UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ART AND SOCIAL SCIENCE (FAS)

BACHELOR OF SOCIAL SCIENCE (HONS) GUIDANCE AND COUNSELLING

UAPC3083 PROJECT PAPER 2

THE RELATIONSHIP BETWEEN EMOTIONAL REGULATION, PEER SUPPORT AND AGGRESSIVE BEHAVIOUR AMONG UNDERGRADUATE STUDENTS IN MALAYSIA

ONG YEE CHIUN 19AAB01541

SUPERVISOR: MS. KOMATHI A/P LOKITHASAN

ACKNOWLEDGMENT

Abstract

This quantitative research aims to examine the relationship between emotional regulation, peer support, and aggressive behaviour among undergraduate students in Malaysia. A cross-sectional study was conducted among 212 participants recruited through the use of the purposive sample approach for a cross-sectional study. In all, 212 college students participated in the study; their ages (M = 21.22, SD = 2.934) ranged from 17 to 26 years old. The study employs standardised instruments to measure emotional regulation strategies, assess perceived levels of peer support, and quantify instances of aggressive behaviour. The instruments used were the Emotion Regulation Questionnaire (ERQ), the Peer Support Questionnaire (PSQ), and the Aggression Questionnaire (AGQ). The degree and direction of the relationships between these variables will be investigated using the statistical technique of Pearson product-moment correlation. Subgroup analyses will also be carried out to investigate any moderating effects that might arise from contextual or demographic factors. The results demonstrate that among undergraduates, there is a substantial correlation between peer support and emotional regulation. Nonetheless, there is no relationship between emotional regulation and aggressive behaviour, and the null hypothesis is rejected between peer support and aggressive behaviour. The result of this study provides practical insights for university students, counsellors, and educators in Malaysia on coping mechanisms for emotional regulation by considering peer support and reducing aggression.

UAPC3083 PROJECT PAPER I

<u>**Quantitative Research Project Evaluation Form**</u>

Project Title: The relationship between emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia	
Supervisor: Ms. Komathi a/p Lokithasan	
Student's Name: **Ong Yee Chiun**	Student's ID: 19AAB01541

INSTRUCTIONS:
Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.

2. Please mark only **3(A)** or **3(B)** for **Proposed Methodology**.

3. For criteria **7**:
   Please retrieve the marks from " **Oral Presentation Evaluation Form**".

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: • Research design • Sampling method and sample size • Location of study • Instruments/apparatus/outcome measures (if applicable) • Data gathering procedures	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e. Conclusions, implications, and applications.	5%	
Sum	25%	/25%
Subtotal (Sum/5)	5%	/5%

Remark:

2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable). • For non-experiment, describe the design of the study and data used.	5%	
b. Sampling procedures: • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval.	5%	
c. Sample size, power, and precision: • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable).	5%	
d. Data collection procedures: • Inclusion and exclusion criteria. • Procedures of obtaining consent. • Description of data collection procedures. • Provide dates defining the periods of recruitment or repeated measures and follow-up. • Agreement and payment (if any).	5%	
e. Instruments/questionnaire used: • Description of instruments • Scoring system • Meaning of scores • Reliability and validity	5%	
Subtotal	25%	/25%

Remark:		

2. (B) METHODOLOGY – SINGLE-CASE EXPERIMENT (25%)	**Max Score**	**Score**
a. Research design/framework: • Identify the design, phase and phase sequence, and/or phase change criteria. • Describe procedural changes that occurred during the investigation after the start of the study (if applicable). • Describe the method of randomization and elements of study that were randomized (if applicable). • Describe binding or masking was used (if appliable).	5%	
b. Participants AND Context AND Approval: • Describe the method of recruitment. • State the inclusion and exclusion criteria. • Describe the characteristics of setting and location of study. • Procedures of ethical clearance approval. • Procedures of obtaining consent.	5%	
c. Measures and materials used: • Operationally define all target behaviours and outcome measures. • Reliability and validity. • Justify the selection of measures and materials. • Describe the materials.	5%	
d. Interventions: • Describe the intervention and control condition in each phase. • Describe the method of delivering the intervention. • Describe evaluation of procedural fidelity in each phase.	5%	
e. Data analysis plan: • Describe and justify all methods used to analyze data.	5%	
Subtotal	25%	/25%
Remark:		

3. RESULTS (20%)	**Max Score**	**Score**
a. Descriptive statistics/Sequence completed: • Demographic characteristics • Topic-specific characteristics • For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable	5%	
b. Data diagnostic and missing data (if applicable):	5%	

- Frequency and percentages of missing data (compulsory). - Methods employed for addressing missing data. - Criteria for post data-collection exclusion of participants. - Criteria for imputation of missing data. - Defining and processing of statistical outliers. - Data transformation. - Analyses of data distributions.		
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: - Accurate report and interpretation of confidence intervals or statistical significance. - Accurate report of p values and minimally sufficient sets of statistics (e.g., *dfs*, *MS*, *MS error*). - Accurate report and interpretation of effect sizes. - Report any problems with statistical assumptions.	5%	
Subtotal	20%	/20%
Remark:		

4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Discussion of findings: - Provide statement of support or nonsupport for all hypotheses. - Analyze similar and/or dissimilar results. - Justifications for statistical results in the context of study.	5%	
b. Implication of the study: - Theoretical implication for future research. - Practical implication for programs and policies.	5%	
c. Relevant limitations of the study.	5%	
d. Recommendations for future research.	5%	
Subtotal	20%	/20%
Remark:		

5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score
a. Language proficiency	3%	
b. Content organization	1%	
c. Complete documentation (e.g., action plan, originality report)	1%	
Subtotal	5%	/5%
Remark:		

6. APA STYLE AND REFERENCING (5%)	Max Score	Score
a. 7th Edition APA Style	5%	/5%
Remark:		

*ORAL PRESENTATION (20%)	Score	
Subtotal	/20%	
Remark:		

PENALTY	Max Score	Score
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
FINAL MARK/TOTAL	/100%	

***Overall Comments:

_____

_____

_____

_____

_____

Signature: _____   **Date:**

_____

UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELING

INDIVIDUAL ORAL PRESENTATION EVALUATION FORM (FACE TO FACE/VIRTUAL PLATFORM)

UAPC3093 PROJECT PAPER II

Student's Name	ID	*Total (40%)	**Final score (20%)
ONG YEE CHIUN	19AAB01541		

**Final Score: (   ) / 40 marks ÷ 2 = (   ) / 20 marks
***to be converted into 20%**

Date: _____   Time: _____

SCORE \ TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
POSTER PRESENTATION PREPARATION					
Organisation		Title/author of paper clearly displayed. Concise presentation of introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Adequately presents introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Presents main ideas of introduction, review of literature, methodology, findings and conclusions.	Title/author are missing. Insufficient coverage of main points of introduction, review of literature, methodology, findings and conclusions.
Competency		Student demonstrates competent knowledge of the subject by explaining the subject with details. Able to answer questions posted by the	Student is able to provide sufficient information to enable audience to understand main ideas. Able to answer questions posted by the	Student is able to provide basic information with vague and disjointed ideas. Student tried to answer the questions posted by	Student is unable convey the information fluently to the audience/examiner. Student is not able to answer the questions posted by the

TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
		audience/examiners fluently with confidence.	audience/examiners with noticeable interval.	the audience/examiner using common-sense rather than evidence-based answer.	audience/examiner.
Visual Presentation		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement Mismatch of graphics and text.
Mechanics		The slides are flawless with no misspelling, punctuation, or grammatical errors. Provide essential sources and citations using 7th edition APA style.	2 – 3 misspelling, punctuation and/ or grammatical errors in the slides. Provided excessive and cluttered sources and citations.	4 misspelling, punctuation and/ or grammatical errors detected in the slides. Inconsistent citation styles detected.	Slides are riddled with multiple spelling, punctuation and/ or grammatical errors. Does not cite sources.

SCORE TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
VERBAL SKILLS					
Enthusiasm		Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows little positive feelings toward topic presented.	Shows absolutely no interest in topic presented.
Delivery		Uses a clear voice and speaks at a good pace so audience can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Audience can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience has difficulty hearing presentation.	Presenter mumbles or talks very fast and speaks too softly for audience to hear and understand.

Language		Excellent and competent use of subject-related vocabulary and correct pronunciation.	Presentation shows competent use of subject-related vocabulary and correct pronunciation.	Some parts of lapse into colloquialism with inappropriate vocabulary and pronunciation.	Mostly inappropriate vocabulary and pronunciation.
NON-VERBAL SKILLS					
Eye Contact		Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Body Language & Facial Expression		Movements seem fluid. Displays relaxed, self-confident nature about self, with no-mistakes. Appropriate facial expression without a zoned-out or confused expression.	Made movements or gestures that enhance articulation. Makes minor mistakes, displays little or no tension. Occasionally demonstrate either a zoned-out or confused expression during presentation.	Rigid movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. Occasionally demonstrate both zoned-out or confused expressions during presentation.	No movement or descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes. Consistently zoned-out or displays confused expression during presentation.
Timing		Within 10 to 15 minutes of allotted time.	Within 17 minutes of allotted time OR too short (<10 minutes).	Within 20 minutes of allotted time OR too short (<5 minutes).	Too long (>20 minutes) or too short (<3 minutes).
*TOTAL					

Comments:

_____

_____

_____

Evaluated by:

_____
(NAME OF EVALUATOR: _____)

Department of Psychology and Counseling
Faculty of Arts and Social Science
UTAR Perak Campus

Table of Contents

Chapter 1 Introduction

Background of the study

Emotional regulation refers to the ability of a group of cognitive and behavioural methods employed to manage and control one's emotions (Costa et al., 2022). This might involve recognising and comprehending emotions, altering emotional responses, and appropriately expressing emotions. Emotional regulation is crucial for interpersonal harmony, social and emotional well-being, and healthy interpersonal interactions. The rigours of higher education must be adapted to, and students must learn to manage the typical pressures that develop during this time. These stresses could include having to leave behind established family and social networks, taking on new tasks, and making new friends (Murakami et al., 2019).

In order to get peer support, one must be in a similar circumstance to themselves. Peer assistance might take the form of knowledge, practical counsel, or emotional support (Iliffe & Thompson, 2019). It significantly provides strength to those who lack access to other support networks like family or coworkers. 75% of students claimed peer support was a main factor for creating a positive atmosphere (Spielman et al., 2015). Peer support has been proven to be helpful in a variety of situations, including managing chronic illnesses, mental health, and drug misuse (Shalaby & Agyapong, 2020). A person may not need as much help from their peers if they have enough support from their family and friends, which may not have any additional effects on their mental wellbeing (McLeod & Davis, 2023).

Krishnaveni and Shahin (2014) characterise aggressive behaviour as deliberate actions aimed at inflicting physical or psychological harm upon another individual, which can manifest in various forms, including physical violence, verbal harassment, or bullying. Research has indicated an increase in individuals' levels of hostility, accompanied by frequent occurrences of domestic violence and other manifestations of aggression (Mazza et al., 2020).

Particularly among young adults, their aggressive behaviour also escalated (Ye et al., 2021). Moreover, aggressive conduct presents a noteworthy health issue of societal significance because of its association with a range of unfavourable outcomes, such as negative impacts on mental health, difficulties in interpersonal relationships and entanglement with the criminal justice system (Girasek et al., 2022).

Lastly, exploring the interconnections among emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia holds paramount significance. Emotional regulation plays a significant role in influencing how students manage and navigate the various difficulties they encounter during their university experience (De Almeida Cunha et al., 2022). Peer support possesses the dual capacity to serve as a protective shield against aggression and as a means to foster emotional well-being (Liu et al., 2021). If failure to address aggressive behaviour can have adverse consequences on the broader campus environment (Akman, 2021). Hence, studying these variables will enhance our grasp of student interactions, helping us develop strategies to foster a more supportive and harmonious academic environment in Malaysia.

Problem of statement

In Southeast Asia, Malaysia stands as an advanced developing country where aggressive related behaviours are prevalent (Azam et al., 2017). To effectively tackle this problem, it's essential to comprehend the elements that contribute to this aggressive behaviour (Araujo-Soares et al., 2019). The research demonstrated that the link between peer attachment and adolescent aggressive behaviour was influenced by self-efficacy in handling negative emotions (Liu et al., 2021). Emotional regulation and peer support have been identified as key factors that may influence the occurrence of aggressive behaviour (Liu et al., 2021). Research conducted on aggression in Malaysia, revealing that young adults aged 21 to 30 tend to exhibit moderate to high levels of aggressive behaviour (Abdullah et al., 2015). Marret and Choo (2017) discovered that out of 1634 participants, 91% displayed signs of aggressive tendencies. Furthermore, the research revealed a gender disparity, with males comprising 52.2% of the reported aggressive incidents and females representing 43.3%. Hence, it is clear that aggressive behaviour is prevalent among young individuals in Malaysia. In order to develop effective intervention strategies that promote wholesome relationships and lessen aggressive behaviour, this research examines the connections between emotional regulation, peer support, and aggressive behaviour among undergraduate students in Malaysia.

Moreover, undergraduate students' psychological health and social connections depend on their capacity to control their emotions (Finkelstein-Fox et al., 2018). Research focusing on aggressive behaviours has examined the role of emotional regulation as an additional factor involved in the intricate interplay between negative emotions and issues of aggression (Md. Din

& Ahmad, 2021). If a person is skilled at regulating their emotions, the likelihood of developing aggressive behaviour decreases (Purwadi et al., 2020). According to Ahmad (2013), statistics indicate that Malaysian undergraduates face a deficiency in soft skills and emotional balance both during their academic studies and after completing their education. Furthermore, Lim (2013) reported that approximately sixty percent of Malaysian graduate's exhibit poor attitude, character, personality, and communication skills. So, difficulties in managing and regulating emotions, such as anger, frustration, or resentment, can result in maladaptive responses and aggressive behaviour among undergraduate students (Navas-Casado et al., 2023). Thus, this study will help the students who have aggressive behaviours on regulating their emotions and getting the support from their peers.

Furthermore, social and peer dynamics also play a role in the development of aggressive behaviour (Obsuth et al., 2015). After all, Malaysia is a diverse country, encompassing various ethnicities with rich and distinct historical backgrounds (Lim et al., 2020). Cultural comparisons reveal evident distinctions in social norms, indicating that Malaysians tend to be more socially oriented and embrace a collectivist lifestyle, which contrasts with the UK's greater individualist living (SAAT, 2021). Malaysia is recognized as a collectivist society, where individuals strongly associate themselves with various "groups" and prioritise group harmony and cooperation (SAAT, 2021). Peer interactions, social norms, and the desire to establish dominance or gain social status can contribute to aggression (Laninga-Wijnen et al., 2019). The influence of peer pressure, competition, or the need to fit into specific social groups may amplify aggressive tendencies among undergraduate students, leading to behaviour such as stealing and robbery (Chen & Deng, 2022). In 2015, Malaysian adolescents were involved in 29.7% with drugs, 36% of property-related crimes, and 13.4% in people-related crimes like rape, aggression and harassment

(Rajendran et al., 2022). These statistics reveal significant social problems among adolescents in Malaysia, with aggressive behaviour being prevalent, potentially influenced by poor peer support (Rajendran et al., 2022). However, there was lack of study about the undergraduate students which the influence of aggression and peer support may carry on from adolescent stage.

Besides that, it is necessary to study this context due to the population gap. With the majority of the research focusing on adolescents and children, leaving a gap in the literature regarding other age groups. According to research conducted in China which only focuses on Chinese adolescents, there is a significant relationship between emotional regulation, peer support and aggressive behaviour (Liu et al., 2021). Children as participants in the study showed that emotional regulation approaches had analytical effects on their coping with peer pressure and levels of aggressiveness (Gülay Ogelman & Fetihi, 2019). Furthermore, aggressive behaviour within the undergraduate student community presents a significant concern, affecting not only personal welfare but also the broader campus environment (Alami et al., 2015). This study aims to examine the interrelationships among aggressive behaviour, peer support, and emotional regulation among undergraduate students. Finding possible areas for intervention and preventative efforts is the goal. This study is significant because it will help us understand the factors that lead to aggressive behaviour among undergraduate students and because it may help us develop effective preventative and intervention measures for resolving this problem in Malaysia.

