-.097	.385**	.039
	.376	.230	.052	.000	.433
Positive relations with others	.165**	.024	-.003	.408**	.141**
	.001	.632	.954	.000	.005
Purpose in Life	.257**	.126*	.050	.440**	.228**
	.000	.011	.318	.000	.000
Self-acceptance	.374**	.155**	.037	.420**	.261**
	.000	.002	.461	.000	.000
Overall	.263**	.088	.011	.557**	.228**
	.000	.080	.822	.000	.000

The analysis of the relationships between dimensions of psychological well-being and manifestations of aggressive and violent behavior among probationers reveals complex but significant patterns. These findings suggest that specific facets of psychological well-being both contribute to the reduction of aggressive tendencies and promote prosocial behavior, highlighting their critical role in the rehabilitation and behavioral adjustment of probationers.

Autonomy

The dimension of Autonomy demonstrates a significant positive correlation with fighting ($r = 0.218$, $p < .001$), bullying ($r = 0.103$, $p = .039$), and a strong positive association with caring behavior ($r = 0.456$, $p < .001$). Additionally, autonomy is positively related to overall aggressive and violent behavior ($r = 0.208$, $p < .001$). This nuanced pattern suggests that probationers with a high sense of autonomy may assert themselves more strongly, which can sometimes manifest as fighting or bullying. However, this autonomy also translates into greater caring and prosocial engagement, indicating that self-determination fosters both assertiveness and empathy. This dual effect underscores the importance of guiding probationers toward positive expressions of autonomy to mitigate negative aggressive outcomes.

Environmental Mastery

Environmental Mastery shows significant positive correlations with fighting ($r = 0.166$, $p = .001$) and a strong positive association with caring behaviors ($r = 0.489$, $p < .001$), as well as overall aggressive and violent behavior ($r = 0.176$, $p < .001$). These findings imply that probationers who perceive themselves as capable of managing their surroundings and responsibilities are more likely to engage in both assertive (potentially aggressive) behaviors and positive, caring interactions.

The ability to master one's environment appears to empower individuals to take active roles in social dynamics, which can lead to varying behavioral outcomes depending on context and individual regulation.

Personal Growth

Unlike autonomy and environmental mastery, Personal Growth does not show significant relationships with fighting, bullying, anger, or overall aggression. However, it maintains a strong positive correlation with caring behavior ($r = 0.385$, $p < .001$). This suggests that the process of self-improvement and openness to new experiences primarily fosters empathy and prosocial tendencies, rather than direct impacts on aggressive behaviors. Personal growth may thus be more influential in enhancing positive social engagement than in mitigating aggression per se.

Positive Relations with Others

The well-being dimension of Positive Relations with Others shows a significant positive correlation with fighting ($r = 0.165$, $p = .001$) and caring behavior ($r = 0.408$, $p < .001$), as well as with overall aggressive and violent behavior ($r = 0.141$, $p = .005$). This indicates that probationers who perceive healthy, supportive relationships may also exhibit assertiveness that sometimes escalates into fighting, but importantly, they tend to engage in caring and

supportive behaviors. Positive relational capacity thus appears to be a double-edged sword, associated with both social assertiveness and prosociality.

Purpose in Life

Purpose in Life correlates significantly and positively with fighting ($r = 0.257$, $p < .001$), bullying ($r = 0.126$, $p = .011$), caring ($r = 0.440$, $p < .001$), and overall aggressive behavior ($r = 0.228$, $p < .001$).

Probationers with a clear sense of direction and meaning may be more motivated and driven, which can manifest as both proactive defense of their goals and increased empathetic actions. This duality highlights the motivational power of purpose, which can propel both constructive and potentially aggressive expressions depending on situational factors.

Self-acceptance

Among all dimensions, Self-acceptance exhibits the strongest positive correlations with fighting ($r = 0.374$, $p < .001$), bullying ($r = 0.155$, $p = .002$), caring ($r = 0.420$, $p < .001$), and overall aggressive behavior ($r = 0.261$, $p < .001$). This suggests that probationers who have a healthy acceptance of themselves are more likely to assert themselves, sometimes through aggressive acts, but also engage significantly in caring and prosocial behavior. Self-acceptance may bolster confidence that manifests in diverse social behaviors, emphasizing the need for interventions to channel self-assuredness toward positive social outcomes.

