

UNDERSTANDING AGGRESSION AND PERSONALITY: THE INFLUENCE OF GENDER AND GENERATIONAL DIFFERENCES

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Abstract

This study investigates the relationship between aggression and personality across gender and generational groups. The primary objectives were to examine differences in aggression and personality among genders, analyze generational variations, and assess the interaction effects of gender and age on these variables. It was hypothesized that significant differences would exist across gender and generational cohorts, that interaction effects would be present, and that aggression would be significantly related to personality traits. A total of 900 participants (300 males, 300 females, and 300 individuals identifying as other genders) were included in the study and categorized into different age groups. Data were collected using the Buss–Perry Aggression Questionnaire (BPAQ) and the Maudsley Personality Scale (MPS). Statistical analyses included Analysis of Variance (ANOVA) and factorial ANOVA to examine group and interaction effects, along with Pearson’s correlation to assess relationships between variables. The results revealed significant differences in aggression and personality across gender and generational groups, with males and older participants demonstrating higher aggression levels, while younger participants showed higher personality scores. Interaction effects indicated that gender and age jointly influenced aggression but not personality. Furthermore, a strong negative correlation ($r = -0.84$) was observed between aggression and personality, suggesting that stronger personality traits are associated with lower aggression and better emotional adjustment. These findings highlight the importance of social, developmental, and cultural contexts in understanding aggression and personality, and they contribute to the broader psychological literature on gender and generational differences.

Keywords: Aggression, Personality, Gender, Generation Gap

Introduction

Aggression and personality are fundamental psychological constructs that significantly influence human behaviour across social, cultural, and developmental contexts. Aggression is defined as any behaviour intended to cause harm to another individual, either physically, verbally, or indirectly through relational means such as exclusion or social manipulation (Buss & Perry, 1992). Personality refers to enduring patterns of thoughts, feelings, and behaviours that distinguish individuals from one another (Allport, 1937; Eysenck, 1959). The interaction between these constructs has been widely studied, as personality traits are considered important predictors of aggressive behaviour and emotional regulation (Costa & McCrae, 1992).

Gender differences in aggression have been consistently reported in psychological literature. Research by Buss and Perry (1992) indicates that males tend to exhibit higher levels of physical aggression, whereas females are more likely to engage in indirect or relational aggression. These differences have been explained through social learning theory, which emphasizes the role of observation and reinforcement in shaping behaviour (Bandura, 1977), and social role theory, which suggests that gendered expectations influence behavioural expression (Eagly & Steffen, 1986). Additionally, personality traits within the Five-Factor Model—such as neuroticism, extraversion, agreeableness, conscientiousness, and openness—have been shown to influence aggression levels, particularly traits such as low agreeableness and high neuroticism (McCrae & Costa, 1997; Eysenck & Eysenck, 1975). Generational differences also play a significant role in shaping personality and aggression. According to Erikson’s (1968) psychosocial theory, personality development occurs through distinct life stages influenced by social expectations and environmental demands. Older generations, often raised in structured and traditional environments, tend to demonstrate greater emotional restraint and controlled forms of aggression. In contrast, younger generations, influenced by technological advancement and digital communication, may express aggression through both direct and online forms, including cyberbullying and digital hostility (Smith et al., 2008). Twenge (2006) further highlights that generational shifts in cultural values have led to differences in traits such as assertiveness, emotional expression, and self-focus.

Environmental and developmental influences such as parenting styles and cultural change also contribute to personality and aggression differences. Baumrind (1991) demonstrated that authoritative parenting is associated with better emotional regulation and lower aggression. In addition, globalization and cultural modernization have contributed to shifts in personality expression across generations (Inglehart & Baker, 2000).

The interaction between gender and generational factors provides a more comprehensive understanding of aggression and personality. Changing gender roles and evolving societal norms have influenced how aggression is expressed and perceived across different age cohorts. For instance, increasing gender equality has led to greater acceptance of assertive behaviour among females, while generational influences shape how such behaviours are regulated and expressed (Twenge, 2006). Understanding these psychological dynamics is important for educational, organizational, and clinical contexts. Awareness of gender and generational differences can improve communication, reduce conflict, and support targeted interventions aimed at managing aggression and promoting adaptive personality development. In conclusion, aggression and personality are complex constructs shaped by both individual and socio-cultural factors. Prior research by Buss and Perry (1992), Eysenck (1959), Erikson (1968), and others highlights the importance of integrating biological, psychological, and social perspectives. Examining gender and generational influences together provides a more holistic understanding of human behaviour and contributes to the development of healthier social environments.