Research Objectives

1. To examine the relationship between emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia.

2. To examine the gender differences on aggressive behaviour among undergraduate students in Malaysia.

Research Questions

1. Is there a relationship between emotional regulation and aggressive behaviour among undergraduate students in Malaysia?

2. Is there a relationship between peer support and aggressive behaviour among undergraduate students in Malaysia?

3. Is there a relationship between emotional regulation and peer support among undergraduate students in Malaysia?

Research Hypotheses

H_1: There is a relationship between emotional regulation and aggressive behaviour among undergraduate students in Malaysia.

H_2: There is a relationship between peer support and aggressive behaviour among undergraduate students in Malaysia.

H_3: There is a relationship between emotional regulation and peer support among undergraduate students in Malaysia.

Significance of study

Theoretical significance

The study on the relationship between emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia has significant theoretical implications. This study enhances our comprehension of the intricate interplay between individual, interpersonal and contextual factors in aggression by investigating the influence of emotional regulation and peer support on aggressive behaviour. Aside from that, this study may be noteworthy since there has recently been lacking research on the correlation between emotional regulation, peer support, and aggressive behaviour among undergraduate students in Malaysia. Therefore, this study will help address the research population gap which is Malaysian undergraduate students.

The theory that is significant for this study is Systemic Therapy. System theory is a counselling theory (Adams, 2022). It provides a distinctive perspective on and approach to emotional and psychological issues by taking into account the intricate framework of relationships that envelop a person (Boscolo & Bertrando, 2018). In this context, the use of Systematic Theory in determining the relationship of three variables which are emotional regulation, peer support as well as aggressive behaviour. Systematic theory is a strong focus on cognitive restructuring, the relationship between thoughts and emotions, as well as the encouragement of behavioural change, corresponds to the intricacy of the psychological processes. It is believed to provide new insight from a counselling perspective.

This can help guide future studies in this field and lay the groundwork for more elaborate theories of aggression. The study also offers empirical proof that emotional regulation and peer support are crucial in lowering aggressive behaviour in young people. This can assist to improve already-existing theories of aggressiveness and serve as a foundation for future theories that take these elements into account.

Practical significance

The study also has significant practical implications for counsellors, educators and policymakers working with undergraduate students. Example, the school authority can promote students' well-being by focusing their emotional regulation as well as preventing unhealthy behaviours. If the study finds a strong correlation between controlling emotions and peer support and aggression in undergraduate students, it could mean that therapies that emphasise emotional control and peer support are effective in reducing aggressive behaviour. Using this data, evidence-based interventions and regulations may be created to lessen aggression on college campuses.

The research can also help with the creation of educational initiatives and interventions that enhance undergraduate students' development of emotional regulation and peer support. In order to successfully regulate their emotions and seek assistance from their classmates, students can benefit from such programmes or seminars, which lowers the likelihood that they would act aggressively.

In conclusion, there are theoretical and practical implications to the study on the interaction between emotional regulation, peer support, and aggressive behaviour among

undergraduate students. The study is important from a theoretical and practical standpoint. On the one hand, it clarifies the complex interaction between personal, interpersonal, and environmental elements that contribute to aggression. On the other hand, it is important from a practical standpoint since it may help shape the creation of interventions and regulations that are reliable and efficient in lowering aggression on university campuses.

Definition of terms

Conceptual definitions

Emotional regulation. Emotional regulation describes the capacity to oversee and govern one's emotional reactions, enhancing the ability to navigate diverse circumstances effectively (Webb et al., 2012). This process encompasses the observation, assessment, and adjustment of thoughts, feelings, and actions in response to both internal and external stimuli. Emotional regulation strategies are instrumental in augmenting, diminishing, or sustaining the influence of emotions. They can be intentional or automated. Cognitive reappraisal, acceptance, introspection, rumination, and diversion are a few typical methods for controlling one's emotions (Blanke et al., 2021). Better psychological well-being, social functioning, and overall health outcomes are all associated with effective regulation of emotions.

Peer support. Peer support is a form of social support that involves the exchange of emotional, informational support, appraisal, or hope between individuals who share similar experiences (Castelein et al., 2008). Peer support can take many forms such as offering advice, listening, sharing experiences or providing practical help. Peer support can be in-

person or through other means, casual or formal, organised or unstructured (Shalaby & Agyapong, 2020). Peer support has been proven to be successful in fostering health and wellbeing, boosting self-esteem, and minimising stress and social isolation.

Aggressive behaviour. According to Freshbach (1964), aggressive behaviour is defined as behaviours taken with the intent to hurt, injure, or upset other people. According to Salmivalli et al. (2000), aggressive behaviour can take many different forms, including physical, verbal, relational, and indirect hostility. Other than that, emotions like rage, frustration, jealousy, or a desire for control or power frequently serve as the driving forces behind aggressive behaviour (Hay, 2017). Since, aggressive behaviour can have negative effects on both the aggressor and the target, including bodily and psychological harm, social repercussions, and damage to interpersonal relationships (Dewi and Kyranides 2002). Hence, understanding the factors that contribute to aggressive behaviour, such as emotional regulation and peer support, can help to prevent and reduce aggressive behaviour and promote healthier relationships and communities.

Operational definitions

Emotional regulation. According to Gross & John (2003), emotional regulation can be operationally defined with Emotion Regulation Questionnaire (ERQ). The measurement tool comprises 10 items and the goal is to assess people's inclination to manage their emotions using cognitive reappraisal and expressive suppression techniques (Gross & John, 2003). It measures the items with a seven-point Likert scale such as 1 = strongly disagree, 4 = neutral, and 7 = strongly agree. There are no reverse items. The cognitive reappraisal scale

includes items number 1, 3, 5, 7, 8 and 10, while the expressive suppression scale includes

items 2, 4,

6, and 9. The order of the items should not be changed. Individuals who score higher on the scale

tend to use emotional regulation strategies more frequently, while those who score lower on the

scale tend to use these strategies less often (BSc, 2023).

Peer support. Peer support can be operationally defined with the Peer Support

Questionnaire (PSQ) (Alaei & Hosseinnezhad, 2020). The questionnaire is composed of

twenty-two items and is intended to evaluate peer support. The items were arranged on a 5-

point Likert scale, with 1 indicating strongly disagree and 5 indicating strongly agree. There

are five factors of Peer Support Questionnaire with associated reliability indicators, which is

informational support, emotional support, instrumental support, validation or feedback, and

companionship support (Alaei & Hosseinnezhad, 2020). Several peer support factors have

been included in this Peer Support Questionnaire, and each one will receive a different score.

A respondent who scores highly on the PSQ is said to receive more peer support in their

lives; conversely, a respondent who scores poorly overall is said to receive less peer support

(Alaei & Hosseinnezhad, 2020).

Aggressive behaviour. According to Buss & Perry (1992), the Aggression

Questionnaire (AGQ) is a tool that individuals can use to assess their own aggression levels

in four major areas. Like, anger, hostility, physical aggression, and verbal aggression. The

AGQ consists of 29 questions, and participants are asked to express their agreement level

with each statement using a seven-point Likert scale, spanning from "extremely

uncharacteristic of me" on the way to " extremely characteristic of me" (Buss & Perry,

1992). Question 1 to 9 is physical aggression. Question 10 to 14 is verbal aggression. Question 15 to 21 is anger. Question 22 to 29 is hostility. By summing the scores for each scale, the total aggression score can be calculated. A greater total score shows a greater level of aggressive behaviour (Buss & Perry, 1992).

Chapter 2 Literature Review

Emotional regulation

Attempts to control emotions in ourselves or others are referred to as emotion regulation (ER). ER, unlike its predecessors, now includes the management of both positive and negative emotions in order to attain certain goals (McRae & Gross, 2020). Effective ways to deal with emotions, like reappraisal, are linked to positive results, like better psychological well-being and fewer psychopathological symptoms. Less effective ways to deal with emotions, like suppression, are often linked to less well-being and more psychopathology (Gross, 1998; Aldao et al., 2010; Cludius et al., 2020; Cameron & Overall, 2018). Several environmental elements influence the impact and frequency of reappraisal as a strategy for managing emotions. Several elements contribute to the control of negative emotions, including the intensity of the feeling, the cognitive or perceptual origin of the emotion, the available time for regulation, and the existence of positive emotions in the given context (McRae & Gross, 2020).

Emotional regulation involves the management of one's emotional encounters, reactions, and displays to attain specific objectives or results (Torrence & Connelly, 2019). This research investigates how leaders regulate their emotions in diverse work-related situations, which has a significant impact on their performance. Surprisingly, attentional deployment had no effect on leadership tasks, shedding light on emotion regulation in leadership circumstances (Torrence & Connelly, 2019). Furthermore, several models have been devised to elucidate the mechanism of emotion regulation. One of the most prevalent and straightforward models is the process model of emotion regulation, as outlined by Gross (2015). This model delineates the process, commencing with the selection of situations that trigger emotions, followed by situation modification to

influence emotions, attentional deployment to divert focus from emotions, cognitive adjustment through reappraisal, and ultimately, behavioural modulation in response to the emotions that have evolved through these stages (Gross, 2015). Hence, it becomes evident that emotion regulation strategies have a substantial impact within the expanded framework of the process model, particularly in the second and third phases (Gross, 2015; Waugh et al., 2022). This phenomenon has led to a surge in research concerning emotion regulation strategies, as these strategies are fundamentally intertwined with emotion regulation itself, as per the model proposed by Gross (2014).

Peer support

Peer support pertains to the social connections and associations formed by individuals with their peers. Numerous research inquiries have examined the correlation between peer relationships and aggressive behaviour. Farrell et al. (2017) found that certain dimensions of peer influences were related to adolescents' aggression, other problem behaviours and prosocial behaviour. Adolescents' development depends on peer support, which moulds their behaviours and emotional health. Those that establish close relationships with their peers during this time frequently show decreased anger and better emotional control. Teenagers' general mental health and behavioural results may therefore be improved by creating positive peer interactions and offering emotional support (Farrell et al., 2017). Additionally, Gülay Ogelman & Fetihi (2019) explored how emotional regulation strategies in 5-year-old children are linked to their peer relationships. This research focuses on a different population which is 5-year-old children as how they are interacting with their peers. It would be a fresh and new view to get the findings in undergraduates.

Additionally, it's noteworthy that peer attachment was negatively associated with aggressive behaviour among Chinese adolescents, and research demonstrated that emotion-regulating selfefficacy mediated this relationship (Liu et al., 2021). In a diverse context of Malaysia, this study focuses on multicultural areas, involving participants from various religions.

Aggressive behaviour

Aggressive behaviour has been found to be associated with deficits in emotional regulation. For instance, it was found that a self-regulation of emotion modules was effective in reducing aggressive behaviour in adolescents (Alhadi et al., 2019). There is also a similar study that showed that aggressive behaviour is associated with those who can't control their emotions (Hsieh & Chen, 2017). For example, particularly when those individuals have little inhibitory control. However, mindfulness may be helpful for many forms of aggressiveness since it enables individuals to concentrate on their emotional control as they go about their daily lives (Garofalo et al., 2019). In terms of aggressive acts, this study views a few variables, not only considering the internal factor of emotional regulation but also considers external variables of peer support and influence. Therefore, the results from these investigations collectively suggest that individuals who encounter challenges in emotional regulation are at an elevated risk of becoming involved in aggressive behaviour.

Emotional Regulation and Peer Support

The interaction between emotional regulation and peer support plays a significant role in shaping the socioemotional well-being of adolescents. Research highlights the relevance of emotional regulation within educational contexts, emphasising its connection to engagement in

learning and relationships with peers and educators (De Neve et al., 2022). This underscores the importance of emotional regulation in fostering positive peer interactions and collaborative learning environments. Similarly, Gülay Ogelman and Fetihi (2019) examine how emotional regulation strategies in early childhood may contribute to the formation of meaningful peer relationships.

The implications of emotional regulation extend beyond direct associations, affecting adolescents' overall emotional health and self-perception within peer interactions. Available findings discuss emotion dysregulation's role as a mediator and moderator, potentially influencing emotional well-being and socioemotional outcomes in peer relationships (Rothenberg et al., 2019). Moreover, another study showed the chain-mediated effects of peer support on self-efficacy and self-regulation (Zou et al., 2023). This suggests that effective emotional regulation could enhance adolescents' self-efficacy, shaping their approach to peer interactions and potentially strengthening support networks. These studies collectively highlight the intricate interplay between emotional regulation and peer support, shedding light on the multifaceted mechanisms that contribute to adolescents' socioemotional development.

Peer Support and Aggressive Behaviour

Peer support encompasses emotional, practical, and informational assistance extended by one's peers. Research underscores the role of peer support as a protective factor against aggressive behaviour, fostering opportunities for positive social interactions while diminishing feelings of isolation and bolstering a sense of belongingness among individuals (Farrell et al., 2017). Furthermore, peer support serves as a catalyst for refining social aptitude, elevating self-esteem, and honing coping mechanisms, all of which collectively mitigate the propensity for aggressive

conduct (Kaliampos et al., 2022). Conversely, an absence of peer support may precipitate feelings of solitude and social seclusion, which, in turn, can contribute to the genesis of aggressive behaviour (Kaliampos et al., 2022).

Extensive research has demonstrated the substantial capacity of peer support to effectively diminish aggressive behaviour in adolescents. For instance, in a conducted study, it was revealed that peer support exhibited an inverse correlation with aggression, and this connection was moderated by the presence of positive social behaviours and decreased levels of delinquent actions (Farrell et al., 2017). Similarly, another investigation disclosed that peer attachment was linked negatively to aggressive behaviour in Chinese adolescents, and this association was shaped by the influence of regulatory emotional self-efficacy (Liu et al., 2021). The existing literature has motivated researchers to test the hypothesis that there may or may not be a relationship between peer support and aggressive behaviour among undergraduate students in Malaysia.

Emotional Regulation and Aggressive Behaviour

Emotional regulation ability is so significant towards adolescents to enhance the prevention of aggressive behaviour. Indeed, adolescents who face challenges in managing their emotions might encounter difficulties in containing their feelings, potentially giving rise to impulsivity, irritability, and ultimately, aggressive behaviours. Extensive research highlights the fundamental significance of emotional regulation in the development of aggressive conduct among youth. For instance, in a study led by Hsieh and Chen (2017), it was determined that emotional regulation and inhibitory control synergistically influenced the likelihood of adolescents engaging in aggressive behaviour. To elaborate, adolescents displaying lower levels

of emotional regulation and inhibitory control exhibited a heightened propensity for aggression. Likewise, another study unearthed an association between mindfulness and various forms of aggression, with emotional regulation emerging as a key mediator in this relationship (Garofalo et al., 2019). The outcome illustrates that decreased mindfulness and emotion regulation skills were connected to heightened aggression levels (Garofalo et al., 2019).

In addition, a study found that a self-regulation of emotion modules was effective in reducing aggressive behaviour among adolescents (Alhadi et al., 2019). The module focused on teaching adolescents' emotional regulation skills, such as identifying and labelling emotions, using cognitive reappraisal and problem-solving. The study's findings demonstrated a substantial decrease in aggressive behaviour among the participants as a direct result of the intervention. Other than that, numerous research investigations have delved into the connection between emotional regulation and aggressive behaviour. For example, a notable discovery highlights the implementation of self-regulation of emotion modules to reduce aggressive behaviour among adolescents (Alhadi et al., 2019). It also highlighted that emotional regulation played a significant role in predicting aggression among adolescents (Purwadi et al., 2020). In order to comprehend the relationship between emotional regulation and aggressiveness and to create successful treatments to reduce aggressive behaviour in adolescents, it is essential to understand the dynamics of emotional regulation.