Overall Psychological Well-being and Aggression

The overall psychological well-being score shows a significant positive correlation with fighting ($r = 0.263$, $p < .001$) and caring ($r = 0.557$, $p < .001$), as well as with overall aggressive and violent behavior ($r = 0.228$, $p < .001$), but not with bullying or anger. This overall pattern indicates that probationers with higher psychological well-being tend to be more engaged both in assertive (and sometimes aggressive) social interactions and in positive, supportive behaviors. These findings reflect the complexity of well-being, where greater psychological health facilitates a range of social expressions.

The results reveal a complex and multifaceted relationship between psychological well-being and aggressive behaviors in probationers. While higher psychological well-being is generally associated with increased caring and prosocial behaviors, it also correlates with certain aggressive behaviors such as fighting and bullying. This duality may reflect the social assertiveness and confidence that well-being confers, which can be manifested either constructively or destructively depending on individual and contextual factors.

These findings highlight the importance of nuanced intervention strategies that leverage the strengths of psychological well-being—such as autonomy, environmental mastery, and purpose in life—while providing skills for emotion regulation and conflict resolution to prevent maladaptive expressions of assertiveness.

3.8. Influence of Personality Trait, Personal Values, and Psychological Well-being on Aggressive and Violent Behavior of Probationers

Table 8. Significance of the Influence of Personality Trait, Personal Values, and Psychological Well-being on Aggressive and Violent Behavior of Probationers.

Aggressive and Violent Behavior				
(Variables)	B	β	t	Sig.
Constant	3.540		11.218	.000
Personality Trait	.156	.132	2.430	.016
Personal Values	-.707	-.430	-7.612	.000
Psychological Well-being	.547	.398	6.904	.000
R	.416			
R ²	.173			
ΔR	.167			
F	27.671			
ρ	.000			

Prediction Model

$$AVB = 3.540 + 0.156(PET) - 0.707(PEV) + 0.547(PWB)$$

Legend:

AVB = Aggressive and Violent Behavior

PET = Personality Trait

PEV = Personal Values

PWB = Psychological Well-being

The multiple regression analysis was conducted to examine the combined influence of personality traits, personal values, and psychological well-being on aggressive and violent behavior among probationers. The model aimed to identify the extent to which these psychological and dispositional factors predict aggressive tendencies, thereby providing insights into key determinants that may inform intervention strategies.

Model Summary

The regression model revealed a statistically significant overall fit, $F(3, N) = 27.671$, $p < .001$, indicating that the combined predictors reliably explain variations in aggressive and violent behavior. The coefficient of determination, $R^2 = 0.173$, suggests that approximately 17.3% of the variance in aggressive and violent behavior among probationers is accounted for by personality traits, personal values, and psychological well-being. This indicates a moderate explanatory power, reflecting that while other factors may also influence aggression, these three variables collectively provide meaningful predictive insight.

Influence of Personality Traits

Personality traits exert a positive and statistically significant effect on aggressive and violent behavior ($B = 0.156$, $\beta = 0.132$, $t = 2.430$, $p = .016$). This finding aligns with existing literature that certain personality characteristics—such as antagonism, disinhibition, and detachment—can predispose individuals to higher levels of aggression. The positive beta coefficient indicates that as maladaptive personality traits increase, so too does the likelihood of engaging in aggressive and violent acts. This highlights the importance of addressing personality-related risk factors in rehabilitation and behavioral management programs.

Influence of Personal Values

Personal values demonstrate a significant negative influence on aggressive and violent behavior ($B = -0.707$, $\beta = -0.430$, $t = -7.612$, $p < .001$). The negative standardized beta coefficient indicates that stronger adherence to prosocial and positive personal values is associated with lower levels of aggression. This suggests that probationers who internalize values emphasizing empathy, respect for others, and social responsibility are less prone to exhibit violent or aggressive behavior. This underscores the protective role of personal values in moderating negative behavioral tendencies and points to the potential effectiveness of value-based interventions to reduce aggression.