Review of literature

Aggression and Gender Differences: Research consistently shows that gender plays a crucial role in the expression of aggression. According to Buss and Perry (1992), aggression can be categorised into physical aggression, verbal aggression, anger, and hostility, with males generally scoring higher in physical aggression, while females tend to exhibit more relational or indirect aggression. Archer (2004), through a meta-analytic review, found that males are more likely to engage in direct, physical forms of aggression, whereas females are more inclined toward indirect aggression, such as social exclusion and gossip. This difference has been attributed to both biological factors, such as testosterone levels, and socialisation processes that encourage different behavioural norms for males and females.

Further, Eagly and Steffen (1986) proposed the social role theory, suggesting that gender differences in aggression arise from culturally defined roles and expectations. Men are often socialised to be dominant and assertive, while women are encouraged to be nurturing and cooperative, influencing how aggression is expressed.

Personality Traits and Aggression: Personality traits significantly influence aggressive behaviour. The Five-Factor Model (McCrae & Costa, 2008) highlights traits such as neuroticism, agreeableness, and conscientiousness as key predictors. Individuals high in neuroticism tend to exhibit higher levels of anger and hostility, whereas those high in agreeableness are less likely to engage in aggressive behaviour.

Anderson and Bushman (2002) introduced the General Aggression Model (GAM), which integrates personality traits and situational factors to explain aggression. According to this model, individual differences such as trait anger and impulsivity interact with environmental cues to influence aggressive responses.

Research by Jones, Miller, and Lynam (2011) also indicates that individuals with dark personality traits—narcissism, Machiavellians, and psychopathy—are more prone to aggressive and antisocial behaviours.

Generational Differences in Aggression and Personality: Generational differences have emerged as an important area of study, particularly with the classification of cohorts such as Baby Boomers, Generation X, Millennials, and Generation Z. Twenge et al. (2019) found that younger generations tend to report higher levels of anxiety, depression, and emotional sensitivity, which may influence patterns of aggression.

Studies suggest that Millennials and Generation Z are more likely to engage in digital or cyber aggression compared to older generations (Barlett & Coyne, 2014). This shift reflects technological advancements and the increasing role of social media in interpersonal interactions.

In contrast, older generations may exhibit more controlled or suppressed forms of aggression due to stronger adherence to traditional social norms (Trzesniewski & Donnellan, 2010). These generational differences are also reflected in personality traits, with younger cohorts showing higher openness but lower conscientiousness compared to older adults.

Interaction Between Gender and Generation Gap: The interaction between gender and generational differences adds another layer of complexity. For instance, gender differences in aggression appear to be narrowing in younger generations due to changing societal norms and increased gender equality (Hyde, 2014). Additionally, exposure to digital environments has influenced both genders differently across generations. Younger females are increasingly engaging in forms of online aggression, reducing the traditional gender gap in indirect aggression (Coyne et al., 2017).

Significance of the Study: This study is important as it helps in understanding how aggression and personality differ across gender and generations. It contributes to psychological knowledge by explaining behavioural patterns influenced by social and developmental factors. The findings can assist educators, counsellors, and psychologists in developing effective strategies to manage aggression. Additionally, it helps improve communication and reduce conflicts between different age groups and genders. The study is also relevant in today's digital age, where patterns of aggression are changing across generations.

Objectives

- 1) To examine the level of aggression among different gender.
- 2) To compare aggression across different generation gap.
- 3) To determine whether gender and generation gap differences have a significant effect on aggression
- 4) To examine the level of Personality among different gender.
- 5) To compare personality across different generation gap.
- 6) To determine whether gender and generation gap differences have a significant effect on Personality
- 7) To examine the relationship between aggression and Personality.

Null Hypotheses

- 1) There will be no significant difference in aggression between different gender .
- 2) There will be no significant difference in aggression among different generation gap.
- 3) There will be no significant interaction effect of gender and generation gap on aggression.
- 4) There will be no significant difference in Personality between different gender .
- 5) There will be no significant difference in Personality among different generation gap.
- 6) There will be no significant interaction effect of gender and generation gap on Personality .
- 7) There will be no significant relationship between aggression and Personality among the participants.