Therefore, both peer support and emotional regulation play pivotal roles in averting the emergence of aggressive behaviour among adolescents. Interventions that focus on enhancing peer support and emotional regulation skills may be effective in reducing aggressive behaviour and promoting positive social behaviour among adolescents. Therefore, the hypotheses are

formed to test the relationships between emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia.

Limitation

Last but not least, although the literature study has shed light on the complex interactions between adolescent aggression, peer support and emotional regulation, there are several limitations that need to be noted. The findings from many of the referenced research may not be applicable to undergraduate students because they predominantly studied teenage populations. Furthermore, the literature's predominant focus on Western cultural contexts may cast doubt on the relevance of these results to Malaysia's complex cultural environment. Direct comparisons are further complicated methodological differences and the use of various measuring techniques across research. Future research should take into account cross-cultural exploration, intervention development tailored to the local context, cultural adaptation of strategies and more in order to address these limitations and advance our understanding of these dynamics among undergraduate students in Malaysia.

Theoretical framework

Systemic Therapy

In the investigation of "The Relationship between Emotional Regulation, Peer Support, and Aggressive Behaviour Among Undergraduate Students," the theoretical basis of Systemic Therapy focuses on interpersonal relationships, behavioural patterns, and emotions that are interconnected with the individuals' sues. It provides holistic findings about individuals within

social and relational contexts. This research involves the variable of peer support to find out its influence on the system as a whole through understanding the relationship between emotional regulation and aggression. System theory consists of the assumption that each person is interdependent in a group and will be influenced by social systems. Usually, systemic theories are studied in the context of family therapy, but this research views them from another perspective to find out how peer relationships affect one's emotional regulation and aggressive behaviour.

Instead of just focusing on oneself, such as emotional regulation or the behaviour (aggression) itself, a systemic approach also looks into the underlying system, on which peer support is the variable that is being focused (Carlson & Lambie, 2012). The patterns that lead to aggressive action can be explored through the dynamic of peer interactions, as the quality of interpersonal relationships is shown to have a significant negative correlation with aggression (Kewalramani & Singh, 2017). Eventually, this quantitative research will consist of instruments that measure emotional regulation and aggressive behaviour and also consider the variable of peer support in the participants' relationships to validate different viewpoints that are not limited to themselves.

Moreover, emotional regulation is affected by both individual and situational factors, which can be studied using a systemic approach (Chen & Liao, 2021). Based on recent findings, peer relationships are an essential variable in supporting the development of emotion regulation (Sahi et al., 2023). How an individual regulates his or her emotions will lead to different responses and expressions in the relationship. It's also undeniable that Systemic Therapy considers contextual elements by involving emotional regulation in addressing aggression.

Conceptual Framework

Figure 1

The relationship between emotional regulation, peer support and aggressive behaviour among undergraduates' students in Malaysia
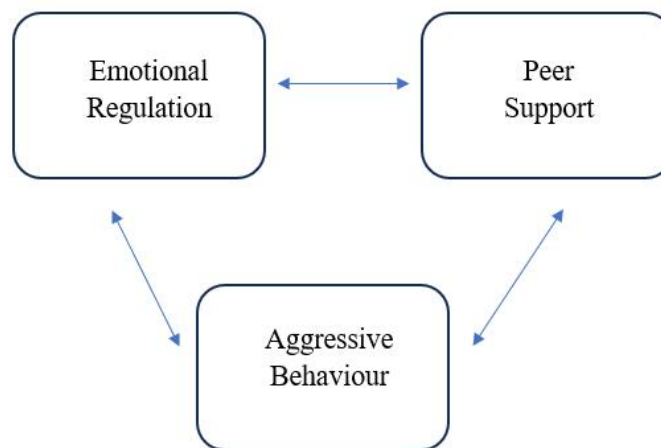
The figure above represents the current study's conceptual framework, which is based on Systemic Therapy. Its foundational principal acknowledges circular causality (Walter, 2023). It indicates that A influences B, whereas B influences A, and the research aimed to explore the relationship between emotional regulation, peer support, and aggressive behaviour. The study of emotional states will contribute to the individual's escalation or de-escalation of aggression within peer groups. When these three variables are interconnected, it allows studies to examine whether relationships in certain areas may have an influence on others. Thus, it suits this research very well in understanding how aggressive behaviour can be influenced by or have a relationship with emotional regulation and peer support.

This conceptual framework proposes that emotional regulation and peer support may also be important factors in reducing aggressive behaviour. Specifically, people who possess superior emotional regulation abilities are less likely to display aggressive behaviour, and individuals who receive sufficient support from peers may also experience less aggression. Both emotion dysregulation and social support satisfaction may mediate the relationship between emotional regulation, peer support, and aggressive behaviour, respectively. This context helps in designing effective interventions to reduce aggression and promote well-being. Its objective focuses on investigating the relationship between two independent variables, emotional regulation and peer support, and aggressive behaviour (dependent variable). The current study also seeks to determine if these two independent variables may affect the dependent variable (aggressive behaviour) to a considerable degree, as stated using Systemic Therapy. Furthermore, the research will be quantitative, with further details provided in the following chapter.

Chapter 3 Methodology

Research Design

This research employed a **cross-sectional design** to gather data on the variables of emotional regulation, peer support, and aggressive behaviour within a defined duration among undergraduate students in Malaysia. A cross-sectional design allows the researcher to make comparisons between each participant and gain data at the same time (Curtis et al., 2016). This study was **quantitative research** due to its focus on numerical data collection. The choice of a quantitative methodology was suitable, as the primary objectives were centred around investigating the interplay between emotional regulation, peer support, and aggressive behaviour within Malaysian undergraduate students. The research exclusively targeted qualified respondents in the form of undergraduate students. Data collection primarily consisted of firsthand information, commonly referred to as primary data, sourced directly from the participants.

The survey was a research method that enables the collection of data from specific populations within a defined time frame using questionnaires (Ponto, 2015). The correlational research design was chosen because it was intended to evaluate the correlations and causal links between variables without altering or modifying any of them (Bhandari, 2021). The researcher employed a **self-report survey questionnaire** administered in survey form through Google Form, as participants were tasked with completing the responses independently, without the assistance of the researcher (Nurmahmudah & Nuryuniarti, 2020). The questionnaire consisted of three primary components: the Emotion Regulation Questionnaire (ERQ), the Peer Support

Questionnaire (PSQ), and the Aggression Questionnaire (AGQ). Hence, the response is based on the respondent's most recent situation.

Other than that, the relationships between variables will be examined. After gathering all the data, the researcher used Microsoft Excel to examine the descriptive and inferential statistics. The application used for data analysis in this study is G*Power to calculate the number of participants required.

Sampling Procedures

This study applied purposive sampling. Only participants who fulfil certain criteria had the qualifications to join in this research to enhance the validity of the results. This non-probability sampling method provides everyone with a chance to get selected and contribute to the findings (Etikan, 2016). Through purposive sampling, the researcher could guarantee that the chosen participants are the most suitable for presenting useful information for the research (Etikan, 2016). Some inclusion criteria for participants in this research involved (i) respondents must be Malaysian, (ii) respondents' age must be over 18 years old, and (iii) respondents must be currently studying at universities. In order to get a varied range of data, the participants were being selected, and those who did not fulfil the criteria were be eliminated. There are some exclusion criteria for participants in this research involving (i) respondents who are not Malaysian, (ii) respondents' age under 18 years old, and (iii) respondents who are not studying in universities. Hence, only participants who fulfilled the criteria could participate in this survey research. That was how purposive sampling was believed to produce meaningful results within a short period of time and was cost-effective (Jordan, 2021).

Location of Study

This study was conducted using samples from university students from a few Malaysian states, such as Perak, Penang, Kuala Lumpur, Sabah, Sarawak, Perlis, Kedah, and Johor. It was a self-reporting online survey questionnaire distributed through a link and QR code generated with Google Form. The researcher introduced and promoted this research through social media sites such as WeChat, Instagram, and Facebook. Aside from that, the survey also gave to those who meet the study requirements via social networking sites such as WhatsApp, Gmail, Facebook Messenger, and others. Similarly, the researcher engaged physically with participants in class and around campus.

Ethical Clearance Approval

In the current study, the university's ethical clearance process was followed by gaining consent from the research supervisor (Ms.Komathi a/p Lokithasan). Before gathering data from subjects, the researcher obtained ethical clearance from the appropriate supervisor. Its goal was to preserve the study participants' rights while still maintaining their privacy and confidentiality. At the same time, ethical approval shielded the researcher from personal liability when participants knew their role in the research and the accessibility of their data. The participants completed the form while the researcher obtained authorization to gather data samples and delivered the paperwork to the supervisor for compilation. Following that, the supervisor forwarded the ethical clearance permission to the Head of the Department of Counselling and Psychology at the Faculty of Arts and Social Science (FAS). As a result, it was critical to get faculty consent before beginning data collection. Finally, the ethical clearance approval was obtained 9th October 2023

(Re: U/SERC/260/2023), which then led to the recommencement of data collection for the pilot study.

Sample size, power, and precision

The sample size referred to the total number of target participants, which determined according to Maxwell's method. According to Maxwell, the sample size should be 212 when there are a total of two independent variables in the study so that the power of 0.80 could be obtained (Maxwell, 2000). G*Power 3.1.9.4 was used to generate and calculate the sample size from the data collected through the pilot study. G*Power is a statistical tool using computation to analyse power by graphically displaying the result after calculating the effect size (Faul et al., 2007). In the test family, the researcher inserts "Exact" using the statistical test of "correlation. Bivariate normal model" aims to examine the relationship of the variables, with the correlation p 0.3. According to the research found, the effect size is p 0.4 under the range of moderate (Garofalo et al.). This context uses p 0.3 due to the recommendation for conventional moderate effect size under bivariate correlation (Cohen et al., 2013). However, the effect size that calculate by the pilot study are not reasonable, thus the researcher used the Maxewell's method to calculate on it. In short, the number of required target participant is 141 undergraduates. In order to increase the reliability, the expected participants to be recruited would increase a range of 50 % from the calculated 141 participants, which is 212 (Salim & Abdullah 2017). The final proposed sample size was 212, which was decided based on Maxwell's method. It is important to have appropriate sample sizes and powers to lead to reliable results that can be used in decision-making or have future implications.

Actual Sample Size

The final sample size used in the statistical analysis consisted of a total of 212 samples as proposed. Nevertheless, a total of 218 responses were actually collected at the end of the data collection period. However, 2 invalid responses were excluded along the way, and the data collection continued until the proposed sample size was reached. These cases were deleted as the individual was unengaged responses, and she didn't fulfil the inclusion or exclusion criteria. Unengaged responses were defined as situations where the pattens of response from respondent were refused to shared their personal data (Ibrahim et al., 2015). These data must be handled accordingly as they would affect the data quality and analysis moving forward (Javed & Khan, 2017). Therefore, the actual response rate of the responses was 99.06%, though 100% of the proposed sample size (n = 212) was achieved. According to research, a response rate of 60% was already considered as acceptable; therefore, this means that the response rate of the current study was definitely sufficient as it was way above 60% (Johnson & Wislar, 2012; McPeake et al., 2014). Hence, the 2 respondents as mentioned above were deleted right away as not only the proposed sample size was achieved, but the response rate was also acceptable.

Power Analysis

Hypothesis 1. PPMC was used for the identification of the relationship between emotional regulation and aggressive behaviour, which is the first research hypothesis. In G*Power 3.1.9.4, 'Exact' was selected as the test family, and 'Correlation: Bivariate Normal Model' was selected as the statistical test. According to the results of the pilot study, the effect size was $r=.0333$, which was considered a conventional small effect size for bivariate correlational analysis (Cohen et al.,

2013) Additionally, the power was decided to be 0.8, and the margin of errorwas.055 according to the suggestion of Cohen (Chuan, 2006; Cohen, 1988). That being said, the suggested sample size was 7205 according to the software.

Hypothesis 2. PPMC was used for the identification of the relationship between peer support and aggressive behaviour, which is the second research hypothesis. In G*Power 3.1.9.4, 'Exact' was selected as the test family, and 'Correlation: Bivariate Normal Model' was selected as the statistical test. According to the results of the pilot study, the effect size was $r=.01722$, which was considered a conventional small effect size for bivariate correlational analysis (Cohen et al., 2013) Additionally, the power was decided to be 0.95, and the margin of errorwas.055 according to the suggestion of Cohen (Chuan, 2006; Cohen, 1988). That being said, the suggested sample size was433,3 according to the software.

Hypothesis 3. PPMC was used for the identification of the relationship between emotional regulation and peer support, which is the third research hypothesis. In G*Power 3.1.9.4, 'Exact' was selected as the test family, and 'Correlation: Bivariate normal model' was selected as the statistical test. According to the results of the pilot study, the effect size was $r = .406$, which was considered as a conventional medium effect size for bivariate correlational (Cohen et al., 2013). Additionally, the power was decided to be 0.95, and the margin of error was .05 according to the suggestion of Cohen (Chuan, 2006; Cohen, 1988). That being said, the suggested sample size was 73 according to the software.

Nevertheless, the sample size provided is not ideal for collecting data. Therefore, in light of this circumstance, the researcher decided to test the individual regression coefficient using the required Maxwell sample size, which yields a power of .80. There are two independent variables in this study, and a sample size of 141 is encouraged. The predicted number of participants to be recruited would rise by 50% from the estimated 141 participants, or 212, in order to improve reliability (Salim & Abdullah 2017). 212 was the final suggested sample size, which was chosen using Maxwell's method.

Data Collection Procedures

The data was collected using a survey form by combining three measurements in the Google Form. Initially, the researcher ensured the declaration of consent was shown so that the participants understood the purpose of the research before collecting their data. It was essential to let participants know that the data collected was for academic purposes. In order to collect data that will be helpful for the current study, the sampling of research participants was done based on a few inclusion and exclusion criteria. The inclusion criteria are as follows:

(i)   Respondents must be Malaysian.

(ii)   Respondents' age must be over 18 years old.

(iii)   Respondents must be currently studying at local universities.

With these inclusion criteria, it could be ensured that the results of the current study were able to reflect the emotional regulation, peer support, and aggressive behaviour of the undergraduates in the Malaysian context. In addition, the age range was also important to make sure that the

research participants were undergraduates, who are reported to have increased aggressive behaviour (Shaikh et al., 2021).

At the same time, the research participants were excluded as they had learned the techniques from professional practitioners (i.e., counsellors), and the data might be inappropriate to generalise to the overall research population. Besides, the research participants were also excluded as they declared that they had aggressive behaviour. In addition, the research participants had been excluded as they were part of the population for the pilot study, which were the students studying guidance and counselling at UTAR. That was a necessary measure to prevent the participants from the pilot study from participating in the actual study (Lackey & Wingate, 1997).

Informed Consent

A consent form was the first section of the online survey (Google Form). Research participants received information about the survey on a number of topics, such as the introduction, study objectives, confidentiality concerns, voluntary participation, and the researcher's contact details. In actuality, this study was an academic endeavour by a student from Universiti Tunku Abdul Rahman in addition to fulfilling the research goals mentioned in the preceding chapter. Thus, before consenting to participate in the study voluntarily, the research participants had to be fully and correctly informed about the survey and their involvement, which is why this section was crucial. Having said that, there were no adverse consequences for research participants who chose to leave the study at any time. The researcher's email address and phone number were also included in this section so that the research participants would have someone to contact in case

they ran into any challenges. Ultimately, the participants' consents were acquired since they checked the "agree" box on the Google Form and accepted the details as stated.

Instruments/Questionnaire

The questionnaire in this research is the Emotion Regulation Questionnaire (ERQ). It aims to measure the tendency of participants to regulate their emotions (Gross & John, 2003). This scale contains 10 items, which participants are required to rate on a 7-point Likert scale, from 1 (strongly disagree) to 7 (strongly agree), indicating how the items make sense to their emotional lives. The questionnaire is separated into two sections: emotional experience and emotional expression. It also helps to understand how the emotional experience under cognitive reappraisal of the participants and the way they talk or behave are categorised under expressive suppression. In the section on cognitive reappraisal, it is explored how a person attempts to change the emotional impact by knowing the thought in the situation, whereas behavioural expression is inhibited under expressive suppression (Preece et al., 2019)).