Influence of Psychological Well-being

Psychological well-being also has a significant positive effect on aggressive and violent behavior ($B = 0.547$, $\beta = 0.398$, $t = 6.904$, $p < .001$). This finding is particularly intriguing as it suggests that higher psychological well-being correlates with an increase in aggressive behavior among probationers. One possible interpretation is that increased well-being, which includes factors such as autonomy, purpose in life, and self-acceptance, may empower individuals to assert themselves more strongly. While this can foster prosocial behavior, it may also manifest in assertive or aggressive expressions depending on contextual factors and individual regulation. This complex relationship merits further exploration but points to the necessity of guiding well-being toward positive social outcomes.

Prediction Model

The regression equation formulated from this analysis is as follows:

$$AVB = 3.540 + 0.156(PET) - 0.707(PEV) + 0.547(PWB)$$

Legend:

AVB = Aggressive and Violent Behavior

PET = Personality Trait

PEV = Personal Values

PWB = Psychological Well-being

This equation quantifies the relationship between the variables, predicting that:

- For every one-unit increase in maladaptive personality traits, aggressive and violent behavior increases by 0.156 units.
- For every one-unit increase in positive personal values, aggressive and violent behavior decreases by 0.707 units, indicating a strong inverse relationship.
- For every one-unit increase in psychological well-being, aggressive and violent behavior increases by 0.547 units.

The positive constant term (3.540) represents the baseline level of aggressive and violent behavior when all predictors are zero.

This equation represents a predictive model explaining the aggressive and violent behavior of probationers based on three key psychological factors: personality traits, personal values, and psychological well-being.

- Constant (3.540):

This value represents the baseline level of aggressive and violent behavior when personality traits, personal values, and psychological well-being are all at zero (theoretical baseline).

- Personality Trait ($\beta = +0.156$):

The positive coefficient indicates that as maladaptive or problematic personality traits increase, the likelihood or intensity of aggressive and violent behavior also increases. Specifically, for every one-unit increase in negative personality traits, aggressive and violent behavior is predicted to increase by 0.156 units, holding other variables constant.

- Personal Values ($\beta = -0.707$):

The negative coefficient for personal values suggests a strong inverse relationship with aggressive and violent behavior. This means that stronger or more positive personal values correspond to a significant decrease in aggressive and violent behavior. For every one-unit increase in positive personal values, aggressive and violent behavior is predicted to decrease by 0.707 units, assuming other variables remain constant.

- Psychological Well-being ($\beta = +0.547$):

Psychological well-being shows a positive relationship with aggressive and violent behavior, indicating that higher levels of psychological well-being are associated with an increase in such behavior by 0.547 units per one-unit increase in psychological well-being. This may reflect that aspects of psychological well-being, such as assertiveness or self-confidence, can sometimes manifest in ways that are perceived as aggressive, especially in this population.

4.0. Conclusion

The study suggests that personality traits contribute positively to aggressive and violent behavior, meaning that problematic traits increase the risk, personal values play a crucial protective role by reducing aggressive

tendencies, and psychological well-being, while generally positive, may have complex effects that could potentially increase assertive or aggressive behaviors in some cases. Together, these variables explain a meaningful portion of the variation in aggressive and violent behavior among probationers, indicating that interventions aimed at strengthening personal values and addressing maladaptive personality traits could be effective in reducing aggression, while psychological well-being needs to be carefully managed to ensure it supports non-violent behaviors. The results collectively highlight the multifaceted nature of aggressive and violent behavior among probationers. Personality traits and psychological well-being both positively predict aggression, indicating that while certain internal characteristics and enhanced self-concept can increase assertiveness and conflict engagement. In contrast, personal values serve as a critical protective factor, significantly reducing the likelihood of aggressive behavior.

In sum, the study confirms that personality traits significantly relate to certain dimensions of aggressive and violent behavior among probationers, particularly fighting and overall aggression. The nuanced relationships with caring behaviors suggest a need for a balanced approach in addressing both risk factors and protective factors rooted in personality, thereby enhancing intervention efficacy and supporting positive behavioral change. The significant associations between personality traits and aggressive behavior underscore the importance of personality-informed interventions in probation programs. Tailoring rehabilitation efforts to address specific personality profiles could improve outcomes by targeting impulsivity, antagonism, or detachment traits with appropriate cognitive-behavioral or therapeutic strategies.