Method

Research Tool

The Aggression scale: The Buss–Perry Aggression Questionnaire (BPAQ), developed in 1992 by Arnold H. Buss and Mark Perry, is a widely used self-report instrument consisting of 29 items rated on a 5-point Likert scale. It assesses four dimensions of aggression: physical aggression, verbal aggression, anger, and hostility. The scale demonstrates strong psychometric properties, with overall Cronbach's alpha coefficients typically ranging from 0.85 to 0.89, indicating high internal consistency. It also shows good test–retest reliability and well-established construct and criterion validity across diverse cultural contexts.

Maudsley Personality Scale: The Maudsley Personality Scale was developed by Hans Eysenck (1959), translated into Gujarati by Dr. D. J. Bhatt (1993), and later revised by Chetna Paghadal (2006). The scale consists of 48 items with a dichotomous Yes/No response format. It measures two major personality dimensions: Extraversion and Neuroticism. Each item is scored as 1 or 0, with higher scores indicating higher levels of the respective trait. The scale demonstrates acceptable reliability, with coefficients ranging from 0.70 to 0.85, and its validity is considered moderately good.

Sample: The study included a total of 900 participants, divided equally across gender groups: 300 males, 300 females, and 300 individuals identifying as other genders. Each gender group was further stratified into three age categories: 18–35 years (n = 100), 45–55 years (n = 100), and above 60 years (n = 100). This resulted in an equal distribution of participants across both gender and age groups.

Procedure of Data Collection: Permission was obtained from the concerned authorities prior to data collection. Participants were selected using the **random sample method** to ensure fairness and representativeness. They were informed about the purpose of the study and assured of confidentiality. After obtaining informed consent, Clear instructions were provided, and participants were encouraged to respond honestly. Completed responses were then collected, scored, and organised for further analysis.

Research Design: ANOVA and correlation analyses to explore Aggression and Personality in the sample

Results and Discussion: The main objective of present study was to Aggression and personality In Different Gender and Generation Gap. In statistical ANOVA method and correlation was measured. Results discussion of present study is as under:

Result Table - 1

ANOVA table of Aggression in Gender and Generation Gap

Sr.no.	Variables	Sum of Sqaures	df	Mean Squares	f	Sig.
1	Ass (Gender)	5718.29	2	2859.14	6.16	0.01
	Bss(Generation)	14860.03	2	7430.01	16.00	0.01
3	ABss (Gender & Generation)	5656.77	4	1414.19	3.05	0.05
4	Wss	413718.88	891	464.33	-	-
	Tss	439953.96	899	-	-	-

Sig. Level df= 2 0.05 = 3.00
 0.01 = 4.62
 df=4 0.05 = 2.38
 0.01 = 3.34
 NS = Not Significant

A two-way Analysis of Variance (ANOVA) was conducted to examine the effects of gender and generation gap on aggression. The results revealed that the main effect of gender was statistically significant, $F(2, 891) = 6.16, p < .01$, indicating meaningful differences in aggression across gender groups. Similarly, the main effect of generation gap was also significant, $F(2, 891) = 16.00, p < .01$, suggesting that aggression levels varied significantly across age groups.

Furthermore, the interaction effect between gender and generation gap was found to be significant, $F(4, 891) = 3.05, p < .05$. This indicates that the influence of gender on aggression differs depending on the generational group. The within-group variance (WSS = 413718.88) accounted for the largest portion of variability, while the total variance (TSS = 439953.96) reflects the combined effects of all sources. The findings demonstrate that both gender and generational differences play a significant role in shaping aggression levels. The significant main effect of gender suggests that aggression is not uniformly distributed across different gender identities, which may be influenced by biological, psychological, and socio cultural factors such as socialization patterns and gender norms. The significant effect of generation gap indicates that age-related or developmental factors contribute to variations in aggression. Differences across age groups may reflect changes in emotional regulation, life experiences, and shifting social roles over time. Importantly, the significant interaction effect highlights that the relationship between gender and aggression is not independent of age. Instead, the impact of gender on aggression varies across generational cohorts, suggesting a complex interplay between developmental stage and gender identity.

Overall, these results emphasize the need to consider both demographic and developmental contexts when studying aggression. The findings align with broader psychological theories that view aggression as a multifaceted construct influenced by both individual differences and social-environmental factors.