Research shows that ERQ is reliable for all types of age groups, including adolescents and young adults in rural and urban areas. It is able to be applied across a range of sample types and cultures. This questionnaire has acceptable to excellent levels of internal consistency, ranging from 0.73 to 0.82 (Wang et al., 2020). It has also proven to be a valid and reliable measurement for determining emotional regulation. These two regulation strategies are scored on separate scales, which show a higher tendency for a person to apply them. The score below 28 indicates low, 29 to 47 indicates moderate, and above 48 indicates high levels of overall emotional regulation on the Emotional Regulation Questionnaire (ERQ).

The second measurement is the Peer Support Questionnaire (PSQ), with 22 items (Alaei & Hosseinnezhad, 2020). Other than examining peer support, it also evaluates the satisfaction of participants with peers (Alaei & Hosseinnezhad, 2020). The participants have to rate on a 5-point Likert scale, from 1 (strongly disagree) to 5 (strongly agree), their attitudes towards peer support. This questionnaire was developed by Hromek and Walsh (2012). This measurement is considered a promising tool, with a Cronbach's alpha for internal reliability of 0.948 and a coefficient alpha of 0.95 (Alaei & Hosseinnezhad, 2020). On the Development and Validation of Peer Support Questionnaire (PSQ), a score of less than 22 to 55 indicates low, 56 to 89 is moderate, and greater than 90 indicates high levels of overall perceived peer support. A number of subscales are included in the instrument, which are feedback, emotional support, instrumental support, and companionship support.

The third measurement is the Aggression Questionnaire (AGQ), with 29 items using the 7-point Likert scale developed by Buss and Perry in 1992. 1 is extremely uncharacteristic of me, while 7 is extremely characteristic of me, representing me exactly like the participants. According to Buss and Perry (1992), this questionnaire evaluates four main components, which include anger, hostility, physical aggression, and verbal aggression. The total result can be obtained by adding all the scores, but items 7 and 18 are reversed scores. Research shows that the reliability of the AGQ is.848, indicating high reliability (Ramli, 2016). The scores below 70 indicate low, 71 to 140 indicate moderate, and above 140 indicate high levels of overall aggression on the Aggression Questionnaire (AGQ). Regardless of gender or cultural influences, the AGQ has consistently proven its dependability as a predictor of aggressive behaviour. Three unique subscales within the AGQ give insight into various characteristics of aggression. The physical

aggressiveness subscale examines the proclivity for physical violence. Activities with aggression symptoms consist of punching, shoving, or hurling things. Meanwhile, the verbal aggressiveness subscale assesses the proclivity to engage in verbal aggression. For example, name-calling and uttering threats that may lead to harm to others. Finally, the fury subscale assesses an individual's level of anger and aggravation (Buss & Perry, 1992).

Chapter 4: Result

Descriptive Statistics

Demographic Characteristics

The demographic characteristics of the participants in the current study are reported in Table 3.1 below. In the current study, there were a total of 212 undergraduates, whose ages ranged from 17 to 26 years old ($M = 21.22$, $SD = 2.934$). They were 0.5% ($n = 1$) respondents who were 17 and 26 years old, 3.77% ($n = 8$) who were 18 years old, 6.13% ($n = 13$) who were 19 years old, 6.6% ($n = 14$) who were 20 years old, 19.34% ($n = 41$) who were 21 years old, 48.11% ($n = 102$) who were 22 years old, 12.74% ($n = 27$) who were 23 years old, and 2.36% ($n = 5$) who were 24 years old. There were no respondents under the age of 25, while the majority of participants in this research were 22 years old. In this study, female participants were 50.47% ($n = 107$) more than male participants, who were 49.52% ($n = 105$). The largest group of them were Chinese ($n = 205$; 96.7%), followed by Indians ($n = 5$; 2.36%), and the least were Malay ($n = 2$; 0.94%).

The location of universities of the research participants were not listed in the table below as there were too many of them. It involved Universiti Tunku Abdul Rahman (UTAR), Tunku Abdul Rahman University of Management and Technology, Universiti Utara Malaysia (UUM), International Medical University (IMU), Universiti Putra Malaysia (UPM), Universiti Malaysia Pahang, Help University, Golden Chef College (GCCA), INTI International University, Asia Pacific University, Universiti Sains Malaysia, Segi College Sarawak, Sunway University, Universiti Malaya, Equator College, SEGI University, University of Technology Malaysia (UTM), Northern University Malaysia, UOW Malaysia KDU Penang, IPK College, Apextar

Academy, University of Cyberjaya (UoC), Wawasan Open University and Reliance College. All

the respondents were currently enrolled university courses in Malaysia.

Table 4.1

Demographic Characteristics of Participants (n = 212)

		n	%	*M*	*SD*	Minimum	Maximum
Age				21.11	2.934	17	26
	17	1	0.47				
	18	8	3.77				
	19	13	6.13				
	20	14	6.60				
	21	41	19.34				
	22	102	48.11				
	23	27	12.74				
	24	5	2.36				
	26	1	0.47				
Gender							
	Male	105	49.52				
	Female	107	50.47				
Race							
	Malay	2	0.94				
	Chinese	205	96.7				
	Indian	5	2.36				

Note. *n* = number of respondents; % = percentage; *M* = mean; *SD* = standard deviation

Topic-Specific Variables Characteristics

The descriptive statistics of the topic specific variables including the emotion regulation ($M = 47.000$; $SD = 8.829$), peer support ($M = 84.000$; $SD = 14.245$), and aggressive behaviour ($M = 108.000$; $SD = 28.317$) were reported in Table 4.2 below. Furthermore, the data for all three variables (i.e., emotion regulation, peer support, aggressive behaviour) appeared to be normal according to their values of skewness and kurtosis as they were all within ±2.000. In addition, the data for emotional regulation ($W = 0.990$, $p = .164$), and aggressive behaviour ($W = 0.989$, $p = .114$) seemed to be normal according to the p-value of Shapiro-Wilk, which was above than the standard $p = .05$. This indicated that the normality null hypothesis was failed to be rejected. Nevertheless, the data for peer support ($W = 0.966$, $p < .001$), appeared to be not normal as the p-values were below the standard $p = .05$, which indicates that the normality null hypotheses have been rejected by the data. As a result, caution should be used when handling abnormal data.

Table 4.2

Descriptive Statistics

	Emotional Regulation	Peer Support	Aggressive Behaviour
Median	47.000	84.000	108.000
Mean	48.033	84.335	104.481
Std. Deviation	8.829	14.245	28.317
Skewness	0.205	-0.029	0.157
Kurtosis	-0.169	0.150	-0.033
Std. Error of Kurtosis	0.333	0.333	0.333
Shapiro-Wilk	0.990	0.966	0.989
P-value of Shapiro-Wilk	0.164	< .001	0.114
Minimum	23.000	31.000	41.000
Maximum	70.000	110.000	186.000

Data Diagnostic and Missing Data

Percentages and Frequency of Missing Data

Among all the data that was gathered, there were no missing data (n = 0; 0%). However, before moving on to the statistical analyses, a few unengaged responses (n = 3; 1.4%) were deleted. When a respondent's responses were the same for every item on a scale, it was considered that they were unengaged. Unengaged responses were defined as suspicious patterns of consistent responses from a respondent (Ibrahim et al., 2015). In order to have a filtered data set for analysis, the methodology involved calculating the standard deviation of each response (Makkar & Singh, 2018). This was done to eliminate unengaged responses from the data set. In short, the frequency and percentage were based on the total number of responses collected, which was 215. Therefore, the final number of responses used in the current study was 212 after excluding the unengaged responses, which was sufficient for the required sample size.

Methods Employed for Addressing Missing Data

Setting each survey item in the Google form as required meant that if any were left blank, respondents could not continue with the survey, which was the first step taken to guarantee the completeness of the responses. In addition, Microsoft Excel was used to thoroughly review the gathered data in order to make sure that no information was missing. The function "=COUNTBLANK(A2:AW2)," which contained both columns for demographic data and

questionnaire items, was used to accomplish this. There were "0" results for every row in the function, indicating that there were no missing values.

Criteria for Post Data-Collection Exclusion Participants

Three responses in total were not included in the data that was gathered. Having said that, the exclusion of the unengaged responses was the first requirement for post-data collection exclusion. The standard deviation of each respondent's answers to all of the questions was calculated to identify the unengaged responses. This was done in Microsoft Excel using the function "=STDEV.P(K2:AW2)". The values with less than 0.5 standard deviations from results case numbers 57, 63, and 120 have been checked by the unengaged responses (Li et al., 2022). Therefore, in order to keep the three unengaged responses from affecting the data analysis, they were eliminated.

Criteria for Imputation of Missing Data

Depending on the level of data, missing data should be imputed. For instance, mean should be used in place of interval level data and median should be used in place of ordinal level data. However, imputation of missing data was not necessary because there were no missing data.

Data Analysis

Pearson Product-Moment Correlation

The collected data from the Google Form after extracting it to Microsoft Excel will be analysed using Jeffrey Statistics Programme (JASP) version 16.0.2. There are descriptive statistics, including gender, age, and educational background, that can give a greater picture of demographic information. The test of Pearson's Product-Moment Correlation (PPMC) will be used to investigate the relationship between emotional regulation, peer support, and aggression, which fulfil Hypotheses 1, 2, and 3.

Correlation

Table 4.3

Pearson's Correlations

Variable		Total ER		Total PS	Total AG
1. Total ER	Pearson's r	—			
	p-value	—			
2. Total PS	Pearson's r	0.525	***	—	
	p-value	< .001		—	
3. Total AG	Pearson's r	-0.017		-0.072	—

Pearson's Correlations

Variable		Total ER	Total PS	Total AG
	p-value	0.809	0.299	—

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

H_1: There is no relationship between emotional regulation and aggressive behaviour among undergraduate students in Malaysia.

It was reported that r (212) =.017, p =.809. The results indicated that there is no statistically significant positive relationship between emotion regulation and aggressive behaviour. That being said, the null hypothesis was rejected as the p-value was more than.05. It is concluded that there is not enough evidence at the α level to conclude that there is a linear relationship between emotional regulation and aggressive behaviour.

H_2: There is no relationship between peer support and aggressive behaviour among undergraduate student

It was reported that r (212) =.072, p =.299. The results indicated that there is no statistically significant positive relationship between emotion regulation and aggressive behaviour. That being said, the null hypothesis was accepted as the p-value was more than.05.

H_3: There is a relationship between emotional regulation and peer support among undergraduate students in Malaysia.

According to the results as shown in Table 4.3, it was reported that r (212) =.525, p <.001. The results indicated that there was a statistically significant positive relationship between emotion regulation and peer support. As the direction of the relationship was positive, it means that the greater the emotion regulation, the more frequent the use of peer support. That being said, the null hypothesis was rejected as the p-value was below.05, and H_3 was supported.

Assumption checks

Shapiro-Wilk Test for Multivariate Normality

Shapiro-Wilk	p
0.977	0.001

Shapiro-Wilk Test for Bivariate Normality

			Shapiro-Wilk	p
Total ER	-	Total PS	0.986	0.032
Total ER	-	Total AG	0.973	< .001
Total PS	-	Total AG	0.971	< .001

Criteria for Imputation of Missing Data

Depending on the level of data, missing data should be imputed. For instance, the mean should be used to replace interval data and the median should be used to replace ordinal data. However, imputation of missing data was not done in the current study because there were no missing data.

Data Transformation

In data transformation, reverse-scored items were recorded in Microsoft Excel using the function"=IF(BQ2=1,7,IF(BQ2=2,6,IF(BQ2=3,5,IF(BQ2=4,4,IF(BQ2=5,3,IF(BQ2=6,2,IF(BQ2=7, 1)))))))". The reversal of scores was done for the entire Aggressive Behaviour Questionnaires for the convenience of the respondents. The items that used to make the reversed score is AG7 and AG18.

Analyses of Data Distribution

Normality. It is essential to conduct a normality test when employing central tendency measurements and statistical methods for data analysis. The data will be distributed to four variables which are emotional regulation, peer support, and aggressive behaviour. These was analysed with normality tests which included skewness, kurtosis, Shapiro Wilk, and boxplot. By measuring central tendency and statistical techniques for data analysis, it is very crucial to do the normality test.

Skewness and Kurtosis. The values of skewness for emotional regulation were 0.205, peer support was -0.029, and aggressive behaviour was 0.157. The values of kurtosis for emotional

regulation were -0.169, peer support was 0.150, and aggressive behaviour was -0.033. The outcome indicates that all the values fell within the range of 1.96. All three variables exhibited negative skewness, whereas only peer support demonstrate negative kurtosis. Positive skewness indicates a longer tail on the right side, while negative skewness suggests a longer tail on the left side. Additionally, a negative value for kurtosis, indicating platykurtic behaviour, implies a fatter tail than the normal distribution. On the other hand, positive kurtosis, signifying leptokurtic behaviour, implies a tail flatter than the normal distribution.

Criteria for Imputation of Missing Data

Missing data should be imputed according to the level of data. For example, ordinal level of data should be replaced by median, and interval level of data should be replaced by mean. Nevertheless, as there were no missing data, imputation of missing data was not performed in the current study.

Chapter 5 Discussion and Conclusion

Discussion

This research aims to determine the relationship between emotional regulation, peer support and aggressive behaviour among undergraduate students.

Emotional Regulation and Aggressive Behaviour

The H_1 of the research proposed that there is relationship between emotional regulation and aggressive behaviour. According to the findings of PPMC, the result showed no significant relationship between emotional regulation and aggressive behaviour. Based on recent studies, cognitive reappraisal as an emotional regulation strategy only directly has a relationship with decreasing aggression (Gutiérrez-Cobo et al., 2023). Another finding also claimed that cognitive appraisal of emotions leads to a negative influence on aggressive responses, which is consistent with past studies (Cricenti et al., 2022). Emotions are either essentially good or something negative. Instead, it conveys information about one's self and one's functioning with the surroundings (Bonanno & Burton, 2013). Thus, it is hard to find a correlation between emotional regulation and aggressive behaviour.

Due to individual differences involving personality traits and characteristics, people display different emotion regulation strategies in adapting to the situational context (Kobylińska & Kusev, 2019). Following Jara et al. (2017), revealed that aggressors place a higher priority on social values than victims, implying a possible link between emotional control and acts of

aggression. Alternatively, some studies present a more complicated connection between regulation of emotions and aggression. For instance, Garcia-Sancho et al. (2015) found that while emotion regulation might mitigate aggression, certain types of emotion regulation strategies, particularly maladaptive ones like rumination, could exacerbate aggressive tendencies.

Emotional Regulation and Peer Support

The H_2 of the research proposes that there is a significant relationship between emotional regulation and peer support. Based on a study that recruited 387 adults' participants, it was claimed that the individuals will have lower psychological distress under good emotional regulation and social support (Karam et al., 2023). Social interactions alone and emotional regulation skills will not be beneficial in coping with stress, as retrieved from Gallup's 2022 annual reports. The relationship between emotional regulation and peer support is actually more complicated by explaining how the supports received help in regulating feelings, as it appears that an individual can increase their tendency to gain support by practicing emotional regulation skills (Petersen, 2022).

Social interactions with peers presenting a high level of positivity are found to be associated with emotion regulation, as children can demonstrate a caring manner when they are able to regulate and express their feelings (Qashmer, 2023). This topic in the context of adolescents also suggested the importance of adaptive emotional regulation strategies that can improve school transition by letting the students adjust to school life in relation to peer support (Cheng, 2014). Emotion regulation is an expression to other people in which the adolescents are

able to share feelings and thoughts under a positive peer relationship that plays an important role in their development to gain acquisitions as well as search for identity (Mert, 2020). Younger adults are found to be more resilient in gaining support, whereas older adults have a stronger capacity to control their emotions (Gooding et al., 2011). As a result, this study provides the latest information to show that there is a relationship between emotional regulation and peer support among undergraduates when most of the past research focuses on this topic in the age group of children and adolescents.