Moreover, the observed relationship between personality and caring behaviors suggests that fostering empathy and prosocial skills could leverage existing strengths even among those with challenging personality traits, promoting holistic rehabilitation. Thus, the study's findings support the study's theoretical framework.

5.0. Recommendations

Based on the conclusions of the study, the following recommendations are proposed:

1. For the Agencies handling probationers, particularly the DOJ–Parole and Probation Administration, should strengthen and institutionalize values formation programs. Interventions that emphasize moral reasoning, empathy, respect for others, and social responsibility may serve as protective mechanisms against aggressive and violent behavior.
2. For the probation officers, the regular psychological assessments should be conducted to identify maladaptive personality traits that may increase the risk of aggression. Tailored counseling and behavior modification programs can be designed to help probationers manage impulsivity, hostility, and poor emotional regulation.
3. For the administration & planning division, the rehabilitation programs should adopt a comprehensive approach that simultaneously addresses personality traits, personal values, and psychological well-being. Collaboration among psychologists, social workers, probation officers, and community stakeholders is recommended to ensure balanced and effective intervention.

4. For the probation officers and personnel should receive continuous training on recognizing behavioral risk factors related to personality and psychological well-being, as well as on reinforcing positive values that discourage aggression.

5. For researchers, future studies may explore additional variables such as environmental factors, family support, and community influence to further explain aggressive and violent behavior among probationers. Longitudinal research designs are also recommended to examine changes in aggression over time and the long-term effectiveness of intervention programs.

Declarations

Source of Funding

This work is research that has not been funded. The funds used for data collection are the authors' personal funds and efforts.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that may have appeared to have influenced the work described in this paper.

Consent for publication

The authors confirm that they gave their consent to the publication of this study.

Authors' contributions

Sherry Rose R. Lecita drafted the manuscript and collected the data. Dr. William A. Revisa reviewed the manuscript and suggested revisions.

Informed Consent

Respondents in this study signed informed consent, and all data was collected with their permission.

Availability of data and material

Due to confidentiality and ethical considerations, the data collected in this study are not publicly available.

Institutional Review Board Statement

This study followed the ethical principles and standards for research involving human participants. Prior to the study, the University of Mindanao Ethics Review Committee (UMERC) reviewed and approved the research protocol, informed consent procedure, and data collection instruments.

Ethical Approval

The researcher strictly monitored and followed all ethical standards throughout the study. The research instrument was submitted to the University of Mindanao Ethics Review Committee (UMERC) for evaluation and approval in accordance with the necessary research protocols, ethical assessments, and validated or standardized criteria.

Given that the research involved human participants, special care was taken in managing the study population and handling the data.

Acknowledgement

The authors would like to express their heartfelt gratitude to everyone who helped them during the course of this research. Special thanks to my colleagues and friends in the Parole and Probation Administration, as well as the participants who generously contributed their time to this research.

Declaration of Artificial Intelligence

This research is entirely human-made and does not use any artificial intelligence. From manuscript drafting to data collection, analysis, and treatment, all tasks were completed by humans.

References

- Adekeye, K.S., Ayodeji, O.A., Adesina, O.S., & Okewole, D.M. (2022). On Determination of Behavioural Characteristics Responsible for Psychopathic Personality Traits. *Asian Journal of Probability and Statistics*, Pages 110–121. <https://doi.org/10.9734/ajpas/2022/v20i3430>.
- Andriani, O., Alizamar, A., & Karneli, Y. (2019). The Contribution of Self-Esteem and Parenting towards Aggressive Behavior of Child Victims' Domestic Violence. *International Journal of Research in Counseling and Education*, 4(1): 21. <https://doi.org/10.24036/00176za0002>.
- Annie Zachariah Pratiksha, R. (2023). A Study to Assess the Level of Aggression and Psychological Well-Being among Adolescents. *International Journal of Science and Research*, 12(4): 485–488. <https://doi.org/10.21275/sr23401111533>.
- Balcioğlu, Y.H., Kirlioglu Balcioğlu, S.S., Oncu, F., & Turkcan, A. (2021). Psychopathy, temperament, and character dimensions of personality as risk determinants of criminal recidivism in schizophrenia patients. *Journal of Forensic Sciences*, 66(6): 2340–2353. <https://doi.org/10.1111/1556-4029.14834>.
- Börjesson, A., Möller, C., Hagelin, A., Vicente, V., Rane, A., Lehtihet, M., Dahl, M.-L., Gårevik, N., & Ekström, L. (2020). Male Anabolic Androgenic Steroid Users with Personality Disorders Report More Aggressive Feelings, Suicidal Thoughts, and Criminality. *Medicina*, 56(6): 265. <https://doi.org/10.3390/medicina56060265>.
- Bosworth, K., Espelage, D.L., & Simon, T.R. (1999). Factors Associated with Bullying Behavior in Middle School Students. *The Journal of Early Adolescence*, 19(3): 341–362. <https://doi.org/10.1177/0272431699019003003>.
- Candini, V., Ghisi, M., Bianconi, G., Bulgari, V., Carcione, A., Cavallera, C., Conte, G., Cricelli, M., Ferla, M.T., Ferrari, C., Iozzino, L., Macis, A., Nicolò, G., Stefana, A., de Girolamo, G., Barlati, S., Martinazzoli, A., Mina, G., & Vita, A. (2020). Aggressive behavior and metacognitive functions: a longitudinal study on patients with mental disorders. *Annals of General Psychiatry*, 19(1). <https://doi.org/10.1186/s12991-020-00286-3>.

