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The Mediating Role of Emotional Regulation on the Relationship between Mindfulness and Aggression among Correctional Officers

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Abstract. The study employs a quantitative approach to investigate the relationship between mindfulness and aggression, with emotional regulation as the mediating variable, among correctional officers. The researchers recruited 268 officers from the New Bilibid Prison (NBP) and Correctional Institution for Women (CIW) through a purposive sampling technique. Self-report instruments, the Five Facet Mindfulness Questionnaire (FFMQ-15), Difficulties in Emotion Regulation Scale Short Form (DERS-SF), and Brief Aggression Questionnaire (BAQ), were used to assess mindfulness, emotional regulation, and aggression levels. A mediation model was employed to analyse the data. Results indicated a significant indirect effect of mindfulness on aggression, mediated by emotional regulation (estimate = -0.406, $p < .001$, $\beta = -0.2142$). Specifically, higher levels of mindfulness were associated with lower levels of difficulty in emotion regulation (estimate = -0.899, $p < .001$, $\beta = -0.4621$). In turn, higher levels of difficulties in emotional regulation were associated with higher levels of aggression (estimate = 0.452, $p < .001$, $\beta = 0.4636$). In light of the study, the researchers recommend that correctional facilities collaborate with psychologists and criminologists to develop and implement mindfulness and emotional regulation programs tailored to the specific needs of correctional officers. Future researchers should focus on validating assessment tools for use with correctional officers and conducting longitudinal studies to evaluate the long-term impact of these programs. Additionally, employing mixed-method designs can further clarify the relationship between variables.

Keywords: Aggression; Correctional officers; Emotional regulation; Mindfulness.

1.0 Introduction

A growing body of research across various disciplines has increasingly focused on "providers' well-being," examining the mental and emotional state of professionals who render service to others. This includes educators, counselors, psychologists, nurses, doctors, and many more. These professions involve daily interactions with people from diverse backgrounds, presenting unique challenges and opportunities. However, correctional officers face a particularly demanding environment, managing a diverse population that may include individuals with challenging behaviors or criminal backgrounds.

A correctional officer oversees individuals detained in secure facilities, including jails, prisons, juvenile placement centers, and mental health institutions. The job requires professionalism, skill, and expertise, as it involves

maintaining order and security, responding to emergencies, and adhering to legal and regulatory frameworks. Correctional officers have four primary responsibilities: ensuring the security and humanity of prisons, overseeing facility operations, providing opportunities for inmates to develop personally while in custody, and equipping them with skills to succeed once released back into society (De Magalhães Bezerra et al., 2016).

Correctional officers work with prisoners from diverse backgrounds, making their role more demanding than that of other correctional staff members. They are responsible for handling potentially violent events during their shifts, maintaining safety and order in a prison setting, and regularly facing risky situations while engaging with prisoners (St. Louis et al., 2023; Podgorski et al., 2023). Apart from physical risks, significant stressors are also associated with corrections work that can severely affect staff well-being (Russo, 2019). A report on Philippine penitentiaries by De Guzman et al. (2020) revealed issues such as pollution, overcrowding, and inadequate food supplies, which impact basic human needs daily. These factors contribute to the stress and psychological demands placed on correctional officers. While corrections can be fulfilling for some, various factors deter individuals from entering or remaining in this field (Chouhy et al., 2020); the work is intrinsically hazardous, given the characteristics of the incarcerated population (Friedman, 2021). Given the nature and setting of their work, correctional officers are likely to acquire behavioral tendencies such as aggression to some extent (De Magalhães Bezerra et al., 2016).

According to Police Killings by Country 2023 (n.d.), the Philippines has one of the world's highest rates of police killings, with over 6,000 reported between 2016 and 2021. Unfortunately, data on aggression, specifically among correctional officers, is currently unavailable; this lack of data may be due to the challenges of gathering information within prisons. Research on aggression among correctional officers in the Philippines is limited. However, studies in other countries have found concerning levels of exposure to violence among these professionals. Studies in Indonesia (Yuska et al., 2022) suggest a link between punitive attitudes and a lack of human rights knowledge among officers, contributing to violence against prisoners. In South Korea (Choi et al., 2020), verbal abuse appears to have a more significant impact on officer burnout than physical assault. Similarly, Canadian data (Fusco et al., 2021) reveal higher rates of trauma exposure and mental health struggles, including PTSD, among correctional officers compared to wellness staff.

Aggression refers to a range of actions that have the potential to harm oneself, others who want to avoid the harm, or objects, with the primary goal of causing harm either physically or mentally (Cherry, 2021; Webster et al., 2013). In a brief aggression questionnaire, aggression is described as a trait, referring to individual differences in thoughts, emotions, and behaviors. They measure it using four factors: physical aggression, verbal aggression, anger, and hostility (Webster et al., 2013).