Peer Support and Aggressive Behaviour

The H_3 of the research posited that there is no significant relationship between peer support and aggressive behaviour. Other findings also support that an individual's temperament as well as the family's parenting style play a more essential role than perceived peer support in deciding whether the individual will engage in aggressive behaviour (Deater-Deckard et al., 2018). Research also shows that peer support for aggression increases during adolescents as they regard the peer's behaviours as acceptable, which can explain the lesser or no significant influence of peer support with aggressive behaviour when the target participants for this research are studies among undergraduate students (Pedersen et al., 2017). It is known that peer support for fighting may have a direct effect on the individual's frequency of aggression, but past research also did not find any associations between friends' support for fighting (Farrell et al., 2022).

Research has indicated that negative peer experiences, such as victimization, are inversely linked with emotion regulation processes among adolescents (Herd & Kim-Spoon, 2021). They

suggest that effective emotion regulation mechanisms serve as a protective factor against engaging in aggressive behaviour following negative peer experiences.

Implication of The Study

Theoretical Implication

The theory used in this research as a conceptual framework is systemic theory. Through understanding the interconnectedness of emotional regulation, peer support, and aggression, it encourages a more holistic understanding of human behaviour. Young adults rely on an important source of social and emotional support since they gain autonomy from their parents. The variable of this study is cultural sensitivity, which provides the latest research about emotional regulation, peer support, and aggression in the Malaysian context.

The result of this study helps in integrated intervention programmes that not only target well-being like emotional regulation skills and reducing aggressive behaviours but also consider the enhancement of social works. It views it at a community level to foster supportive connection and its influence on emotion regulation and aggression. As a result, it does not limit itself to only addressing the issue of individual coping mechanisms but also peer relationships by examining whether individuals gain support from others. Besides, the result of this study is beneficial for university students in understanding the relationship between emotional regulation, peer support, and aggressive behaviour. It was found that peer support significantly influences aggression, which indicates the importance of peer networks to reduce aggressive behaviour.

Practical Implication

The result of this study benefits from providing a practical framework for emotional regulation with the key element of peer support among university students. It helps the undergraduates in Malaysia understand the relationship between emotional regulation, peer support, and aggressive behaviour. After all, these variables have a high association with well-being. The undergraduates gain awareness not only in themselves about emotional regulation but also of their influence on others when considering peer variables of support in aggression. Such awareness is crucial for the development of personal growth as well as fostering greater knowledge about how emotions influence behaviour in social settings.

Counsellors and educators can also gain advantages from understanding the relationship between emotional regulation, peer support, and aggressive behaviour. Knowledge of emotional regulation and peer support works well in enhancing interpersonal skills. The counsellor can consider interventions or treatment strategies for assisting the undergraduates to navigate social situations and resolve conflicts with peers. Higher resilience from bouncing back from challenges will be cultivated and will also mitigate mental health challenges. The educators or authorities can also create a more harmonious and supportive learning environment by promoting healthy coping mechanisms. It also leads to a more positive campus culture and a healthier community by building positive relationships and, at the same time, ensuring undergraduate students are able to deal with their emotional experiences.

Limitation of The Study

The limitation of this study is that it has limited generalizability due to the extensive nature of the questionnaire. Some respondents from the sample representation might choose not to answer the survey when they know it contains lengthy questions. From this research, there are a total of 10 questions for the Emotion Regulation Questionnaire (ERQ), 22 questions for the Peer Support Scale, and 29 questions for the Buss-Perry Scale. Response quality during the later part of the survey might influence the result as the participants start to feel bored or lose attention (Jeong et al., 2023). Due to this survey fatigue, a total of 61 questions eventually cause people to not invest time in completing the survey and take part in this research.

The second limitation of the study is the sampling technique. Purposive sampling was adopted in the current study, which is a non-probability sampling method that has limitations in terms of its generalisation of results (Berndt, 2020). After all, some individuals have higher chances of being included in the research. Although this method was more convenient and time-efficient given the time constraints and limited resources, it would definitely be better if the results had greater external validity and representativeness of the research population. Among the data collected, it was observed that the majority of the research participants were Chinese students who were pursuing universities in Malaysia, with 207 participants in this research. The recruited Malay participants are 2 respondents, whereas there are 5 Indian participants. This is definitely not consistent with the actual population of undergraduates in Malaysia. Therefore, it must be noted that the results of this study could have limitations in terms of external validity.

Furthermore, there is a potential bias in the research population for the pilot study. The research population involved undergraduates who are currently studying guidance and counselling at UTAR. This means that the majority of them might have learned about topics regarding emotion regulation or mindfulness from their courses. It has been shown that a high level of trait mindfulness positively influences emotion regulation (Deng et al., 2020). Mindfulness also might lead to fewer rule violations, which consists of certain expected appropriate rules and relates to the current context of studying aggressive behaviour (Pepping et al., 2016). This could not only affect the reliability but also the normality of the results.

Recommendation for Research in The Future

The first recommendation of this study is to segment the questionnaire into logical sections with the aid of technology. The researcher can freely divide the section, such as by going to the next page on Google Forms, to alleviate participant fatigue. Based on a meta-analysis of randomised controlled trials, incentives show effectiveness in reducing the rate of failure to recruit participants (Abdelazeem et al., 2022). The researcher can also consider providing incentives to motivate participants to answer lengthy questionnaires. For example, the participants are rewarded if they manage to complete all the questions from this survey instead of just completing half way or being unwilling to participate in this research.

Moreover, it is recommended to use a probability sampling method for data collection. A probability sampling method will guarantee that all individuals in the population have equal chances of being selected for the research. It helps to ensure that the results of the research are

more representative of the population (Berndt, 2020). Nevertheless, it is understandable that collecting data using the probability sampling method could be rather difficult for undergraduate-level research as it requires more resources and time as compared to non-probability research. Therefore, it is recommended that researchers at least collect samples according to the demographical ratio of the population so that the results can be more generalizable. The researcher can also be aware of the ratio and distribution of respondents by considering multicultural factors.

The third recommendation is cautious selection when deciding the population to participate in a pilot study. It is essential not to affect the result by considering a non-biased population. The researcher may consider recruiting participants from a certain university, which involves respondents from more varieties. Instead of recruiting a group of respondents from a specific course or programme, the researcher can put more effort into gathering data from students based on the location of the universities.

References

Abdelazeem, B., Abbas, K. S., Amin, M. A., El-Shahat, N. A., Malik, B., Kalantary, A., &

Eltobgy, M. (2022). The effectiveness of incentives for research participation: A systematic

review and meta-analysis of randomized controlled trials. *PLOS ONE*, *17*(4).

https://doi.org/10.1371/journal.pone.0267534

Adams, C. R. (2022). *A systematic approach to multiple case study design in professional*

counseling and counselor education. DigitalCommons@SHU.

https://digitalcommons.sacredheart.edu/jcps/vol15/iss2/24/

Akman, Y. (2021). The relationship between school climate and students' aggressive behaviors.

International Journal of Progressive Education, *17*(2), 430–448.
https://doi.org/10.29329/ijpe.2021.332.26

Alhadi, S., Saputra, W. N., Purwadi, Wahyudi, A., Supriyanto, A., & Muyana, S. (2019).

Selfregulation of emotion module to reduce aggressive behavior. *Proceedings of the 3rd*

International Conference on Education Innovation (ICEI 2019).

https://doi.org/10.2991/icei-19.2019.6

Allan, J. (2017). *An Analysis of Albert Bandura's Aggression: A Social Learning Analysis*.

Macat Library.

Bandura, A. (1973). Aggression: a social learning analysis. *Stanford Law Review*, *26*(1), 239.

https://doi.org/10.2307/1227918

Bandura, A. (2001). Social cognitive theory: an agentic perspective. *Annual Review of*

Psychology, *52*(1), 1–26. https://doi.org/10.1146/annurev.psych.52.1.1

Bandura, A., Ross, D. M., & Ross, S. A. (1961). Transmission of aggression through imitation of

aggressive models. *The Journal of Abnormal and Social Psychology*, *63*(3), 575–582.

https://doi.org/10.1037/h0045925

Blanke, E. S., Bellingtier, J. A., Riediger, M., & Brose, A. (2021). When and how to regulate:

everyday emotion-regulation strategy use and stressor intensity. *Affective Science*.

https://doi.org/10.1007/s42761-021-00087-1

Boscolo, L., & Bertrando, P. (2018). Systemic Therapy with Individuals. In *Routledge eBooks*.

https://doi.org/10.4324/9780429480676

BSc, E. H. (2023). *Using the Cognitive Emotion Regulation Questionnaire.*

PositivePsychology.com. https://positivepsychology.com/emotion-

regulationquestionnaire/#:~:text=results%20be%20interpreted%3F-

,The%20Emotion%20Regulation

%20Questionnaire,Men%20%E2%80%93%204.6%2C%20Women%20%E2%80%93%20

4.61

Burton, C. L. (2013). Regulatory flexibility: Individual differences in coping and emotion
regulation. *PsycEXTRA Dataset*. https://doi.org/10.1037/e530972014-001

Buss, A. H., & Perry, M. (1992). The aggression questionnaire. *Journal of Personality and
Social Psychology*, *63*(3), 452–459. https://doi.org/10.1037/0022-3514.63.3.452

Cameron, L. D., & Overall, N. C. (2018). Suppression and expression as distinct emotion
regulation processes in daily interactions: Longitudinal and meta-analyses. *Emotion*,
18(4), 465–480. https://doi.org/10.1037/emo0000334

Carlson, R., & Lambie, G. (2012). Systemic–developmental supervision. The Family Journal, 20,
29–36.

Castelein, S., Bruggeman, R., Van Busschbach, J. T., Van Der Gaag, M., Stant, A. D., Knegtering,
H., & Wiersma, D. (2008). The effectiveness of peer support groups in psychosis: a
randomized controlled trial. *Acta Psychiatrica Scandinavica*, *118*(1), 64–72.
https://doi.org/10.1111/j.1600-0447.2008.01216.x

Chen, W.-L., & Liao, W. T. (2021). Emotion regulation in close relationships: The role of
individual differences and situational context. *Frontiers in Psychology*, *12*.
https://doi.org/10.3389/fpsyg.2021.697901

Cheng, W. (2014). Relation of Emotion Regulation and the school adjustment of Hong Kong young adolescents : Peer support as a mediator. *The University of Hong Kong (Pokfulam, Hong Kong)*. https://doi.org/http://dx.doi.org/10.5353/th_b5394205

Cludius, B., Mennin, D., & Ehring, T. (2020). Emotion regulation as a transdiagnostic process. *Emotion*, *20*, 37–42. https://doi.org/10.1037/emo0000646

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, *98*(2), 310–357. https://doi.org/10.1037/0033-2909.98.2.310

Cricenti, C., Mari, E., Barchielli, B., Quaglieri, A., Burrai, J., Pizzo, A., D'Alessio, I., Giannini, A. M., Ferracuti, S., & Lausi, G. (2022). Can emotion regulation affect aggressive responses? A study on the Ukrainian–Russian conflict in a non-directly exposed sample. *International Journal of Environmental Research and Public Health*, *19*(10), 6189. https://doi.org/10.3390/ijerph19106189

Curtis, E., Comiskey, C., & Dempsey, O. (2016). Importance and use of correlational research. *Nurse Researcher*, *23*(6), 20–25. https://doi.org/10.7748/nr.2016.e1382

Da Costa, D. a. V., Kogien, M., Hartwig, S. V., Ferreira, G. E., De Oliveira Rosa Guimarães, M. K., & Ribeiro, M. C. (2022). Dispositional mindfulness, emotional regulation and perceived stress among nursing students. *Revista Da Escola De Enfermagem Da Usp*, *56*. https://doi.org/10.1590/1980-220x-reeusp-2022-0086en

Damon, W., Lerner, R. M., & Eisenberg, N. (2006). *Handbook of Child Psychology, Social,*

Emotional, and Personality Development. John Wiley & Sons.

De Almeida Cunha, N. H., Bonfim, C. B., Santos-Lima, C., & Siquara, G. M. (2022). Emotion

regulation, subjective happiness and meaning of life of university students in the pandemic.

Paidéia, *32*. https://doi.org/10.1590/1982-4327e3219

De Neve, D., Bronstein, M. V., Leroy, A., Truyts, A., & Everaert, J. (2022). Emotion regulation

in the classroom: a network approach to model relations among emotion regulation

difficulties, engagement to learn, and relationships with peers and teachers. *Journal of*

Youth and Adolescence, *52*(2), 273–286. https://doi.org/10.1007/s10964-022-01678-2

Deater-Deckard, K., Godwin, J., Lansford, J. E., Bacchini, D., Bombi, A. S., Bornstein, M. H.,

Chang, L., Di Giunta, L., Dodge, K. A., Malone, P. S., Oburu, P., Pastorelli, C., Skinner, A.

T., Sorbring, E., Steinberg, L., Tapanya, S., Alampay, L. P., Uribe Tirado, L. M., Zelli, A.,

& Al-Hassan, S. M. (2018). Within- and between-person and group variance in behavior

and beliefs in cross-cultural longitudinal data☆. *Journal of Adolescence*, *62*(1), 207–217.

https://doi.org/10.1016/j.adolescence.2017.06.002

Dewi, I. D. a. D. D. P., & Kyranides, M. N. (2021). Physical, verbal, and relational aggression:

the role of anger management strategies. *Journal of Aggression, Maltreatment & Trauma*,

31(1), 65–82. https://doi.org/10.1080/10926771.2021.1994495

Deng, X., Gao, Q., Zhang, L., & Li, Y. (2020). Neural Underpinnings of the Role of Trait

    Mindfulness in Emotion Regulation in Adolescents. Mindfulness 11, 1120–1130.

    https://doi.org/10.1007/s12671-019-01276-7

Dryden, W., & Neenan, M. (2021). *Rational Emotive Behaviour Therapy: 100 Key Points and*

    Techniques. Third Edition. Abingdon, Oxon: Routledge

Ellis, A. (1962). *Reason and emotion in psychotherapy*. Carol Publishing Corporation.

Ellis, A. (2019). Early theories and practices of rational emotive behavior therapy and how they

    have been augmented and revised during the last three decades. In *Springer eBooks* (pp.

    1–21). https://doi.org/10.1007/978-3-319-93118-0_1

Escobar-Chaves, S. L., & Anderson, C. S. (2008). Media and risky behaviors. *The Future of*

    Children, *18*(1), 147–180. https://doi.org/10.1353/foc.0.0007

Etikan, I. (2016). Comparision of snowball sampling and sequential sampling technique.

    Biometrics & Biostatistics International Journal, *3*(1).

    https://doi.org/10.15406/bbij.2016.03.00055

Farrell, A. D., Thompson, E. L., & Mehari, K. R. (2016). Dimensions of peer influences and their

    relationship to adolescents' aggression, other problem behaviors and prosocial behavior.

    Journal of Youth and Adolescence, *46*(6), 1351–1369. https://doi.org/10.1007/s10964-

    016-0601-4

Farrell, A. D., Pittman, S. K., O'Connor, K. E., & Sullivan, T. N. (2022). Peer factors as

mediators of relations between exposure to violence and physical aggression in middle

school students in a low-income urban community. *Psychology of Violence*, *12*(3), 170–

182. https://doi.org/10.1037/vio0000405

Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G*Power 3: A flexible statistical

power analysis program for the social, behavioral, and biomedical sciences. Behavior

Research Methods, 39(2), 175–191. https://doi.org/10.3758/BF03193146.

Feshbach, S. (1964). The function of aggression and the regulation of aggressive drive.