- Chabbouh, A., Hallit, S., Farah, N., Youssef, C., Hankache, A., Fekih-Romdhane, F., Bitar, Z., & Obeid, S. (2023). Examining correlates of aggression and mediating effect of psychological distress between exposure to media violence and aggression in Lebanese adults. *BMC Psychology*, 11(1). <https://doi.org/10.1186/s40359-023-01232-0>.
- Chaika, G.V. (2020). Personal Traits Supporting Positive Relations with Others. *Ukrainian Psychological Journal*, 1(13): 223–237. [https://doi.org/10.17721/upj.2020.1\(13\).14](https://doi.org/10.17721/upj.2020.1(13).14).
- Chen, C., Li, C., Fei, S., & Chen, W. (2024). Network analysis of trait aggression among community youths and juvenile offenders. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-01872-w>.
- Dam, V.H., Hjordt, L.V., da Cunha-Bang, S., Sestoft, D., Knudsen, G.M., & Stenbæk, D.S. (2021). Trait aggression is associated with five-factor personality traits in males. *Brain and Behavior*, 11(7). <https://doi.org/10.1002/brb3.2175>.
- Dhasmana, P., Singh, G., Srinivasan, M., & Kumar, S. (2018). Anger and psychological well-being: A correlational study among working adults in Uttarakhand, India. *International Journal of Medical Science and Public Health*, 1. <https://doi.org/10.5455/ijmsph.2018.0102802022018>.
- Di Stasio, M., Rinaldi, C., Sciaraffa, J., & Cheong, C. (2020). The Relationship Between Indirect Aggression and Loneliness for Emerging Adults: What Does Interpersonal Competence Have to Do with Wellbeing? *Alberta Journal of Educational Research*, 66(1): 1–16. <https://doi.org/10.55016/ojs/ajer.v66i1.56664>.
- DiLalla, L.F., Diaz, E., & Jamnik, M.R. (2020). Toward the Dark Side: Temperament, Personality, and Genetics Related to Antisocial Behaviors. In *Behavior Genetics of Temperament and Personality*, Pages 193–213, Springer New York. https://doi.org/10.1007/978-1-0716-0933-0_7.
- Dryburgh, N.S.J., Ponath, E., Bukowski, W.M., & Dirks, M.A. (2022). Associations between interpersonal behavior and friendship quality in childhood and adolescence: A meta-analysis. *Child Development*, 93(3): e332–e347. <https://doi.org/10.1111/cdev.13728>.
- Flaxman, P.E., Blackledge, J.T., & Bond, F.W. (2010). *Acceptance and Commitment Therapy*. Routledge. <https://doi.org/10.4324/9780203834688>.
- Gong, X., Wang, L., Li, Y., Lin, D., & Wang, S. (2023). Personal growth initiative and depression: the mediating role of need for cognition and affect. *Current Psychology*, 43(4): 3843–3852. <https://doi.org/10.1007/s12144-023-04542-z>.
- Gutiérrez-Cobo, M.J., Megías-Robles, A., Gómez-Leal, R., Cabello, R., & Fernández-Berrocal, P. (2023). Emotion regulation strategies and aggression in youngsters: The mediating role of negative affect. *Heliyon*, 9(3): e14048. <https://doi.org/10.1016/j.heliyon.2023.e14048>.
- Hanina, H. (2022). The Relationship between Parenting and Educational Environment on the Aggressive Behavior of Street Children in the Emas Indonesia Foundation, Medan City. *Journal of Scientific Research, Education, and Technology*, 1(2): 126–134. <https://doi.org/10.58526/jsret.v1i2.13>.