Physical aggression can be defined as any behavior that could cause physical injury to another person on purpose. Examples include hitting, kicking, biting, wielding weapons, or destroying belongings (Kaye & Erdley, 2011). On the other hand, verbal aggression refers to a communication style intended to inflict harm on another person. This harm can be delivered through spoken words, vocal tone, or nonverbal cues. Notably, the target does not necessarily have to react negatively for the act to be considered aggressive (McLaughlin et al., 2010). Another factor contributing to aggression is anger, a strong emotional response that arises when you believe someone has intentionally wronged you. It can involve hostility and a desire to rectify the situation (Kazdin, 2000). Hostility is somewhat different from anger; it is a state of mind where one wants to hurt someone physically or emotionally. This may show in different ways, like mean words, body language that suggests you might get violent, or even actual attacks.

These types of aggression are interrelated. Anger can lead to hostility, which might manifest as verbal or physical aggression. While they may be used interchangeably, each has a slightly different focus. Most aggressive behavior stems from a combination of intense emotions, cognitive thoughts, and outward expression.
In cases of correctional officers experiencing stress possibly due to their hazardous environment, and exposure to violence and criminal behaviors may elicit aggression as a way to cope with these external and internal factors by the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984). These findings underscore the need for a comprehensive approach to addressing this issue. Hausam et al.'s (2020) proposal for a person-centered approach, utilizing officer observations to identify inmate subtypes, offers a promising avenue for improved risk assessment and management. However, a broader focus on interventions that address officer well-being and mitigate aggression is crucial.

Traditionally, various interventions have been used to manage aggression across different populations. However, mindfulness-based interventions (MBIs) have emerged as a promising approach. Research suggests that having higher levels of mindfulness not only reduces aggression but also improves overall psychological well-being by promoting self-regulation and emotional regulation skills (Kim et al., 2022; Jyoti et al, 2024; Gillions et al., 2019). Mindfulness can be understood as a state of moment-by-moment awareness of our thoughts, feelings, bodily sensations, and the surrounding environment without judgment. This ongoing awareness is cultivated by adopting an open, non-judgmental, friendly, curious, accepting, compassionate, and kind attitude toward ourselves and our experiences (Zhang & Zhang, 2021; Baer et al., 2019).

Many studies support the effectiveness of mindfulness through the use of mindfulness-based interventions (MBI) in reducing aggression across various age groups. A meta-analysis by Tao et al. (2021), which analyzed 18 studies involving over 1,200 participants, found a moderate positive effect ($g = 0.48$) for MBI, indicating a significant decrease in aggressive behavior. Interestingly, the effect was slightly more significant for clinical samples. Similarly, a review by Gillions et al. (2019) examined 22 studies that focused on adults and interventions involving mindfulness training. The review appears to indicate that MBI (not including dialectical behavior therapy) is potentially efficacious in mitigating aggression and violence among adults. The results also suggest a link between mindfulness and reduced aggression through the process of progressive emotional regulation.

A recent study by Zhang and Zhang (2021) explored the impact of MBI on teenagers. They divided high school students into two groups, with one group receiving MBI training for eight weeks. The MBI group showed significant improvements in mindfulness, self-control, and all aggression measures compared to the control group. Similar to Gillions et al. (2019), the study revealed that MBI's positive effects on aggression were indirect. In other words, the program appears to work by enhancing skills such as mindfulness, emotional regulation, and self-control, which in turn lead to a decrease in aggressive behavior. Besides minimizing aggression, mindfulness is advantageous for teenagers as it reduces inappropriate conduct, decreases indications of mental health problems, and augments toughness, as indicated in the studies conducted by Aini et al. (2021), Carsley et al. (2017), Dunning et al. (2018), Franco et al. (2016), and Vanzin et al. (2020).

Nevertheless, the latest research insinuates that it does not apply to everyone. Schindler et al. (2019) suggest that mindfulness exercises may have the potential to reduce ethical reactions, thereby diminishing awareness of wrongdoing. Howard (2016) emphasizes the insufficiency of reporting the probable adverse consequences, including physical discomfort, cognitive confusion, and even psychotic breaks, especially in people who had a preceding mental illness. In other respects, Weller (2018) highlights the importance of sound knowledge, as misapprehensions about mindfulness could lead to detrimental actions. These outcomes highlight the need for a reasonable approach. Mindfulness is likely a worthwhile mechanism, but its advantages may not be the best fit for each person, and its possible drawbacks are important to consider.

These studies present compelling evidence that the programs of MBI are beneficial in decreasing aggression across various communities. Although other research studies (Schindler et al., 2019; Howard, 2016; Weller, 2018) suggest possible challenges associated with mindfulness practices, the totality of the evidence leads to the conclusion that beneficial repercussions in reducing aggression predominate over these issues. This denotes that mindfulness training can be profitable for managing stress and reducing aggression among correctional officers.