Psychological Review, *71*(4), 257–272. https://doi.org/10.1037/h0043041

Finkelstein-Fox, L., Park, C. L., & Riley, K. O. (2018). Mindfulness and emotion regulation:

promoting well-being during the transition to college. *Anxiety Stress and Coping*, *31*(6),

639–653. https://doi.org/10.1080/10615806.2018.1518635

García-Sancho, E., Salguero, J. M., & Fernández-Berrocal, P. (2016). Angry rumination as a

mediator of the relationship between ability emotional intelligence and various types of

aggression. Personality and Individual Differences, 89, 143-147.

https://doi.org/10.1016/j.paid.2015.10.007

Garofalo, C., Gillespie, S. M., & Velotti, P. (2019). Emotion regulation mediates relationships

between mindfulness facets and aggression dimensions. *Aggressive Behavior*, *46*(1), 60–

71. https://doi.org/10.1002/ab.21868

Girasek, H., Nagy, V. A., Fekete, S., Ungvari, G. S., & Gazdag, G. (2022). Prevalence and correlates of aggressive behavior in psychiatric inpatient populations. *World Journal of Psychiatry*, *12*(1), 1–23. https://doi.org/10.5498/wjp.v12.i1.1

Gooding, P. A., Hurst, A., Johnson, J., & Tarrier, N. (2011). Psychological resilience in young and older adults. *International Journal of Geriatric Psychiatry*, *27*(3), 262–270. https://doi.org/10.1002/gps.2712

Gross, J. J. (1998). Antecedent- and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. *Journal of Personality and Social Psychology*, *74*, 224–237. https://doi.org/10.1037//0022-3514.74.1.224

Gross, J. J. (1998). The emerging field of emotion regulation: an integrative review. *Review of General Psychology*, *2*(3), 271–299. https://doi.org/10.1037/1089-2680.2.3.271

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, *85*(2), 348–362. https://doi.org/10.1037/0022-3514.85.2.348

Ogelman, H. G., & Fetihi, L. (2019). Examination of the relationship between emotional regulation strategies of 5-year-old children and their peer relationships. *Early Child Development and Care*, *191*(1), 49–57. https://doi.org/10.1080/03004430.2019.1600513

Garofalo, Carlo, et al. "Emotion Regulation Mediates Relationships between Mindfulness

Facets and Aggression Dimensions." Aggressive Behavior, vol. 46, no. 1, 27 Sept. 2019,

https://doi.org/10.1002/ab.21868.

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

Hay, D. F. (2017). The early development of human aggression. *Child Development*

Perspectives, *11*(2), 102–106. https://doi.org/10.1111/cdep.12220

Hsieh, I.-J., & Chen, Y. Y. (2017). Determinants of aggressive behavior: interactive effects of

emotional regulation and inhibitory control. *PLOS ONE*, *12*(4).

https://doi.org/10.1371/journal.pone.0175651

Ibrahim, N., Wong, K. W., & Shiratuddin, M. F. (2015). Persuasive impact of online media:

investigating the influence of visual persuasion. *IEEE Explore*.

https://doi.org/10.1109/apmediacast.2015.7210269

Iliffe, L., & Thompson, A. S. (2019). Investigating the beneficial experiences of online peer

support for those affected by alopecia: an interpretative phenomenological analysis using

online interviews. *British Journal of Dermatology*, *181*(5), 992–998.

https://doi.org/10.1111/bjd.17998

Img.lalr.co. (n.d.). Retrieved December 30, 2022, from

https://img.lalr.co/cms/2022/06/29185719/2022-Gallup-Global-Emotions-Report-

2022_compressed.pdf

In, J., Kang, H., Kim, J. H., Kim, T. K., Ahn, E. J., Lee, D. K., Lee, S., & Park, J. H. (2020). Tips

    for troublesome sample-size calculation. *Korean Journal of Anesthesiology*, *73*(3), 268–

    268. https://doi.org/10.4097/kja.19497.e1

Jara, N., Casas, J. A., & Ortega-Ruiz, R. (2017). Proactive and reactive aggressive behavior in

    bullying: The role of values. International Journal of Educational Psychology, 6(1), 1-24.

    https://doi.org/10.17583/ijep.2017.2515

Jeong, D., Aggarwal, S., Robinson, J., Kumar, N., Spearot, A., & Park, D. S. (2023). Exhaustive

    or exhausting? evidence on respondent fatigue in long surveys. *SSRN Electronic Journal*,

    161. https://doi.org/10.2139/ssrn.4216225

Jordan, M. (2021). Purposive Sampling 101. *Alchemer.*

    https://www.alchemer.com/resources/blog/purposive-sampling-101/

Kaliampos, G., Katsigiannis, K., & Fantzikou, X. (2022). Aggression and bullying: A literature

    review examining their relationship and effective anti-bullying practice in schools.

    International Journal of Educational Innovation and Research, *1*(2), 89–98.

    https://doi.org/10.31949/ijeir.v1i2.2655

Kang, H. (2021). Sample size determination and power analysis using the G*Power software.

    Journal of Educational Evaluation for Health Professions, *18*, 17.

    https://doi.org/10.3352/jeehp.2021.18.17

Karam, J., Fekih-Romdhane, F., Fawaz, M., Malaeb, D., Obeid, S., & Hallit, S. (2023). The

    moderating effect of emotion regulation in the association between social support and

    religiosity and psychological distress in adults. *BMC Psychology*, *11*(1).

    https://doi.org/10.1186/s40359-023-01160-z

Karam, J.-M., Fekih-Romdhane, F., Fawaz, M., Malaeb, D., Obeid, S., & Hallit, S. (2023). The

    moderating effect of emotion regulation in the association between social support and

    religiosity and psychological distress in adults. *BMC Psychology*, *11*(1).

    https://doi.org/10.1186/s40359-023-01160-z

Kewalramani, S., & Singh, G. (2017). Relationship between aggression and interpersonal

    communication. *International Journal of Indian Psychology*, *4*(3).

    https://doi.org/10.25215/0403.090

Kobylińska, D., & Kusev, P. (2019). Flexible emotion regulation: How situational demands and

    individual differences influence the effectiveness of regulatory strategies. *Frontiers in

    Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.00072

Krishnaveni, K., & Shahin, A. (2014). Aggression and its influence on sports performance.

    International Journal of Physical Education, Sports and Health, *1*(2), 29–32.

    https://www.kheljournal.com/archives/2014/vol1issue2/PartA/16.1.pdf

Li, H., Kuo, Y. K., Mir, M. M., & Omar, M. (2022). Corporate social responsibility and

    environmental sustainability: achieving firms sustainable performance supported by plant

capability. *Ekonomska Istrazivanja-economic Research*, *35*(1), 4580–4602.

https://doi.org/10.1080/1331677x.2021.2015612

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

Makkar, S., & Singh, A. K. (2018). Development of a spirituality measurement scale. *Current*

Psychology, *40*(3), 1490–1497. https://doi.org/10.1007/s12144-018-0081-7

Mazza, M., Marano, G. C., Lai, C., Janiri, L., & Sani, G. (2020). Danger in danger: interpersonal

violence during COVID-19 quarantine. *Psychiatry Research-Neuroimaging*, *289*, 113046.

https://doi.org/10.1016/j.psychres.2020.113046

McLeod, J., & Davis, C. G. (2023). Community peer support among individuals living with

spinal cord injury. *Journal of Health Psychology*, 135910532311594.

https://doi.org/10.1177/13591053231159483

McRae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, *20*(1), 1–9.

https://doi.org/10.1037/emo0000703

Mert, A. (2020). *Attachment styles and emotion regulation as predictions of peer relations in*

secondary school students. Gale Academic.

https://go.gale.com/ps/i.do?p=AONE&u=googlescholar&id=GALE|A633591964&v=2.1&it=r&sid=sitemap&asid=1560f3fb

Miller, L., Grabell, A. S., Thomas, A. G., Bermann, E., & Graham-Bermann, S. A. (2012). The associations between community violence, television violence, intimate partner violence, parent–child aggression, and aggression in sibling relationships of a sample of preschoolers. *Psychology of Violence*, *2*(2), 165–178. https://doi.org/10.1037/a0027254

Murakami, K., Panúncio-Pinto, M. P., Santos, J. L. F., & De Almeida Troncon, L. E. (2019). Estresse psicológico em estudantes de cursos de graduação da área da saúde. *Revista De Medicina*. https://doi.org/10.11606/issn.1679-9836.v98i2p108-113

Nurmahmudah, E., & Nuryuniarti, R. (2020). Google forms utilization for student satisfaction survey towards quality of service at Universitas Muhammadiyah Tasikmalaya. *Journal of Physics*, *1477*, 022003. https://doi.org/10.1088/1742-6596/1477/2/022003

Pedersen, E. R., Osilla, K. C., Miles, J. N. V., Tucker, J. S., Ewing, B. A., Shih, R. A., & D'Amico, E. J. (2017). The role of perceived injunctive alcohol norms in adolescent drinking behavior. *Addictive Behaviors*, *67*, 1–7. https://doi.org/10.1016/j.addbeh.2016.11.022

Pepping, C. A., Duvenage, M., Cronin, T. J., & Lyons, A. (2016). Adolescent mindfulness and psychopathology: The role of emotion regulation. Personality and Individual Differences, 99, 302-307. https://doi.org/10.1016/j.paid.2016.04.089.

Petersen, N. (2022, March 31). *The link between emotional regulation and social support.*

AllPsych. https://allpsych.com/the-link-between-emotional-regulation-and-social-support/

Ponto, J. (2015). Understanding and evaluating survey research. *PubMed Central (PMC)*.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4601897/

Preece, D., Becerra, R., Robinson, K., & Gross, J. J. (2020). The emotion regulation questionnaire:

psychometric properties in general community samples. *Journal of*

Personality Assessment, *102*(3), 348–356. https://doi.org/10.1080/00223891.2018.1564319

Purwadi, Saputra, W. N. E., Alhadi, S., Wahyudi, A., Supriyanto, A., & Muyana, S. (2020).

Effectiveness of self-regulation of emotion modules to reduce negative aggressive

behavior of students. *Universal Journal of Educational Research*, *8*(5), 1856–1862.

https://doi.org/10.13189/ujer.2020.080522

Putri, D. A., Yendi, F. M., Taufik, T., & Yuca, V. (2019). Rational emotive behavior therapy

(REBT) guidelines to reduce student aggressiveness. *SCHOULID: Indonesian Journal of*

School Counseling. https://doi.org/10.23916/08429011

Qashmer, A. F. (2023). Emotion regulation among 4–6 year-old children and its association with

their peer relationships in Jordan. *Frontiers in Psychology*, *14*.

https://doi.org/10.3389/fpsyg.2023.1180223

Ramli, A. (2016). Validity and reliability of the aggression questionnaire instrument to high

school students. *Semantic Scholar.* https://www.semanticscholar.org/paper/Validity-and-

Reliability-of-the-Aggression-to-High-

Ramli/61e31ba01a084e684079870fa832685cc35c6b2a

Richard, J., Rebinsky, R., Suresh, R., Kubic, S., Carter, A. G., Cunningham, J. E., Ker, A.,

Williams, K., & Sorin, M. (2022). Scoping review to evaluate the effects of peer support

on the mental health of young adults. *BMJ Open*, *12*(8), e061336.

https://doi.org/10.1136/bmjopen-2022-061336

Romero-López, M., Pichardo, M., Arráez, A. J., & Bembibre-Serrano, J. (2021). Reducing

aggression by developing emotional and inhibitory control. *International Journal of

Environmental Research and Public Health*, *18*(10),

5263. https://doi.org/10.3390/ijerph18105263

Rothenberg, W. A., Di Giunta, L., Lansford, J. E., Lunetti, C., Fiasconaro, I., Basili, E., Thartori,

E., Favini, A., Pastorelli, C., Eisenberg, N., Amico, F. D., Rosa, M., & Cirimele, F. (2019).

Daily associations between emotions and aggressive and depressive symptoms in

adolescence: the mediating and moderating role of emotion dysregulation. *Journal of

Youth and Adolescence*, *48*(11), 2207–2221. https://doi.org/10.1007/s10964-019-01071-6

Sahi, R. S., Eisenberger, N. I., & Silvers, J. A. (2023). Peer facilitation of emotion regulation in

adolescence. *Developmental Cognitive Neuroscience*, *62*, 101262.

https://doi.org/10.1016/j.dcn.2023.101262

Salim, M. N. A., & Abdullah, M. Y. (2017). Measuring reliability and validity of instrument: The dimensions of advertising literacy in determining the advertising literacy index. *Jurnal Komunikasi, Malaysian Journal of Communication*, 33(1), 280-293. https://doi.org/10.17576/jkmjc-2017-3301-19.

Salmivalli, C., Kaukiainen, A., & Lagerspetz, K. M. J. (2000). Aggression and sociometric status among peers: do gender and type of aggression matter? *Scandinavian Journal of Psychology*, *41*(1), 17–24. https://doi.org/10.1111/1467-9450.00166

Sarason, B. R., Sarason, I. G., Hacker, T. A., & Basham, R. B. (1985). Concomitants of social support: social skills, physical attractiveness, and gender. *Journal of Personality and Social Psychology*, *49*(2), 469–480. https://doi.org/10.1037/0022-3514.49.2.469

Sarason, I. G., Levine, H. M., Basham, R. B., & Sarason, B. R. (1983). Assessing social support: the social support questionnaire. *Journal of Personality and Social Psychology*, *44*(1), 127–139. https://doi.org/10.1037/0022-3514.44.1.127

Sarason, I. G., Sarason, B. R., Shearin, E. N., & Pierce, G. (1987). A brief measure of social support: practical and theoretical implications. *Journal of Social and Personal Relationships*, *4*(4), 497–510. https://doi.org/10.1177/0265407587044007

Senderal, M., Chethiyar, S. D. M., & Azmi, M. B. (2021). Factors of aggressive behavior among motorcycle drivers and its relationship with dangerous driving index in the state of Penang. *Journal of Correctional Issues*, *4*(1), 1–10. https://doi.org/10.52472/jci.v4i1.36

Shalaby, R., & Agyapong, V. I. O. (2020). Peer support in mental health: literature review. *JMIR Mental Health*, *7*(6), e15572. https://doi.org/10.2196/15572

Singh, R., Singh, B., Mahato, S., & Hambour, V. K. (2020). Social support, emotion regulation and mindfulness: a linkage towards social anxiety among adolescents attending secondary schools in Birgunj, Nepal. *PLOS ONE*, *15*(4), e0230991. https://doi.org/10.1371/journal.pone.0230991

Singh, S., & Singh, A. P. (2021). Resilience, emotion regulation, peer relationship, humor and body-esteem in Indian college students. *BAU Journal - Society, Culture and Human Behavior.* Vol. 2: Iss. 2, Article 6. https://doi.org/10.54729/2789-8296.1056

Spielman, S., Hughes, K., & Rhind, S. (2015). Development, evaluation, and evolution of a peer support program in veterinary medical education. *Journal of Veterinary Medical Education*, *42*(3), 176–183. https://doi.org/10.3138/jvme.1114-115r

Tecuta, L., Tomba, E., Lupetti, A., & DiGiuseppe, R. (2019). Irrational beliefs, cognitive distortions, and depressive symptomatology in a college-age sample: a mediational analysis. *Journal of Cognitive Psychotherapy*, *33*(2), 116–127. https://doi.org/10.1891/0889-8391.33.2.116

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. Review of educational research, 83(3), 357-385.

https://doi.org/10.3102/0034654313483907

Thompson, E. L., Mehari, K. R., & Farrell, A. D. (2019). Deviant peer factors during early
adolescence: cause or consequence of physical aggression? *Child Development*, *91*(2).
https://doi.org/10.1111/cdev.13242

Tian, Y., Yu, C., Lin, S., Lu, J., Liu, Y., & Zhang, W. (2019). Parental psychological control and
adolescent aggressive behavior: deviant peer affiliation as a mediator and school
connectedness as a moderator. *Frontiers in Psychology*, *10*.
https://doi.org/10.3389/fpsyg.2019.00358

Torrence, B. S., & Connelly, S. (2019). Emotion regulation tendencies and leadership
performance: an examination of cognitive and behavioral regulation strategies. *Frontiers in
Psychology*, *10*. https://doi.org/10.3389/fpsyg.2019.01486