- Hopwood, C.J., Thomas, K.M., Markon, K.E., Wright, A.G.C., & Krueger, R.F. (2012). DSM-5 personality traits and DSM-IV personality disorders. *Journal of Abnormal Psychology*, 121(2): 424–432. <https://doi.org/10.1037/a0026656>.
- Hutagalung, I. (2021). Socialization of the Impact of Violence through Mass Media on Aggressive Behavior. *ICCD*, 3(1): 584–587. <https://doi.org/10.33068/iccd.vol3.iss1.428>.
- Iñiguez-Berrozpe, T., Orejudo-Hernández, S., Ruiz-Eugenio, L., & Elboj-Saso, C. (2021). School Networks of Positive Relationships, Attitudes against Violence, and Prevention of Relational Bullying in Victim, Bystander, and Aggressor Agents. *Journal of School Violence*, 20(2): 212–227. <https://doi.org/10.1080/15388220.2021.1875842>.
- Ireland, L., Hawdon, J., Huang, B., & Peguero, A. (2020). Preconditions for guardianship interventions in cyberbullying: Incident interpretation, collective and automated efficacy, and relative popularity of bullies. *Computers in Human Behavior*, 113: 106506. <https://doi.org/10.1016/j.chb.2020.106506>.
- Isen, J., Tuvblad, C., Younan, D., Ericson, M., Raine, A., & Baker, L.A. (2021). Developmental Trajectories of Delinquent and Aggressive Behavior: Evidence for Differential Heritability. *Child Psychiatry & Human Development*, 53(2): 199–211. <https://doi.org/10.1007/s10578-020-01119-w>.
- Kayhan, H. (2021). Behavioral Genetics and Predisposition to Aggressive Behavior. *Research and Reviews on Healthcare: Open Access Journal*, 6(5). <https://doi.org/10.32474/rrhoaj.2021.06.000250>.
- Krueger, R.F., Derringer, J., Markon, K.E., Watson, D., & Skodol, A.E. (2011). Initial construction of a maladaptive personality trait model and inventory for DSM-5. *Psychological Medicine*, 42(9): 1879–1890. <https://doi.org/10.1017/s0033291711002674>.
- Lai, A.Y.K., Sit, S.M.M., Thomas, C., Cheung, G.O.C., Wan, A., Chan, S.S.C., & Lam, T. (2021). A Randomized Controlled Trial of a Positive Family Holistic Health Intervention for Probationers in Hong Kong: A Mixed-Method Study. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.739418>.
- Le, D.T., Huynh, S.V., Vu, T.V., Dang-Thi, N.T., Nguyen-Duong, B.T., Duong, K.A., Mai, T.N., Huynh, T.N., Mai, P.T., & Tran-Chi, V.L. (2023). Personality Traits and Aggressive Behavior in Vietnamese Adolescents. *Psychology Research and Behavior Management*, 16: 1987–2003. <https://doi.org/10.2147/prbm.s405379>.
- Liu, H., Dou, K., Yu, C., Nie, Y., & Zheng, X. (2021). The Relationship between Peer Attachment and Aggressive Behavior among Chinese Adolescents: The Mediating Effect of Regulatory Emotional Self-Efficacy. *International Journal of Environmental Research and Public Health*, 18(13): 7123. <https://doi.org/10.3390/ijerph18137123>.
- López-Fernández, F.J., Mezquita, L., Etkin, P., Griffiths, M.D., Ortet, G., & Ibáñez, M.I. (2021). The Role of Violent Video Game Exposure, Personality, and Deviant Peers in Aggressive Behaviors Among Adolescents: A Two-Wave Longitudinal Study. *Cyberpsychology, Behavior, and Social Networking*, 24(1): 32–40. <https://doi.org/10.1089/cyber.2020.0030>.