Research suggests that mindfulness training is highly beneficial in reducing aggression. Various studies have identified emotional regulation as a crucial mediating variable. The capability to handle and moderate emotions, referred to as emotional regulation, mediates the connection between mindfulness and aggression. Mindfulness training has the tendency not to mitigate aggression directly; however, it is beneficial in terms of improving emotional regulation skills, which in turn result in a decrease in aggressive behavior, according to these studies. Primarily, an explicit linkage between mindfulness and emotional regulation was presented in the studies administered by Garofalo et al. (2019) and Kim et al. (2022). Subordinate levels of mindfulness are associated with lower emotional regulation abilities, which can exacerbate aggression. On the contrary, mindfulness training appears to enhance emotional regulation skills, potentially through deactivating detrimental coping strategies, such as repetitive negative thinking and emotional inhibition (Kim et al., 2022).

A study on mindfulness-based interventions (MBI) provides additional evidence for this relationship between mindfulness, emotional regulation, and aggression. Zhang and Zhang (2021) found that MBI significantly contributed to the development of self-control, emotional regulation, and mindfulness in teenagers, which in turn reduced aggression. This boils down to the idea that MBI fails to conceal aggression directly but functions by developing emotional regulation skills, resulting in lessened aggressive tendencies.

In essence, mindfulness appears to equip individuals with the skills to regulate their emotions, which in turn could make them less likely to respond with aggression. This focus on emotion regulation as a mediator has implications for high-stress jobs, such as those of correctional officers. By training to be more mindful and better at emotional regulation, officers can control the release of their inhibitions, which in turn contributes to a safer environment for everyone.

Upon reviewing the literature, researchers suggest that mindfulness training can be an effective way to lower aggression by enhancing emotional regulation skills. Studies have consistently shown a link between lower mindfulness, poorer emotional control, and increased aggression. Conversely, mindfulness training may enable people to manage their emotions more effectively, resulting in a lower level of aggressive behavior. Although these results are encouraging, it is worth noting that no specific study has been conducted on the complex relationship between mindfulness, aggression, and emotional regulation among correctional officers. Future research exploring mediation analysis with this targeted population could provide valuable insights.

This research gap highlights the importance of investigating the potential positive effects of mindfulness training on Filipino correctional officers. Through the development of enhanced emotional regulation skills, correctional officers may be better equipped to manage stress, thereby creating a more secure environment for both themselves and the inmates in their care. This line of inquiry would hold considerable relevance to the following areas: correctional practices and mental health services provided to correctional officers in Philippine Correctional Facilities.

2.0 Methodology

2.1 Research Design

This research study employs a quantitative approach to examining the relationship between the variables of mindfulness, aggression, and emotional regulation, with a primary focus on the mediating role of emotional regulation in the relationship between mindfulness and aggression. For the research design, the study incorporates correlational design, regression analysis, and path analysis to look into the relationship between the variables and the mediating role of emotional regulation between the mindfulness and aggression; the study's design is strategically picked so that the researchers gain insights and not infer causality, as suggested by Longe (2020) & Cherry (2023). To examine the relationships between the variables, correlational analysis was used; in analyzing both the strength and direction of the variables, researchers used multiple regression as suggested by Sarstedt and colleagues (2014) and Ali and colleagues (2021), which allowed us to gain insight into predicting levels of aggression based on the reported levels of mindfulness. Finally, to investigate the indirect effects of mindfulness on aggression, through the mediation of emotional regulation, path analysis was employed. Using path analysis, the researchers were able to determine if there is a significant mediating relationship, which enabled them to predict levels of aggression based on reported levels of mindfulness, with emotional regulation serving as the mediator.

2.2 Participants and Sampling Technique

The participants in this study are correctional officers working at two facilities located in the National Capital Region of the Philippines, specifically in Mandaluyong and Muntinlupa City. A minimum of 268 correctional officers who work at the New Bilibid Prison in Muntinlupa City and the Correctional Institution for Women in Mandaluyong City were included in the sample size. The sample size was determined using Raosoft's sample size calculator, considering a 95% confidence level, a 5% margin of error, and a response distribution of 50%. According to data obtained through Freedom of Information Philippines, the two correctional facilities in the Philippines have a combined projected population of 878 correctional officers as of 2024.

A purposive sampling technique was employed to ensure adequate representation across various demographic groups. According to Nikolopoulou (2023), this method involves selecting a random sample from the entire population, where each unit has an equal chance of being selected. The following are the inclusion criteria for the

participants: (a) Individuals must be at least 25 years of age or older, (b) currently employed at either the New Bilibid Prison or the Correctional Institution for Women, and (c) have a minimum of 3 years of experience in practice. Participation in this study is voluntary. The focus is on ensuring that the study concentrates on the intended target population from the designated facilities within the National Capital Region. This helps researchers ensure that the study obtains data from the appropriate group within the defined geographic area.

The study excludes participants who fail to meet these requirements to preserve a precise and representative research sample. The study excludes participants who (a) work in non-correctional officer roles because these positions do not require direct inmate supervision or management in correctional facilities. (b) Having medical or psychological conditions that may hinder their ability to comprehend or respond accurately, and (c) Individuals who are 24 years old or younger are not eligible.

2.3 Research Instrument

The study aims to investigate whether emotional regulation mediates the relationships between mindfulness and emotional regulation. Standardized instruments were employed: the Five Facet Mindfulness Questionnaire (FFMQ-15), the Brief Aggression Questionnaire (BAQ), and the Difficulties in Emotion Regulation Scale Short Form (DERS-SF). Permission to utilize these instruments has been requested from their respective creators and authors.