Uludag, O. (2013). The influence of aggression on students' achievement: evidence from higher
education. *Procedia - Social and Behavioral Sciences*, *89*, 954–958.
https://doi.org/10.1016/j.sbspro.2013.08.963

Vagos, P., & Carvalhais, L. (2020). The Impact of Adolescents' Attachment to peers and parents
on aggressive and prosocial behavior: A Short-Term Longitudinal Study. *Frontiers in
Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.592144

Von Borries, A. K. L., Volman, I., De Bruijn, E. R., Bulten, B., Verkes, R. J., & Roelofs, K.
(2012). Psychopaths lack the automatic avoidance of social threat: Relation to

instrumental aggression. *Psychiatry Research-neuroimaging*, *200*(2–3), 761–766. https://doi.org/10.1016/j.psychres.2012.06.026

Walter, R. (2023, March 19). *Linear vs. circular causality: Systemic therapy series*. Family Therapy Basics. https://familytherapybasics.com/blog/causality-systemic-therapy

Wang, D., Yuan, B., Han, H., & Wang, C. (2020). Validity and reliability of emotion regulation questionnaire (ERQ) in chinese rural-to-urban migrant adolescents and young adults. *Current Psychology*, *41*(4), 2346–2353. https://doi.org/10.1007/s12144-020-00754-9

Webb, T. L., Miles, E., & Sheeran, P. (2012). Dealing with feeling: a meta-analysis of the effectiveness of strategies derived from the process model of emotion regulation. *Psychological Bulletin*, *138*(4), 775–808. https://doi.org/10.1037/a0027600

Wu, Y., Li, S., & Yang, J. (2020). Moderating role of perceived social support in the relationship between emotion regulation and quality of life in chinese ocean-going fishermen. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.00954

Ye, B., Zeng, Y., Im, H., Liu, M., Wang, X., & Yang, Q. (2021). The relationship between fear of COVID-19 and online aggressive behavior: A Moderated Mediation Model. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.589615

Zou, Y., Liu, S., Guo, S., Zhao, Q., & Cai, Y. (2023). Peer support and exercise adherence in adolescents: the chain-mediated effects of self-efficacy and self-regulation. *Children (Basel)*, *10*(2), 401. https://doi.org/10.3390/children10020401
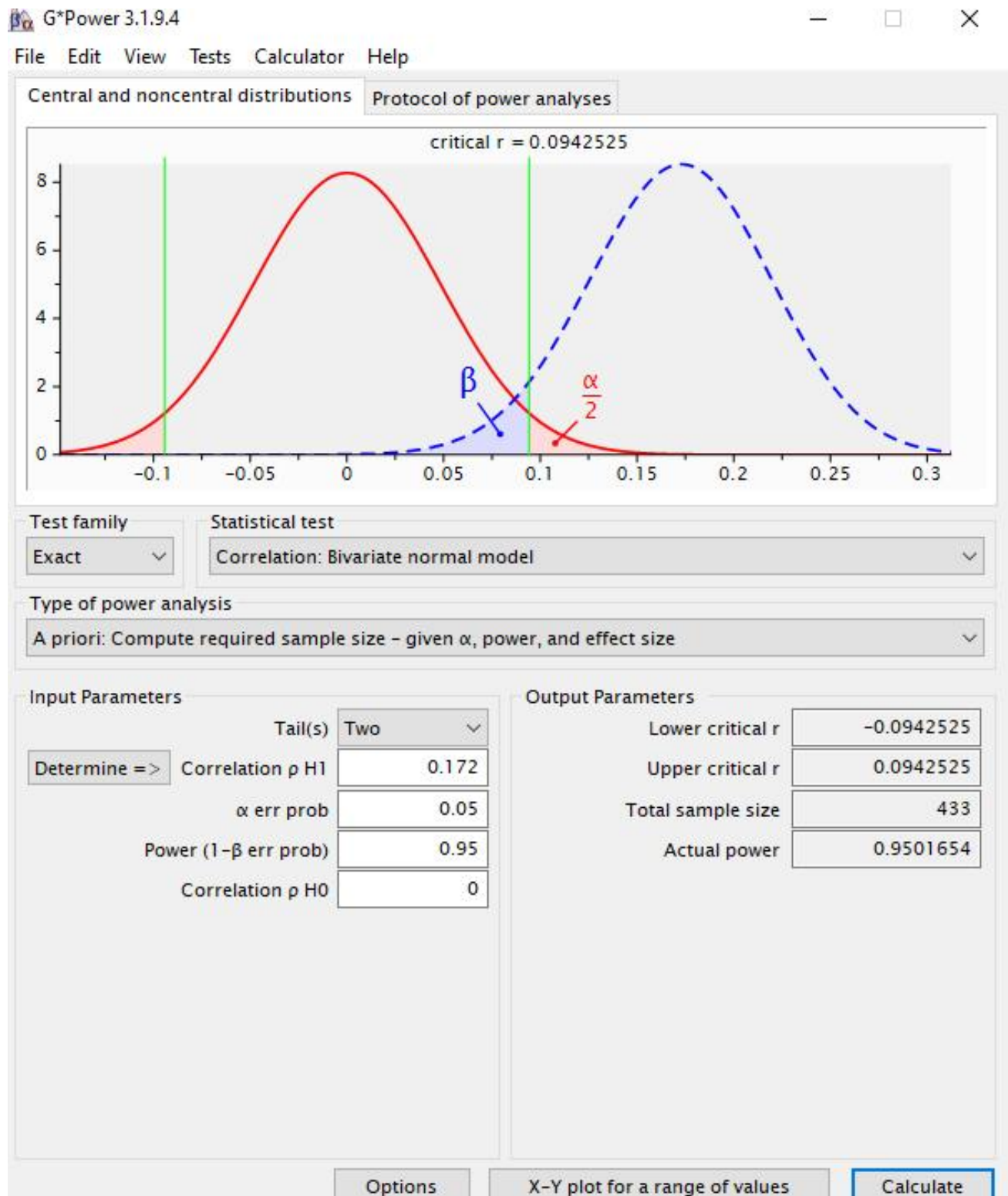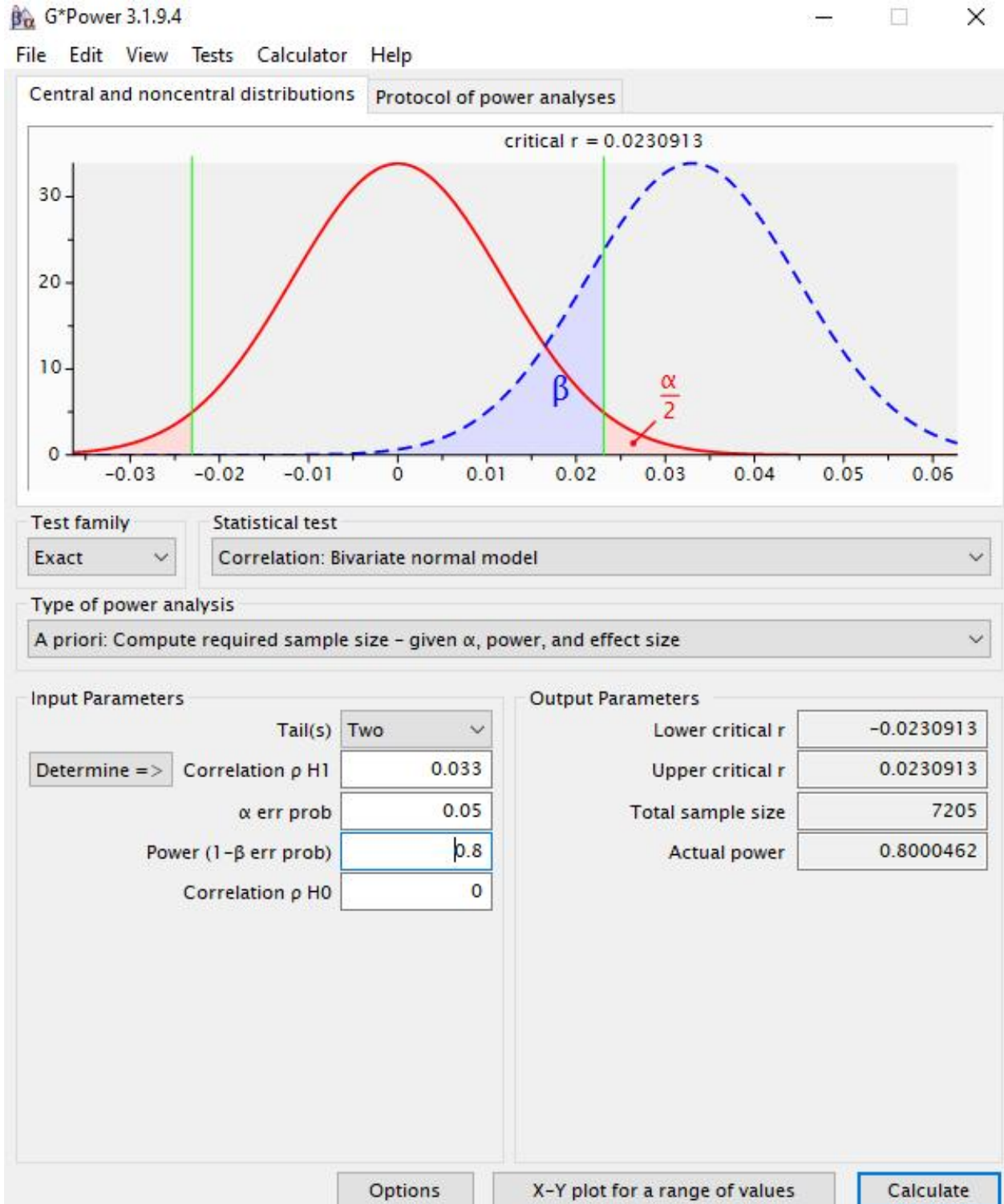
List of Figures

Figure   Page

Appendices

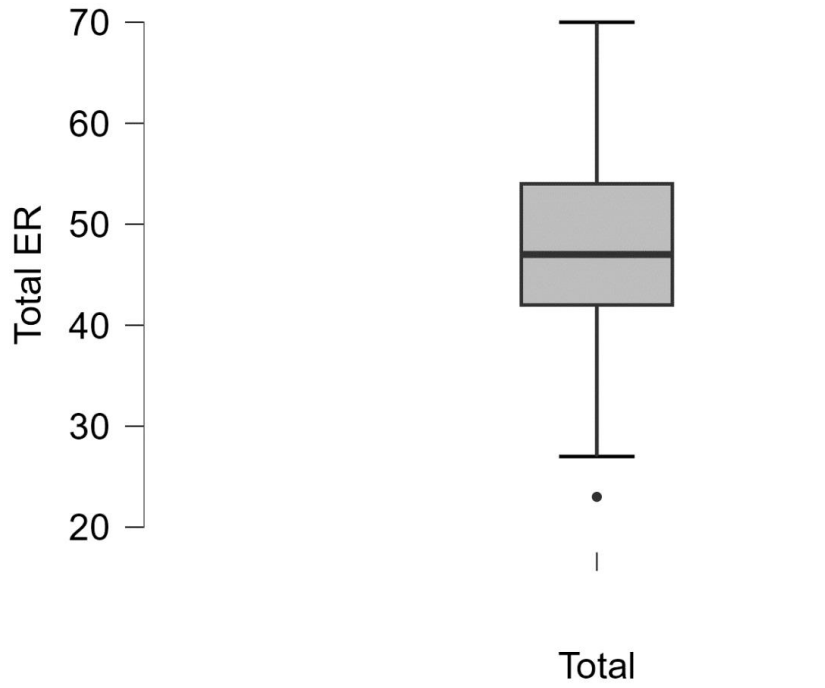**Appendix A: Power analysis for sample size**
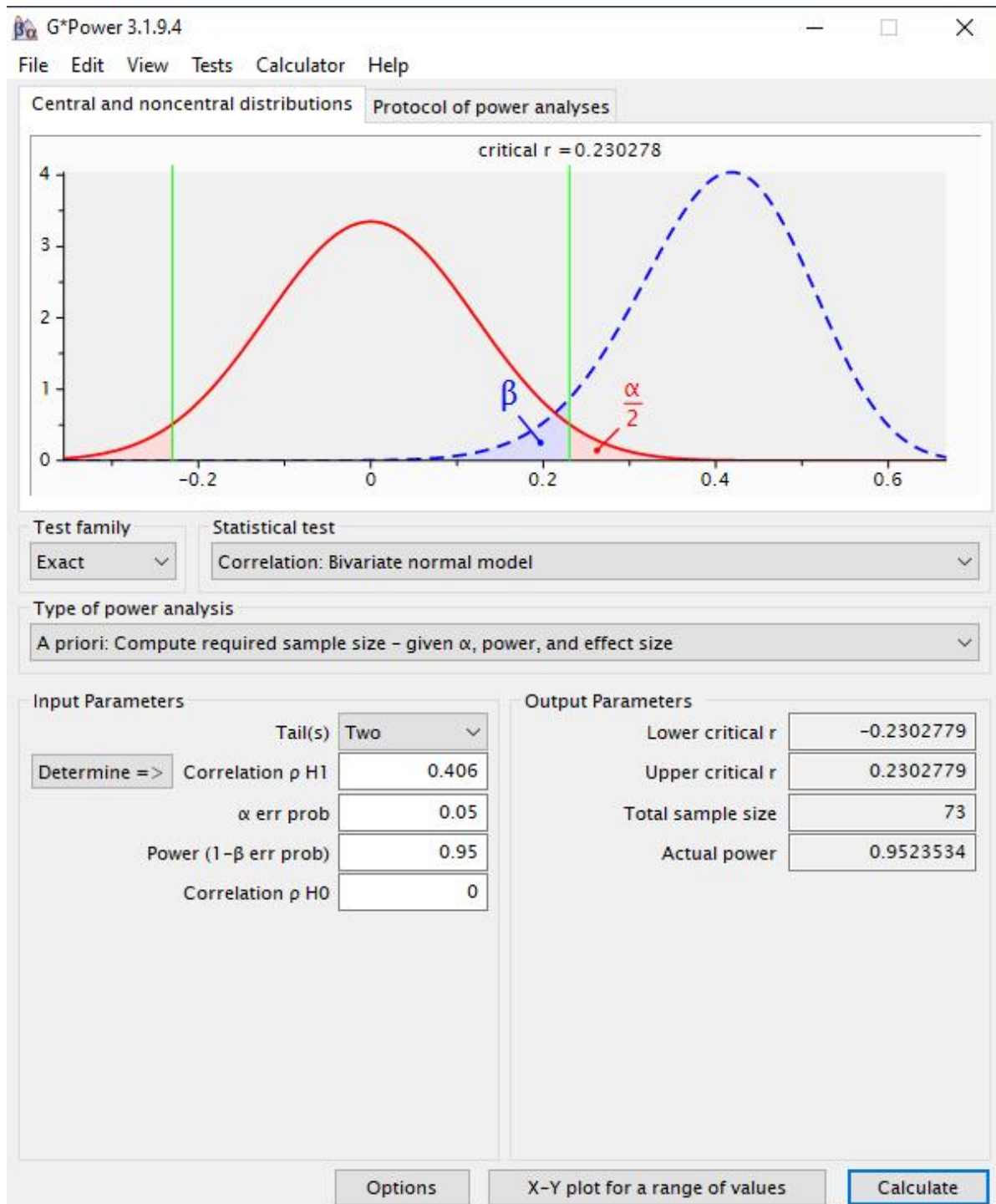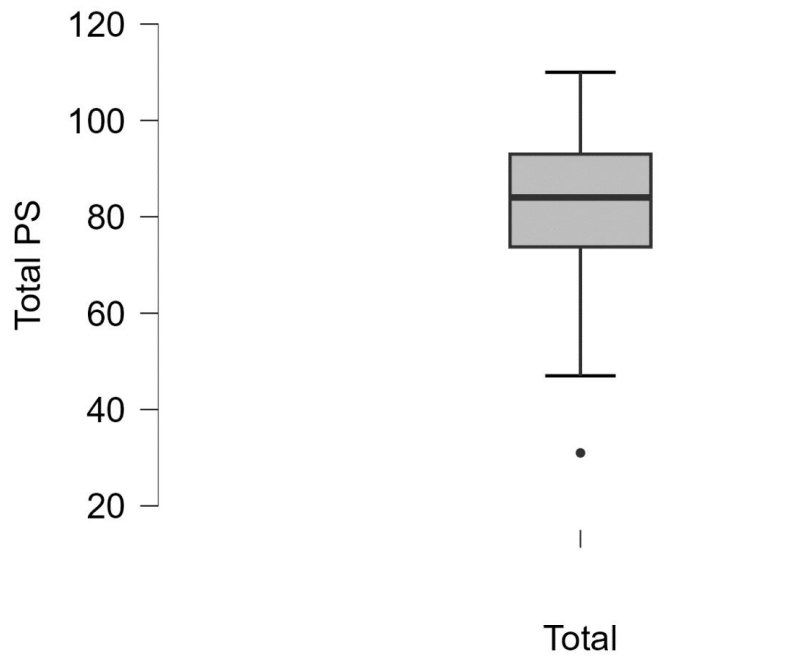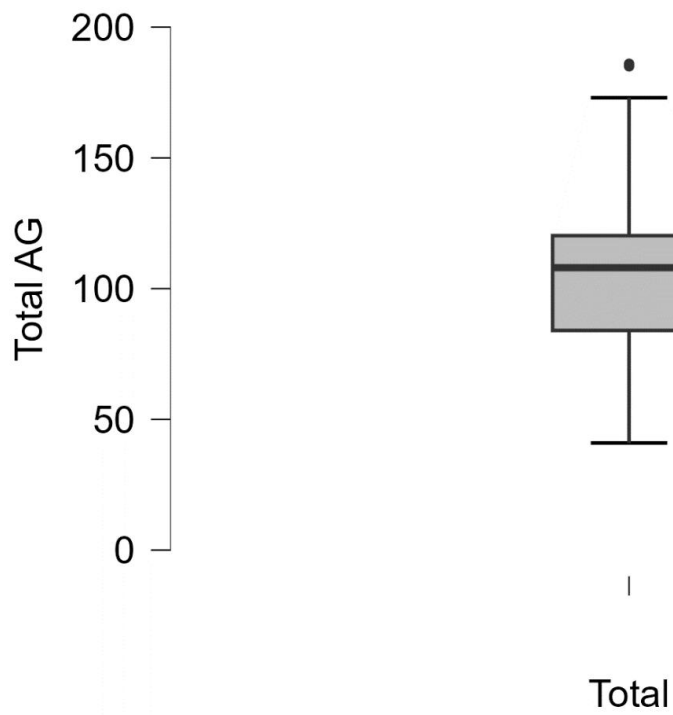
Appendix B: BoxPlot