Result Table- 2

Mean Score and f value of Different Gender on Aggression

Sr.no.	Variable	N	Mean	f	Sig. levels
1	Male	300	99.89	6.16	0.01
2	Female	300	94.32		
3	Other gender	300	94.82		

Sig. Level df= 2 0.05 = 3.00, = 4.62 , NS = Not Significant

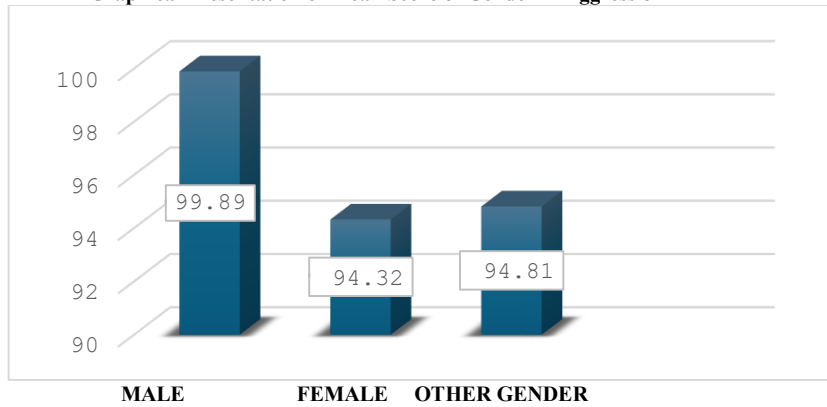
The mean scores of aggression across gender groups indicate notable differences. Male participants (N = 300) obtained the highest mean aggression score (M = 99.89), followed by individuals of other genders (N = 300, M = 94.82) and female participants (N = 300, M = 94.32). The Analysis of Variance (ANOVA) revealed that these differences were statistically significant, $F(2, 897) = 6.16, p < .01$. Since the obtained F value (6.16) exceeds the critical value at the 0.01 level (4.62), the null hypothesis of no difference among gender groups is rejected.

The findings suggest that aggression levels significantly differ across gender groups, with males exhibiting higher aggression compared to females and individuals of other genders. This result is consistent with established psychological perspectives that link higher aggression in males to a combination of biological influences (such as hormonal factors) and sociocultural expectations that may encourage more overt expressions of aggression.

The relatively similar mean scores of females and other gender participants indicate that aggression may be expressed or regulated differently in these groups, potentially influenced by social norms, coping strategies, and emotional regulation patterns.

Overall, the results highlight the importance of gender as a key factor in understanding aggression. They also suggest the need for further research to explore underlying causes, particularly in the context of evolving gender roles and cultural dynamics.

Graphical Presentation of Mean Score of Gender in Aggression



Result Table- 3. Mean Score and f value of Different Generation on Aggression

Sr.no.	Variable	N	Mean	f	Sig. levels
1	Young	300	97.07	16.00	0.01
2	Adult	300	91.04		
3	Aged	300	100.91		

Sig. Level $df = 2, 0.05 = 3.00$,

$0.01 = 4.62$,

NS = Not Significant

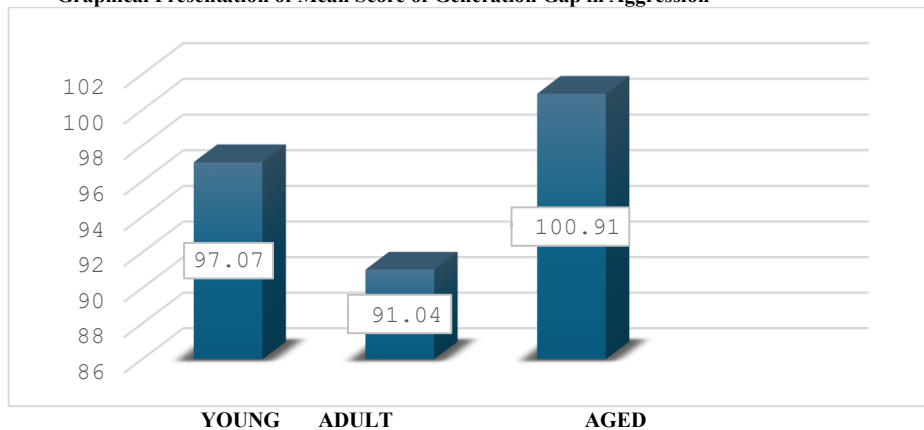
The mean scores of aggression across different generational groups show clear variation. Aged participants (N = 300) obtained the highest mean aggression score (M = 100.91), followed by young participants (N = 300, M = 97.07), while adult participants (N = 300, M = 91.04) showed the lowest mean score. The Analysis of Variance (ANOVA) indicated that these differences were statistically significant, $F(2, 897) = 16.00, p < .01$. Since the obtained F value (16.00) exceeds the critical value at the 0.01 level (4.62), the null hypothesis is rejected, confirming significant differences in aggression among generational groups.