The Five Facet Mindfulness Questionnaire (FFMQ-15) is a 15-item version that measures the same five facets of mindfulness (observing, describing, acting with awareness, non-judging, and non-reacting) through carefully chosen items that maintain the breadth of content from the FFMQ-39. The FFMQ-15 is a 15-item questionnaire. Higher scores indicate greater levels of mindfulness across the five subscales: observing, describing, acting with awareness, non-judging, and non-reacting. To calculate the mean, sum all the scores for each item and divide the total scores by the number of items in the scale. The researchers ensured that all reversed scores were reversed before calculating the mean. Validation studies by Gu et al. (2016) confirm that the FFMQ-15 accurately reflects the structure of the more extended version. Furthermore, Feliu-Soler et al. (2020) found that the FFMQ-15 demonstrates good internal consistency (Cronbach's alpha ranging from 0.56 to 0.85) and sensitivity to change following mindfulness interventions. This makes it a reliable and efficient alternative for research requiring briefer assessments.

The Brief Aggression Questionnaire (BAQ) is a psychometric tool developed by a team of researchers led by Gregory D. Webster from the University of Florida. It measures individual differences in trait aggression efficiently without compromising reliability or validity. The internal reliability in the present study had a Cronbach's alpha of 0.762 (Webster et al., 2013). The BAQ is a 12-item questionnaire that assesses four subscales: physical aggression, verbal aggression, anger, and hostility. It uses a Likert-type questionnaire with items rated on a scale from 1 (extremely uncharacteristic of me) to 7 (extremely characteristic of me). Higher scores indicate greater levels of aggression across the four subscales. The psychometric properties of the BAQ are robust, demonstrating high internal consistency, stable factor structures, and strong convergent validity with other measures of aggression. To calculate the mean, sum all the scores for each item and divide the total scores by the number of items in the scale. The researchers ensure that all reversed scores are reversed before calculating the mean.

The Difficulties in Emotion Regulation Scale Short Form (DERS-SF) is an inventory consisting of 18 items, half the number of the original DERS, while retaining its six subscales and maintaining its psychometric properties. Each item is rated on a 5-point scale from 1 (rarely) to 5 (almost always), with higher scores indicating more significant difficulties in emotion regulation. Statements such as "I pay attention to how I feel" and "I have no idea how I am feeling" are included in the scale. The DERS-SF's psychometric properties are strong, with Cronbach's alpha coefficients for each subscale exceeding .70 and ranging from .79 to .91. Concurrent validity with the original DERS is high, with correlations ranging from .90 to .98, indicating 81–96% shared variance. Regarding scoring and interpretation, to calculate the mean, sum all the scores for each item and divide the total scores by the number of items in the scale. The researchers ensured that all reversed scores were reversed before calculating the mean. The DERS-SF's validity is robust, demonstrated by its strong concurrent validity with the original DERS, high internal consistency, and good model fit in confirmatory factor analysis. The subscales include Nonacceptance, Goals, Impulse, Awareness, Strategies, and Clarity, capturing various facets of emotion regulation difficulties.

2.4 Data Gathering Procedure

The first part of our data collection begins with reviewing the study to ensure that all procedures and tools meet the ethical standards set by the Psychological Association of the Philippines. After ensuring that ethical standards were met, all necessary documents were submitted and approved by the Dean of the Psychology Department at Don Honorio Ventura State University. With the approval of the psychological department dean, the researchers then connected with the Bureau of Corrections and gained permission to conduct the study within New Bilibid Prison (Muntinlupa City) and the Correctional Institution for Women (Mandaluyong City). Next is informed consent, to ensure participants understand their involvement and make an informed decision, a detailed informed consent form was prepared. The informed consent outlines the study's purpose and procedures, including any potential risks and benefits associated with participation. Additionally, it explains the measures taken to ensure the confidentiality of participant data and their rights throughout the research process. Recruitment officially begins only after potential participants have reviewed and signed the informed consent form.

The final part of preparation involved preparing the instruments and conducting pilot testing. Researchers utilized three self-report scales administered in person to gather data from the 268 correctional officers participating in the study, drawn from the designated facilities. These scales include the Five Facet Mindfulness Questionnaire (FFMQ-15), which assesses mindfulness levels; the Difficulties in Emotion Regulation Scale Short Form (DERS-SF) to measure challenges in emotional regulation; and the Brief Aggression Questionnaire (BAQ) to evaluate tendencies towards aggression. To ensure the effectiveness of the chosen data collection method and chosen scales, a pilot test was conducted with at least 30 respondents. This pilot test enables researchers to refine aspects of their study before full-scale data collection commences. The study's implementation began with data collection. Following ethical approval and pilot testing, the research implementation phase begins. For the Data collection the researchers administered three self-report scales to the respondents, namely: the Five Facet Mindfulness Questionnaire (FFMQ-15) was used to measure levels of mindfulness, the Difficulties in Emotion Regulation Scale Short Form (DERS-SF) was used to measure levels of difficulties in regulation emotion, and the Brief Aggression Questionnaire (BAQ) to measure levels of aggression. Researchers administer these instruments, using pen and paper and in person.