Mauri, M.C., Cirnigliaro, G., Piccoli, E., Vismara, M., De Carlo, V., Girone, N., & Dell'Osso, B. (2022). Substance Abuse Associated with Aggressive/Violent Behaviors in Psychiatric Outpatients and Related Psychotropic Prescription. *International Journal of Mental Health and Addiction*, 21(6): 4071–4084. <https://doi.org/10.1007/s11469-022-00842-w>.

Milovanović, I., Gentile, A., Gutović, T., Kezić, A., Matošić, D., Kreivytė, R., Valantine, I., Daidone, G., Bianco, A., Radjo, D., Obradović, B., & Drid, P. (2020). Prosocial and Aggressive Behavior Occurrence in Young Athletes: Field Research Results in Six European Countries. *Sustainability*, 12(12): 5085. <https://doi.org/10.3390/su12125085>.

Modestino, E.J., Blum, K., Dennen, C.A., Downs, B.W., Bagchi, D., Llanos-Gomez, L., Elman, I., Baron, D., Thanos, P.K., Badgaiyan, R.D., Braverman, E.R., Gupta, A., Gold, M.S., & Bowirrat, A. (2022). Theorizing the Role of Dopaminergic Polymorphic Risk Alleles with Intermittent Explosive Disorder (IED), Violent/Aggressive Behavior and Addiction: Justification of Genetic Addiction Risk Severity (GARS) Testing. *Journal of Personalized Medicine*, 12(12): 1946. <https://doi.org/10.3390/jpm12121946>.

Munusamy, S., Jeyagobi, S., Mohamed, I.N., Murthy, J.K., Chong, S.T., Abdullah, H., & Kamaluddin, M.R. (2022). Underlying Familial Factors for Aggressive Behavior in Romantic Relationships: A Systematic Review. *International Journal of Environmental Research and Public Health*, 19(8): 4485. <https://doi.org/10.3390/ijerph19084485>.

Navas-Casado, M.L., García-Sancho, E., & Salguero, J.M. (2023). Associations between maladaptive and adaptive emotion regulation strategies and aggressive behavior: A systematic review. *Aggression and Violent Behavior*, 71: 101845. <https://doi.org/10.1016/j.avb.2023.101845>.

Penado Abilleira, M., Rodicio-García, M.L., Corrás Vázquez, T., Ríos de Deus, M.P., & Iglesias Cortizas, M.J. (2019). Personality characteristics of a sample of violent adolescents against their partners. *Psicologia: Reflexão e Crítica*, 32(1). <https://doi.org/10.1186/s41155-019-0122-7>.

Pérez-Fuentes, M. del C., Molero Jurado, M. del M., Barragán Martín, A.B., & Gázquez Linares, J.J. (2019). Family Functioning, Emotional Intelligence, and Values: Analysis of the Relationship with Aggressive Behavior in Adolescents. *International Journal of Environmental Research and Public Health*, 16(3): 478. <https://doi.org/10.3390/ijerph16030478>.

Raine, A., Dodge, K., Loeber, R., Gatzke-Kopp, L., Lynam, D., Reynolds, C., Stouthamer-Loeber, M., & Liu, J. (2006). The reactive–proactive aggression questionnaire: differential correlates of reactive and proactive aggression in adolescent boys. *Aggressive Behavior*, 32(2): 159–171. <https://doi.org/10.1002/ab.20115>.

Rezaei, A.M., Naeim, M., Asadi, R., Ardebil, F.D.T.M., Bayat, M., & Khoshroo, K. (2021). The Predictive Role of Emotional Intelligence, Resilience, and Personality Traits in Addiction Potential of Students at Arak University of Medical Sciences. *Addictive Disorders & Their Treatment*, 20(4): 472–478. <https://doi.org/10.1097/adt.0000000000000276>.