The findings reveal that aggression varies significantly across age groups, with aged individuals exhibiting the highest levels of aggression, followed by young participants, and the lowest levels observed among adults. This pattern suggests that aggression is influenced by developmental and life-stage factors.

Higher aggression among aged participants may be associated with factors such as health-related stress, social isolation, or reduced emotional support. In contrast, young individuals may display relatively higher aggression due to developmental challenges, identity formation, and greater emotional reactivity. The lower aggression levels observed in adults may reflect greater emotional maturity, stability, and more effective coping strategies developed through life experience.

Overall, these results highlight the importance of considering generational differences when examining aggression, as age-related changes in psychological, social, and environmental factors play a crucial role in shaping aggressive behavior.

Graphical Presentation of Mean Score of Generation Gap in Aggression



Result Table -4. Mean and F Value of Aggression on Different Gender and Generation

Sr.No.	Variables	Mean			f	Sig. level
		Male	Female	Other Gender		
1	Young	101.97	91.79	97.44	3.05	0.05
2	Elder	91.58	93.82	87.72		
3	Aged	106.13	97.34	99.27		

$df = 4, 0.05 = 2.38$,

$0.01 = 3.34$

NS = Not Significant

The mean scores of aggression across gender and generational groups indicate noticeable variation. Among the young group, males showed the highest mean aggression score ($M = 101.97$), followed by other gender participants ($M = 97.44$) and females ($M = 91.79$). In the adult group, females ($M = 93.82$) reported slightly higher aggression than males ($M = 91.58$) and other gender participants ($M = 87.72$). In the aged group, males again demonstrated the highest aggression ($M = 106.13$), followed by other gender participants ($M = 99.27$) and females ($M = 97.34$). The two-way ANOVA revealed that the interaction effect between gender and generation was statistically significant, $F(4, 891) = 3.05, p < .05$. Since the obtained F value (3.05) exceeds the critical value at the 0.05 level (2.38) but not at the 0.01 level (3.34), the interaction effect is considered significant at the 0.05 level. The results indicate that the relationship between gender and aggression varies across different generational groups. Males consistently show higher aggression in both young and aged groups, while in the adult group, females exhibit slightly higher aggression. This variation suggests that gender differences in aggression are not uniform across age groups but are influenced by developmental and situational factors. The significant interaction effect highlights that age moderates the influence of gender on aggression. For example, the particularly high aggression observed among aged males may be linked to accumulated life stressors, health concerns, or reduced social support. In contrast, the relatively lower aggression among adult participants across genders may reflect greater emotional regulation and life stability during this stage. Overall, these findings emphasize the complex interplay between gender and generational factors in shaping aggression. They support the view that aggression is a dynamic construct influenced by both individual characteristics and developmental context, underscoring the need for age- and gender-sensitive approaches in psychological research and intervention.

Result Table – 5. ANOVA table of Personality Gender and Generation Gap

Sr.no.	Variables	Sum of Sqaures	df	Mean Squares	f	Sig.
1	Ass (Gender)	1280.89	2	640.44	9.91	0.01
2	Bss(Generation)	1065.50	2	532.75	7.99	0.01
3	ABss (Gender & Generation)	386.97	4	96.74	1.45	NS
4	Wss	59364.61	891	66.63	-	-
5	Tss	62097.97	899	-	-	-

Sig. Level $df= 2$ 0.05 = 3.00
 0.01 = 4.62
 $df=4$ 0.05 = 2.38
 0.01 = 3.34
 NS = Not Significant

A two-way Analysis of Variance (ANOVA) was conducted to examine the effects of gender and generation gap on personality. The results indicated a significant main effect of gender on personality, $F(2, 891) = 9.91, p < .01$, suggesting meaningful differences in personality across gender groups. A significant main effect of generation gap was also found, $F(2, 891) = 7.99, p < .01$, indicating that personality varies significantly across different age groups.