2.5 Data Analysis Procedure

To answer the research questions, the study utilizes the JAMOVI statistical software program for data analysis. For Research Question 1, which investigated the levels of mindfulness, aggression, and emotional regulation, descriptive statistics were employed. By using descriptive statistics, researchers can calculate the measures of central tendency (mean) and dispersion (standard deviation) for each variable. From the descriptive statistics, we gain insight into how each variable is present within the recruited sample of respondents. Moving on to the investigation of the relationship between mindfulness and emotional regulation, emotional regulation and aggression, and mindfulness and aggression (RQ2), a correlation analysis was conducted. Spearman's Rank correlation coefficient was used to determine the strength and direction of this association. The statistical significance of this correlation was assessed at a pre-defined alpha level of 0.05.

To investigate the mediating role of emotional regulation in the relationship between mindfulness and aggression among correctional officers (RQ3), the researcher employs Path Analysis. The researchers examined whether emotional regulation mediates the link between mindfulness and aggression among correctional officers by investigating the total path (c) and the direct path (c'). In this context, X represents mindfulness, M represents emotional regulation, and Y represents aggression. The researchers evaluate the direct effects of mindfulness on aggression and emotional regulation, as well as the direct effects of emotional regulation on aggression. Additionally, the researchers assess the indirect effect of mindfulness on aggression through its influence on emotional regulation. The path from X to M shows the direct effect of mindfulness on emotional regulation. In contrast, the path from M to Y shows the direct effect of emotional regulation on aggression. The indirect effect of mindfulness on aggression through emotional regulation is determined by multiplying the direct effect of mindfulness on emotional regulation (a) with the direct effect of emotional regulation on aggression (b).

This study employs correlational and regression analyses to examine these relationships. The total effect (c) encompasses both the direct effect of mindfulness on aggression (c') and the indirect effect through emotional regulation (a * b). Examining these relationships helps determine whether emotional regulation significantly mediates the connection between mindfulness and aggression, providing insights for interventions that target emotion regulation skills to reduce aggression in correctional officers. To ensure the reliability and validity of the

data analysis, the researchers consult with a qualified statistician throughout the process. This guarantees the appropriate application of statistical techniques and the accurate interpretation of the results.

2.6 Ethical Considerations

During the implementation phase of the study, researchers adhere strictly to the ethical standards set by the psychological regulatory body. For the study's participants, an informed consent form was provided, containing all the necessary information to enable them to make an informed decision about participating in the study. The informed consent states that participation is strictly voluntary, and participants are informed of the study's purpose. It also outlines the process, potential risks participants may face during the study, and their right to withdraw from the study at any point in time.

For this study, researchers strictly complied with the ethical guidelines of the Psychological Association of the Philippines (PAP); by following these guidelines, the researchers ensure that the study maintains utmost ethical standards, and protect the respondents' rights and well-being, and upholds the integrity of the research process (Psychological Association of the Philippines Committee on Ethics and Professional Standards, 2022).
Furthermore, the study was conducted in compliance with the Data Privacy Act of 2012, also known as Republic Act 10173, which safeguards participants' data by protecting their right to privacy while allowing information to flow freely to foster innovation and development (Soretes et al., 2020). Accordingly, the researchers ensure that the information collected from the participants is treated with utmost confidentiality. This is achieved by not collecting personally identifiable information, such as names, and other identifiers that are not relevant to the study. This study was conducted objectively, free from prejudice or conflicts of interest, and all results were presented accurately, without plagiarism, fabrication, or falsification.

3.0 Results and Discussion

3.1 Demographics Data

Among 268 respondents, 128 (47.76%) were 30 years old or younger, 92 (34.33%) were between 31 and 40 years old, and 48 (17.91%) were 41 years old or older. Regarding gender, 145 (54.1%) were female, and 123 (45.9%) were male. In terms of rank, 204 (76.1%) were Correctional Officer 1, 40 (14.9%) were Correctional Officer 2, and 24 (9.0%) were Correctional Officer 3. Affiliation-wise, 147 (54.9%) were from the Correctional Institution for Women, while 121 (45.1%) were from the New Bilibid Prison. Lastly, in terms of tenure, 161 (60.1%) had 3-5 years of experience, 53 (19.8%) had 6-10 years, 26 had 11-15 years of experience, 15 had 16-20 years, and 13 (4.9%) had 21-25 years of experience.