Total ER

Total PS

Total AG

Appendix C: Emotion Regulation Questionnaire (ERQ) Gross & John 9/03

The <u>Emotion Regulation Questionnaire</u> is designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression.

Citation

Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. <u>Journal of Personality and Social Psychology,</u> <u>85</u>, 348-362.

Instructions and Items

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your <u>emotional experience</u>, or what you feel like inside. The other is your <u>emotional expression</u>, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
Strongly	**Neutral**	**Strongly disagree**	**agree**			

1. _____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.

2. I keep my emotions to myself.

3. _____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.

4. When I am feeling *positive* emotions, I am careful not to express them.

5. _____ When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.

6. I control my emotions by *not expressing them*.

7.   _____ When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.

        _____   8.   I control my emotions by *changing the way I think* about the situation I'm in.

        _____   9.   When I am feeling *negative* emotions, I make sure not to express them.

        _____   10.   When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.

Note

Do not change item order, as items 1 and 3 at the beginning of the questionnaire define the terms

"positive emotion" and "negative emotion".

Scoring (no reversals)

Reappraisal Items: 1, 3, 5, 7, 8, 10; Suppression Items: 2, 4, 6, 9.

Appendix D: Social Support Questionnaire- shortened version (SSQ6)

Part I: Demographic Information

Name: ....   Gender: male.... female....
Age: ....years   Nationality: Level of education:

Certificate	Diploma	Bachelor's	Master's	Doctorate	Other

Part II: Please check (√) in the box that best reflects your opinion about each of the following statements using this scale:

1=SD = Strongly Disagree

2=D = Tend to Disagree

3=N = Neutral

4=A = Tend to Agree

5=SA = Strongly Agree

Items	Strongly Disagree	Tend to Disagree	No idea	Tend to Agree	Strongly Agree
1. Peer support enhances my level of knowledge and academic performance.	1	2	3	4	5
2. Peer support makes me actively engaged in my studies.	1	2	3	4	5
3. When I receive peer support, I am equipped with the required knowledge to overcome academic challenges.	1	2	3	4	5
4. With support of my peers I am more likely to pursue further studies and achieve educational goals.	1	2	3	4	5
5. Peer support can enrich knowledge sharing culture.	1	2	3	4	5
6. Peer support can increase my self-confidence in the classroom.	1	2	3	4	5
7. With the help of my classmates, I feel less anxious in my academic performance.	1	2	3	4	5
8. With my peers' support, my self-esteem increases.	1	2	3	4	5
9. My peers help me develop emotional security in learning.	1	2	3	4	5

Items	Strongly Disagree	Tend to Disagree	No idea	Tend to Agree	Strongly Agree
10. My peer classmates offer resources which improve my attention to the available learning materials.	1	2	3	4	5
11. My classmates mostly offer practical help which empowers me to obtain desirable educational outcomes.	1	2	3	4	5
12. When I am provided with my peers' advice, I become more prepared to use learning strategies.	1	2	3	4	5
13. Peer feedback encourages student cooperation to establish a positive learning atmosphere.	1	2	3	4	5
14. Peer feedback promotes and accelerates learning.	1	2	3	4	5
15. Peer feedback enhances students' critical thinking.	1	2	3	4	5
16. Peer support fosters a relationship of mutual learning.	1	2	3	4	5
17. Peer support enhances my sense of belongingness in a learning community.	1	2	3	4	5
18. Peer support establishes a relationship based on trust and respect.	1	2	3	4	5
19. My classmates' friendship increases my chance of acceptance by others.	1	2	3	4	5
20. My peers' support could create an intimate relationship with other classmates based on educational equality.	1	2	3	4	5
21. Peer support can develop my academic identity.	1	2	3	4	5
22. Peer support creates more positive attitudes towards my academic field of study and appreciation of university environment.	1	2	3	4	5

Appendix E: Buss-Perry Scale

Please rate each of the following items in terms of how characteristic they are of you. Use the following scale for answering these items.

| **1** | **2** | **3** | **4** | **5** | **6** | **7** |

extremely   extremely

uncharacteristic   characteristic of me of me

1)   Once in a while I can't control the urge to strike another person.

2)   Given enough provocation, I may hit another person.

3)   If somebody hits me, I hit back.

4)   I get into fights a little more than the average person.

5)   If I have to resort to violence to protect my rights, I will.

6)   There are people who pushed me so far that we came to blows.

7)   I can think of no good reason for ever hitting a person.

8)   I have threatened people I know.

9)   I have become so mad that I have broken things.

10) I tell my friends openly when I disagree with them.

11) I often find myself disagreeing with people.

12) When people annoy me, I may tell them what I think of them.

13) I can't help getting into arguments when people disagree with me.

14) My friends say that I'm somewhat argumentative.

15) I flare up quickly but get over it quickly.

16) When frustrated, I let my irritation show.

17) I sometimes feel like a powder keg ready to explode.

18) I am an even-tempered person.
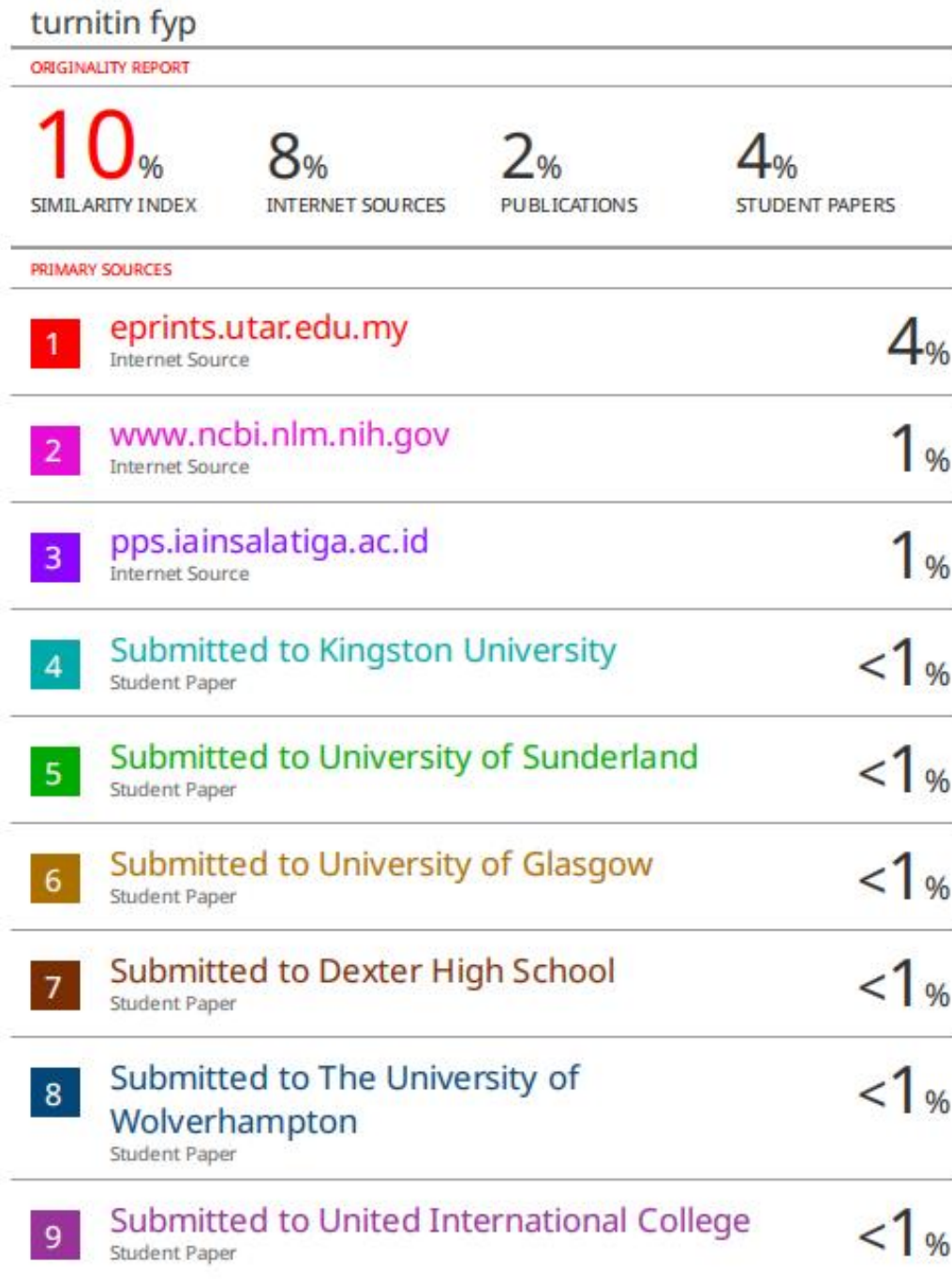
19) Some of my friends think I'm a hothead.

20) Sometimes I fly off the handle for no good reason.

21) I have trouble controlling my temper.

22) I am sometimes eaten up with jealousy.

23) At times I feel I have gotten a raw deal out of life.

24) Other people always seem to get the breaks.

25) I wonder why sometimes I feel so bitter about things.

26) I know that "friends" talk about me behind my back.

27) I am suspicious of overly friendly strangers.

28) I sometimes feel that people are laughing at me behind me back.

29) When people are especially nice, I wonder what they want.

1-9 Physical Aggression; 10-14 Verbal Aggression; 15-21 Anger; 22-29 Hostility

Anderson, C.A., & Dill, K.E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. Journal of Personality and Social Psychology, 78, 772-790.

Buss, A. H., & Perry, M. P. (1992). The aggression questionnaire. Journal of Personality and Social Psychology, 63, 452-459.

Appendix F: Turnitin Report

turnitin fyp

ORIGINALITY REPORT

10%	8%	2%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints.utar.edu.my Internet Source	4%
2	www.ncbi.nlm.nih.gov Internet Source	1%
3	pps.iainsalatiga.ac.id Internet Source	1%
4	Submitted to Kingston University Student Paper	<1%
5	Submitted to University of Sunderland Student Paper	<1%
6	Submitted to University of Glasgow Student Paper	<1%
7	Submitted to Dexter High School Student Paper	<1%
8	Submitted to The University of Wolverhampton Student Paper	<1%
9	Submitted to United International College Student Paper	<1%

Appendix G: Supervisor's Comments on Originality Report

Universiti Tunku Abdul Rahman			
Form Title: Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1of 1

FACULTY OF _____ Arts and Social Science _____

Full Name(s) of Candidate(s)	Ong Yee Chiun
ID Number(s)	19AAB01541
Programme / Course	Bachelor of Social Science (HONOURS) Guidance and Counselling
Title of Final Year Project	The relationship between emotional regulation, peer support and aggressive behaviour among undergraduate students in Malaysia

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)

Overall similarity index: 10 % **Similarity by source** Internet Sources: 8 % Publications: 2 % Student Papers: 4 %	
Number of individual sources listed of more than 3% similarity: _____	

Parameters of originality required and limits approved by UTAR are as follows:
   (i)   Overall similarity index is 20% and below, and
   (ii)   Matching of individual sources listed must be less than 3% each, and
   (iii)   Matching texts in continuous block must not exceed 8 words

Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

_____   _____
          Signature of Supervisor   Signature of Co-Supervisor

     Name: Ms.Komathi a/p Lokithasan   Name: _____

     Date: 11 December 2023   Date: _____

Appendix H: IAD Consent Form

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of 1

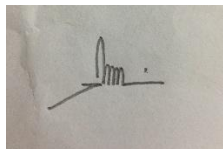**FACULTY OF ARTS AND SOCIAL SCIENCE**
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 11st December 2023

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Ong Yee Chiun (ID No.: 19AAB01541) has completed this final year project titled "The Relationship Between Emotional Regulation, Peer Support, and Aggressive Behaviour among Undergraduate Students in Malaysia" under the supervision of Ms. Komathi a/p Lokithasan (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,

_____
Name: Ong Yee Chiun

Appendix I: Action Plan

Action Plan of UAPC3083 Project Paper II

Supervisee   Ong Yee Chiun

Supervisor   Ms Komathi a/p Lokithasan

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time

Methodology
 	
    Submit Chapter 3: Methodology
    Amend Chapter 3: Methodology
	15/11//2023			Make amendments according to the comment	26/11/2023

Results & Findings
    Submit Chapter 4: Results
    Amend Chapter 4: Results
	15/11/2023			Make amendments according to the comment	26/11/2023

Discussion & Conclusion
 	
    Submit Chapter 5: Discussion
    Amend Chapter 5: Discussion
	26/11/2023			Make amendments according to the comment	2/12/2023

Abstract	26/11/2023			Make amendments according to the comment	2/12/2023

Turnitin Submission	4/12/2023			Generate similarity rate from Turnitin.com	-
Amendment	5/11/2023			Make amendments according to the comment	-
Submission of final draft	11/12/2023			Submission of hardcopy and documents	-
Oral Presentation	-				

Notes: **1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.**

2. Supervisees are to take the active role to make appointments with their supervisors.

3. Both supervisors and supervisees should keep a copy of this action plan.

4. This Action Plan should be attached as an appendix in Project Paper 1.