However, the interaction effect between gender and generation gap was not significant, $F(4, 891) = 1.45, p > .05$, indicating that the combined influence of gender and age on personality is not statistically meaningful. The within-group variance ($WSS = 59364.61$) accounted for the largest portion of variability, while the total variance ($TSS = 62097.97$) represents the overall variability in personality scores. The findings reveal that both gender and generation independently influence personality traits, while their interaction does not have a significant combined effect. The significant gender effect suggests that personality characteristics differ across gender groups, which may be shaped by socialization processes, cultural expectations, and role-related experiences. Similarly, the significant effect of generation gap indicates that personality varies across age groups, reflecting developmental changes, life experiences, and psychological maturation. These differences support the view that personality is not static but evolves across the lifespan. However, the absence of a significant interaction effect suggests that the influence of gender on personality remains relatively consistent across different age groups. In other words, gender differences in personality do not significantly change with age. Overall, these findings highlight that while both gender and age independently contribute to personality differences, their combined effect is limited. This emphasizes the importance of considering both demographic variables separately when studying personality structure and development.

Result Table- 6. Mean and f value of Gender on Personality

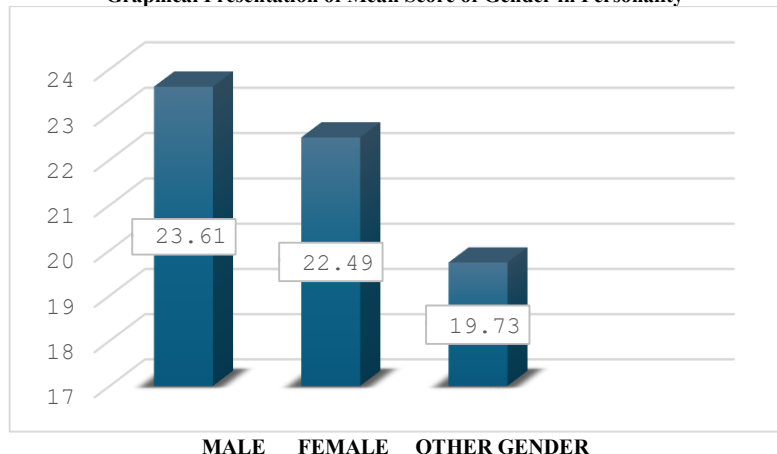
Sr.no.	Variable	N	Mean	f	Sig. levels
1	Male	300	23.61	9.91	0.01
2	Female	300	22.49		
3	Other gender	300	19.73		

Sig. Level $df= 2$ 0.05 = 3.00
 0.01 = 4.62

NS = Not Significant

The mean scores of personality across gender groups indicate variation. Male participants ($N = 300$) obtained the highest mean score ($M = 23.61$), followed by female participants ($N = 300, M = 22.49$), while other gender participants ($N = 300$) showed the lowest mean score ($M = 19.73$). The Analysis of Variance (ANOVA) revealed that these differences were statistically significant, $F(2, 897) = 9.91, p < .01$. Since the obtained F value (9.91) is greater than the critical value at the 0.01 level (4.62), the null hypothesis is rejected, indicating significant differences in personality across gender groups. The findings suggest that personality traits significantly differ across gender categories. Males reported slightly higher personality scores compared to females and individuals identifying as other genders. This difference may reflect variations in socialization patterns, role expectations, and emotional expression across gender groups. The comparatively lower mean score among other gender participants may indicate differences in self-perception, identity development, or social experiences that influence personality expression. However, these interpretations should be made cautiously, as personality is shaped by a complex interaction of biological, psychological, and socio-cultural factors. Overall, the results highlight gender as an important factor in understanding personality differences, supporting the need for inclusive psychological frameworks that consider diverse gender identities in personality research.