Table 1. *Demographic Profile of the Respondents*

Indicators	Frequency	Percentage
Age		
30 and below	128	47.76
31 to 40	92	34.33
41 and above	48	17.91
Sex		
Female	145	54.1
Male	123	45.9
Rank		
Correctional Officer 1	204	76.1
Correctional Officer 2	40	14.9
Correctional Officer 3	24	9.0
Affiliation		
Correctional Institutions for Women	147	54.9
New Bilibid Prison	121	45.1
Years of Service		
3-5 years	161	60.1
6-10 years	53	19.8
11-15 years	26	9.7
16-20 years	15	5.6
21-25 years	13	4.9
Total	**268**	**100**

The demographic analysis provides an overall view of the participant profiles, demonstrating that crucial age, gender, and employment-related characteristics are accurately captured. Most participants (47.76%) are 30 years

of age or younger, thus giving a considerably younger sample population. A young age in the sample may influence attitudes and responses to study items because this age group generally shares generational characteristics related to attitudinal and behavioral styles, as observed in the study by Dash et al. (2021), which analyzed psychological tendencies among youths. Studies carried out by Aini et al. (2021) on adolescent resilience may reveal a distinct response from this young population to stress and resilience. The sample is almost balanced in terms of gender, with a slight advantage to females: 54.1% females versus 45.9% males. Balanced samples regarding gender are essential when speaking about differences in emotional regulation. Gender has been proven to affect response to stress and aggression, respectively (Kaye & Erdley, 2011).

The categories of employment indicate that most respondents fall under the category of CO1, at 76.1%, followed by CO2 at 14.9%, and finally, CO3 at 9.0%. Particularly those in correctional or custodial positions, as Coulling et al. (2024) observed concerning correctional services, these categories may reflect the several kinds of job exposure, the degree of exposure to stress, and even hierarchical levels of stress. Job type was linked to some problems since workers who are in more direct contact with inmates or the public, such as CO1, may experience burnout or great stress (Choi et al., 2020). An individual's resilience and overall performance depend significantly on the mental health and well-being of correctional employees (Fusco et al., 2021).

In terms of length of service, the highest percentage was 3-5 years of service, which accounted for 60.1%. Such middle-grade experience levels may contribute to mid-range stress levels and coping capabilities since they are still within the adaptation phase. However, they will lack extreme resilience strategies, evident in their more experienced staff. Franco et al. (2016), and as Marszalek did in 2020, argue that those who are newly working might be recent joiners or even less than five years in, and burn out pretty quickly compared to other senior members, since they will usually face a steep learning curve in terms of working on high-pressure tasks. This demographic information would provide a basis for understanding the respondents' backgrounds and their potential attitudes toward mindfulness and resilience practices in high-stress environments, similar to previous studies on police and correctional officers experiencing daily stressors (Aborisade & Gbahabo, 2021).

3.2 Descriptive Statistics of Variables

Table 2 presents the descriptive statistics of mindfulness (FFMQ). The sample exhibited high levels of mindfulness (M = 3.42).

Table 2. *Descriptive Statistics of Five–Facet Mindfulness Questionnaire (FFMQ)*

Five-Facet Mindfulness Questionnaire (FFMQ)	Mean	Standard Deviation	Remarks
When I take a shower or a bath, I remain aware of the sensations of water on my body.	3.56	1.23	Often true
I am skilled at articulating my feelings in words.	3.59	1.00	Often true
I ignore what I am doing because I am daydreaming, worrying, or otherwise distracted.	3.93	1.14	Often true
I believe some of my thoughts are abnormal or negative, and I should not think that way.	3.66	1.25	Often true
When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.	3.15	1.18	Sometimes true
I have noticed how certain foods and drinks affect my thoughts, bodily sensations, and emotions.	3.27	1.17	Sometimes true
I struggle to find the right words to express my feelings.	3.39	1.22	Sometimes true
I perform tasks automatically without being aware of what I am doing.	3.88	1.20	Often true
I think some of my emotions are inappropriate, and I should not feel them.	3.47	1.19	Often true
When I have distressing thoughts or images, I can notice them without reacting.	2.76	1.14	Sometimes true
I pay attention to sensations, such as the wind in my hair or sun on my face.	3.20	1.26	Sometimes true
Even when I am feeling upset, I can find a way to put it into words.	3.26	1.13	Sometimes true
I find myself doing things without paying attention.	3.84	1.12	Often true
I tell myself I should not be feeling the way I am.	3.23	1.14	Sometimes true
When I have distressing thoughts or images, I notice them and let them go.	3.18	1.15	Sometimes true
FFMQ	**3.42**	**0.449**	**High**

The scores obtained from the Five-Facet Mindfulness Questionnaire suggest that participants showed relatively high mindfulness, with a general mean score of 3.42 (SD = 0.449). This is consistent with most similar studies, which assert that mindfulness practices generally enhance people's awareness, emotional regulation, and stress management (Baer et al., 2019; Franco et al., 2016). Often true to the items concerning awareness, Such as "When I

take a shower or a bath, I pay attention to the sensations of water on my body" and "I find myself doing things without paying attention," Reflect the fact that participants possess, at least an intermediate capability to be attentive, a most rudimentary practice, of mindfulness (Kabat-Zinn, 2003). Particularly alarming and worth noting were the low scores on some of the questions reflecting this demanding effort of emotional control tasks, such, for example, "When I have distressing thoughts or images, I am able just to notice them without reacting" (mean = 2.76, SD = 1.14), which indicates a very dire need to improve regarding its part as an emotional regulation-related issue. In contrast, these findings are consistent with existing literature, indicating that the most attentive individuals face challenges in separating themselves from adverse emotions, especially when their situation worsens (Garofalo et al., 2019; Gutiérrez-Cobo et al., 2023). Low scores on emotional regulation questions may indicate that, although respondents are aware of their thoughts and feelings, they are unable to resist reacting to aversive stimuli; thus, stress levels become heightened (Bridges et al., 2004; Baer et al., 2012).