- Rossi, R., Talevi, D., Gregori, E., Quarta, E., Lucaselli, A., & Pacitti, F. (2020). Early interpersonal violence mediates the effect of family history of mental disorder on suicide attempts in a non-clinical sample. *Rivista Di Psichiatria*, 55(1). <https://doi.org/10.1708/3301.32717>.
- Rotshak, J.Y., e Selzing-Musa, G., Longdas, P.D., & Laraba Mungu, B. (2021). Aggression and violence in the Nigerian educational sector: implications for integration and national development. *International Journal of Engineering Applied Sciences and Technology*, 6(7): 40–46. <https://doi.org/10.33564/ijeast.2021.v06i07.008>.
- Ryff, C.D., & Keyes, C.L.M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4): 719–727. <https://doi.org/10.1037/0022-3514.69.4.719>.
- Sagiv, L., & Roccas, S. (2021). How Do Values Affect Behavior? Let Me Count the Ways. *Personality and Social Psychology Review*, 25(4): 295–316. <https://doi.org/10.1177/10888683211015975>.
- Seddig, D., & Davidov, E. (2018). Values, Attitudes toward Interpersonal Violence, and Interpersonal Violent Behavior. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.00604>.
- Schaefer, L., Williams, G.C., & Ford, T. (2021). Social Supports for Community Corrections Clients: Risk Factors or Protective Factors? *Journal of Qualitative Criminal Justice & Criminology*. <https://doi.org/10.21428/88de04a1.69f6e14>.
- Skřivánková, P., Páv, M., Faberová, K., Perkins, D., Boukalová, H., Adam, D., Mazouchová, A., Gillernová, I., Anders, M., & Kitzlerová, E. (2023). Violence risk and personality assessment in adolescents by Structured Assessment of Violence Risk in Youth (SAVRY) and high school personality questionnaire (HSPQ): Focus on protective factors strengthening. *Frontiers in Psychiatry*, 13. <https://doi.org/10.3389/fpsyg.2022.1067450>.
- Sorkhou, M., Johnstone, S., Kivlichan, A.E., Castle, D.J., & George, T.P. (2022). Does cannabis use predict aggressive or violent behavior in psychiatric populations? A systematic review. *The American Journal of Drug and Alcohol Abuse*, 48(6): 631–643. <https://doi.org/10.1080/00952990.2022.2118060>.
- Taylor, S., Calkins, C.A., Xia, Y., & Dalla, R.L. (2017). Adolescent Perceptions of Dating Violence: A Qualitative Study. *Journal of Interpersonal Violence*, 36(1–2): 448–468. <https://doi.org/10.1177/0886260517726969>.
- Tharshini, N.K., Ibrahim, F., Kamaluddin, M.R., Rathakrishnan, B., & Che Mohd Nasir, N. (2021). The Link between Individual Personality Traits and Criminality: A Systematic Review. *International Journal of Environmental Research and Public Health*, 18(16): 8663. <https://doi.org/10.3390/ijerph18168663>.
- Vekariya, R.J., & Parikh, J. (2019). Youth problems and aggression among adolescents. *International Journal of Indian Psychology*, 7(4): 1099–1105. <https://doi.org/10.25215/0704.128>.
- Wagner, L. (2019). The Social Life of Class Clowns: Class Clown Behavior Is Associated with More Friends, but Also More Aggressive Behavior in the Classroom. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.00604>.

Wright, A.G.C., Pincus, A.L., Hopwood, C.J., Thomas, K.M., Markon, K.E., & Krueger, R.F. (2012). An Interpersonal Analysis of Pathological Personality Traits in DSM-5. *Assessment*, 19(3): 263–275. <https://doi.org/10.1177/1073191112446657>.

Xavier, A., Cunha, M., & Pinto-Gouveia, J. (2017). Daily Peer Hassles and Non-Suicidal Self-Injury in Adolescence: Gender Differences in Avoidance-Focused Emotion Regulation Processes. *Journal of Child and Family Studies*, 27(1): 59–68. <https://doi.org/10.1007/s10826-017-0871-9>.

Yang, P., Schlomer, G.L., Lippold, M.A., & Feinberg, M.E. (2021). Longitudinal Discrepancy in Adolescent Aggressive Behavior Problems: Differences by Reporter and Contextual Factors. *Journal of Youth and Adolescence*, 50(8): 1564–1581. <https://doi.org/10.1007/s10964-021-01431-1>.

Zhang, M., Liu, H., & Zhang, Y. (2020). Adolescent Social Networks and Physical, Verbal, and Indirect Aggression in China: The Moderating Role of Gender. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00658>.