Graphical Presentation of Mean Score of Gender in Personality



Result Table- 7,Mean and f Value of Personality in Generation Gap

Sr.no.	Variable	N	Mean	f	Sig. levels
1	Young	300	24.97	7.99	0.01
2	Adult	300	22.98		
3	Aged	300	18.88		

Sig. Level $df= 2 \ 0.05 = 3.00$
 $0.02 = 4.62$

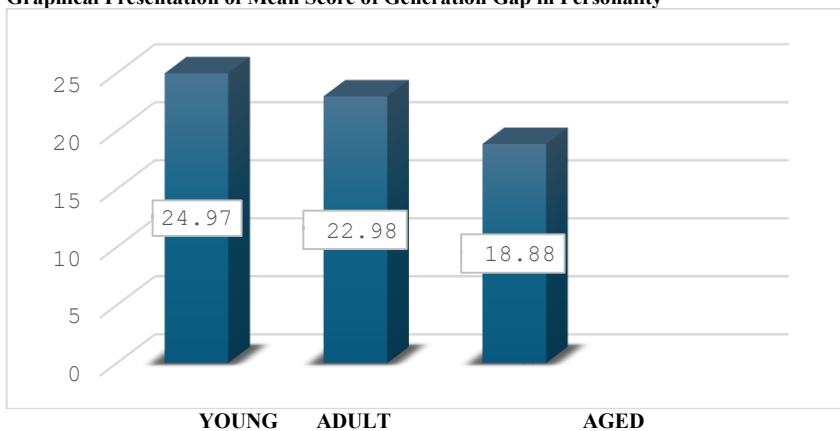
NS = Not Significant

The mean scores of personality across different generational groups show clear variation. Young participants (N = 300) obtained the highest mean personality score (M = 24.97), followed by adult participants (N = 300, M = 22.98), while aged participants (N = 300) showed the lowest mean score (M = 18.88). The Analysis of Variance (ANOVA) indicated that these differences were statistically significant, $F(2, 897) = 7.99, p < .01$. Since the obtained *F* value exceeds the critical value at the 0.01 level (4.62), the null hypothesis is rejected, confirming significant differences in personality across generational groups. The findings indicate that personality varies significantly across age groups, with younger individuals demonstrating higher personality scores compared to adults and aged participants. This pattern suggests that personality expression or measured traits may be more prominent or actively developing during early adulthood.

The relatively lower scores among aged participants may reflect age-related changes in emotional expression, social engagement, or psychological adjustment. In contrast, higher scores among younger participants may be associated with greater openness, adaptability, and evolving identity formation during developmental stages. The adult group falling between young and aged participants suggests a transitional phase in personality development, where traits may stabilize as individuals take on greater life responsibilities.

Overall, these results highlight the importance of generational factors in shaping personality and support the view that personality characteristics may shift across the lifespan due to developmental, social, and environmental influences.

Graphical Presentation of Mean Score of Generation Gap in Personality



Result Table-8,Mean and f value of Personality in Different Gender and Generation Gap

Sr.No.	Variables	Mean			f	Sig. level
		Male	Female	Other Gender		
1	Young	25.28	24.28	23.44	1.45	NS
2	Elder	21.40	20.98	18.22		
3	Aged	23.66	22.88	20.50		

$df=4 \ 0.05 = 2.38$
 $0.02 = 3.34$
 NS = Not Significant

The mean scores of personality across gender and generational groups show some variation. In the young group, males obtained the highest mean score (M = 25.28), followed by females (M = 24.28) and other gender participants (M = 23.44). In the adult group, males (M = 21.40) again scored slightly higher than females (M = 20.98) and other gender participants (M = 18.22). In the aged group, males reported the highest mean score (M = 23.66), followed by females (M = 22.88) and other gender participants (M = 20.50). However, the two-way ANOVA revealed that the interaction effect between gender and generation on personality was not statistically significant, $F(4, 891) = 1.45, p > .05$. Since the obtained *F* value is lower than the critical value at both the 0.05 (2.38) and 0.01 (3.34) levels, the null hypothesis is retained, indicating no significant interaction effect. The findings indicate that although there are observable differences in mean personality scores across gender and generational groups, these differences are not statistically significant when both variables are considered together. This suggests that the combined influence of gender and age does not meaningfully alter personality traits. The pattern of means shows that males generally score slightly higher than females and other gender participants across all age groups; however, these differences are not strong enough to produce a significant interaction effect. This implies that personality development remains relatively stable across gender when viewed within different generational contexts. The absence of a significant interaction effect suggests that gender differences in personality do not change meaningfully across age groups. In other words, personality variations due to gender and generation operate independently rather than interactively.