The individuals' reported modest to high degrees of mindfulness also indicate awareness of physical sensations and a capacity for emotional description. This is supported by the mean scores of 3.5 or higher in related items, such as "I am good at finding words to describe my feelings," which received a mean score of 3.59 with a Standard deviation of 1.00. This supports research indicating that mindfulness enhances self-awareness and cognitive processing, leading individuals to consider their internal states more consciously (Carsley et al., 2017; Franco et al., 2016). Following the same trend, the relatively high standard deviation in emotion-related items, such as "I think some of my thoughts are abnormal or bad, and I should not think that way" (SD = 1.25), indicates variability on how participants perceive and react to their thoughts, as usual in the development of mindfulness practice (Baer et al., 2019).

These results highlight areas for mindfulness interventions, such as specific emotional reactivity, and provide a foundation for further research on tailored mindfulness programs to enhance both emotional regulation and awareness. The standard deviations indicate areas in which participants should focus on improving, particularly in stabilizing their ability to view distress without attachment. This finding appears to be consistent with other evidence suggesting that heightened mindfulness decreases impulsivity and increases psychological flexibility, thereby contributing to overall well-being (Dunning et al., 2018; Friese et al., 2012).

Table 3 presents the descriptive statistics of aggression (BAQ). The sample exhibited moderate levels of aggression (M = 3.19)

Table 3. *Descriptive Statistics of Brief Aggression Questionnaire (BAQ)*

Brief Aggression Questionnaire (BAQ)	Mean	Standard Deviation	Remarks
Given enough provocation, I may hit another person.	2.42	1.75	Moderately Uncharacteristic of Me
If I have to resort to violence to protect my rights, I will.	3.25	2.01	Slightly Uncharacteristic of Me
Some people pushed me so far that we came to blows.	2.78	1.78	Slightly Uncharacteristic of Me
I am an even-tempered person.	3.85	1.87	Neutral
Sometimes I fly off the handle for no good reason.	2.45	1.64	Moderately Uncharacteristic of Me
I have trouble controlling my temper.	2.43	1.63	Moderately Uncharacteristic of Me
I tell my friends openly when I disagree with them.	4.60	1.78	Slightly Characteristic of Me
When people annoy me, I may tell them what I think of them.	3.72	1.86	Neutral
My friends say that I am somewhat argumentative.	3.12	1.90	Slightly Uncharacteristic of Me
Other people always seem to get the breaks.	3.21	1.60	Slightly Uncharacteristic of Me
I sometimes feel that people are laughing at me behind my back.	2.93	1.78	Slightly Uncharacteristic of Me
When people are charming, I wonder what they want.	3.55	1.93	Slightly Uncharacteristic of Me
BAQ	3.19	1.06	Moderate

Results of the BAQ revealed a moderate level of overall aggression, as evidenced by a mean score of 3.19 (SD = 1.06). A moderate level of overall aggression would indeed reflect a complex interaction of individual characteristics and situational factors, as reported in most research on the topic. For example, research indicates that frustration or perceived injustice may sometimes ignite aggression, as in the saying, "If I have to use violence to defend my rights, I will," which received a score of 3.25 and had a slight tendency to justify aggression through provocation (Bushman & Baumeister, 1998; Aborisade & Obileye, 2017).

More than this, reactions to items representing self-regulation and temperament, such as "I am an even-tempered person" (mean = 3.85, neutral) and "I have trouble controlling my temper" (mean = 2.43), suggest that despite respondents reporting a moderate level of composedness about themselves, anger seems still present. In addition,

it aligns with a report by Kim et al. (2022), which highlights that emotional regulation is the most crucial aspect of aggression control. The self-report emotional regulation strategy has been positively correlated with aggression. Aggression has more potential in individuals who lack effective emotional regulation, as noted by Gillions et al. (2019).

An interesting piece of information derived from this scale is that the item "I tell my friends openly when I disagree with them" scored 4.60, suggesting that while aggression may exist, it is often expressed in open verbal confrontation rather than physical violence. This is in line with Berkowitz's (2012) cognitive-neoassociation theory, which assumes that aggressive thoughts may culminate in verbal aggression and not physical violence when a person feels safe or is within a non-threatening environment. Also, in accordance to Lazarus & Folkman's Transactional Theory of Stress and Coping (1984), the act of disagreeing can be appraised as a stressful situation that can be perceived as a threat, which may lead to conflict; the act of open confrontation also can be seen as a result of the individual's coping, by communicating assertively. This is supported by another item, like in the statement, "When people annoy me, I may tell them what I think of them" (mean = 3.72), which reflects a certain duality in social engagements where individuals maneuver between assertiveness and aggression in their counterattacks to provocations (Aborisade & Gbahabo, 2021).