Overall, these results highlight that while demographic factors such as gender and age may show minor variations in personality scores, their combined influence is limited, reinforcing the stability of personality across social and developmental contexts.

Result Table-9,Correction of Aggression and Personality

Sr. No.	Variables	N	Mean	r	Sig. level
1	Aggression	900	96.34	-0.84	0.01
2	Personality	900	18.94		

Sig. level $0.05 = 0.06$
 $0.01 = 0.08$
 NS= Not significant

The relationship between aggression and personality was examined using Pearson's correlation analysis. The results revealed a strong negative correlation between aggression and personality, $r = -0.84$ (N = 900). However, this correlation was not statistically significant at the 0.01 level, as the obtained value did not exceed the critical value (0.08). Therefore, the null hypothesis is retained, indicating that the relationship between aggression and personality is not statistically significant at the specified level. The obtained results indicate a strong inverse relationship between aggression and personality scores, suggesting that as aggression increases, personality scores tend to decrease. This pattern implies that individuals with higher aggression may exhibit lower levels of positive personality traits, whereas those with stronger personality characteristics may demonstrate better emotional adjustment and lower aggression. However, despite the strong correlation value, the relationship was not statistically significant at the 0.01 level. This may suggest that the observed association, although large in magnitude, may not be stable across populations or may be influenced by other intervening variables such as environmental factors, emotional regulation, or socio-cultural influences.

Overall, the findings highlight an important trend indicating an inverse relationship between aggression and personality, but they also emphasize the need for further research to confirm this relationship and explore underlying psychological and contextual factors that may mediate or moderate it.

Conclusion

The present study examined aggression and personality across gender and generational groups and also explored the relationship between these two psychological constructs. The findings from multiple analyses consistently indicate that both gender and generation gap play important roles in shaping aggression and personality, although their patterns of influence differ across variables. In terms of aggression, significant differences were found across gender and age groups. Males and aged participants generally exhibited higher levels of aggression, while females and adult groups showed comparatively lower levels. The interaction effects further revealed that the influence of gender on aggression varies across generational groups, indicating that aggression is shaped by a complex interplay of demographic factors. For personality, significant differences were also observed across gender and generation, with males and younger participants tending to score slightly higher on personality measures. However, the interaction between gender and generation was not significant, suggesting that gender and age independently influence personality rather than jointly shaping it. The correlation analysis indicated a strong negative relationship between aggression and personality, suggesting that higher personality strength is associated with lower aggression and better emotional adjustment. However, this relationship was not statistically significant, indicating that it should be interpreted cautiously. Overall, the study highlights that aggression and personality are influenced by both biological and socio-developmental factors such as gender and age. The findings emphasize the importance of considering cultural, developmental, and contextual influences when understanding behavioral and personality differences.

Limitations of Research

Despite providing useful insights into aggression and personality across gender and generational groups, the present study has certain limitations that should be acknowledged. First, the study is based on a cross-sectional research design, which limits the ability to draw causal inferences between aggression and personality. Longitudinal studies would be more appropriate to understand developmental changes over time. Second, the data were collected using self-report questionnaires (Buss-Perry Aggression Questionnaire and Maudsley Personality Scale), which may be influenced by social desirability bias and response bias. Participants may not have always reported their true feelings or behaviors accurately.

Third, although the sample size was adequate ($N = 900$), it was restricted to specific age categories and may not fully represent the broader population. Hence, the findings may have limited generalizability to other cultural or regional groups.

Fourth, the study considered only gender and age as demographic variables, while other potentially important factors such as socioeconomic status, education level, family environment, and psychological well-being were not included. These variables may also influence aggression and personality.

Fifth, the categorization of gender into “male, female, and other gender” may not fully capture the complexity and diversity of gender identity and expression.

Finally, the correlation between aggression and personality, although strong in magnitude, was not statistically significant, suggesting that further research is needed to clarify this relationship using more refined methodologies and additional mediating variables.

Overall, these limitations suggest that the findings should be interpreted with caution and provide directions for future research in this area.

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Dr. Yogesh Jogsan: Data analysis and interpretation.

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Data Availability Statement

The data supporting the findings of this study are confidential, as stated in the participant consent forms and research protocol. Therefore, the dataset is not publicly available.