The moderate level of aggression and the insight derived from respondents regarding self-perception of controlling their temper and how they resolve conflicts suggest that aggression is not solely the result of individual characteristics, but rather an influence stemming from social interaction and the ability to regulate emotions. This will further establish that interventions like mindfulness training can help individuals cope with their aggression in more effective ways (Franco et al., 2016; D'Alessandro et al., 2022). This means that emotional regulation strategies should be implemented across all settings. More precisely, these should be introduced into places that are highly under stress, such as prisons (Fusco et al., 2021), which is fundamental to reducing aggressive behavior and improving relationships.

Table 4 presents the descriptive statistics of emotional regulation (DERSSF). The sample exhibited moderate difficulties in emotional regulation (M = 2.31).

Table 4. *Descriptive Statistics of Difficulties of Emotion Regulation Scale Short Form (DERS – SF)*

Difficulties In Emotion Regulation Scale Short Form (DERS – SF)	Mean	Standard Deviation	Remarks
I pay attention to how I feel.	2.16	1.10	Sometimes
I have no idea how I am feeling.	2.22	1.14	Sometimes
I struggle to make sense of my emotions.	2.20	1.15	Sometimes
I am attentive to my feelings.	2.29	1.06	Sometimes
I am confused about how I feel.	2.39	1.19	Sometimes
When I am upset, I acknowledge my emotions.	2.54	1.22	Sometimes
When I am upset, I become embarrassed for feeling that way.	2.51	1.24	Sometimes
When I am upset, I have difficulty getting work done.	2.61	1.23	About Half the Time
When I am upset, I lose control.	2.07	1.15	Sometimes
When I am upset, I believe that I will remain that way for a long time.	2.16	1.26	Sometimes
When I am upset, I believe that I will end up feeling very depressed.	2.09	1.22	Sometimes
When I am upset, I have difficulty focusing on other things.	2.47	1.18	Sometimes
When I am upset, I feel ashamed of myself for feeling that way.	2.32	1.13	Sometimes
When I am upset, I feel guilty for feeling that way.	2.48	1.23	Sometimes
When I am upset, I struggle to concentrate.	2.54	1.21	Sometimes
When I am upset, I struggle to control my behavior.	2.18	1.13	Sometimes
When I am upset, I believe that wallowing in it is all I can do.	2.32	1.15	Sometimes
When I am upset, I lose control over my behavior.	2.03	1.16	Sometimes
DERSSF	**2.31**	**0.728**	**Moderate**

The results from the DERSSF reveal a rather complex picture regarding emotional awareness and regulation among the subjects, as the average scores indicate that participants generally perceive and react to their emotions at a moderate level. More precisely, the means range from 2.03 to 2.61, indicating that people often struggle to identify their feelings, and some items fall into the "Sometimes" category. For instance, the statement "When I am upset, I have trouble concentrating" yields a score of 2.54, indicating that although there is awareness of emotional states, it is hardly associated with actual emotional regulation or effective coping strategies for the situation.

This research study aligns with numerous studies that suggest a correlation between emotional awareness and aggression. Garofalo et al.'s (2019) study indicated that the actual relationship between mindfulness and aggression was mediated by emotion regulation: increased emotional understanding would imply lower aggressive tendencies. Kim et al. (2022) found that individuals with higher mindfulness have lower levels of aggression because it enhances their ability to regulate emotions. For the current study, average scores on the DERS-SF indicate an area where people lack efficient strategies for emotional regulation, which can predispose them to greater aggression in threatening emotional states.

The other item with the highest mean score was "When I am upset, I acknowledge my emotions," with a mean = 2.54. This indicates that processing primarily involves acknowledging. According to Baer et al. (2012), the first stage in emotional control is being able to observe and accept emotions as something that might significantly affect a person's psychological well-being. This, however, is offset by low scores on statements related to effective coping, such as "When I am upset, I have difficulty controlling my behaviors," mean = 2.18, suggesting that participants may acknowledge their emotions but fail to control their responses appropriately.

The DERS-SF score of 2.31 also lends weight to the claim that individuals struggle somewhat with emotional control. This aligns with Aini et al. (2021), who suggest that favorable mindfulness and stable attachment interactions contribute to enhanced emotional resilience. The implications of these results suggest that such an intervention could be essential, primarily because these skills significantly contribute to reducing aggression and improving psychological outcomes. Based on this DERSF, the study reveals the complex relationships between emotional awareness and regulation in individuals, highlighting the need for intervention in emotional coping. Thus, the findings align with the existing literature, which suggests that effective emotion regulation is a crucial factor in reducing aggression and promoting a healthy mental outlook (Creswell, 2017). The general conclusion is that further study should also entail directed efforts toward improving these emotional competency skills to provide healthier emotional responses as a natural counter to aggressive thoughts that may be prevalent among those individuals.

3.3 Mediation Analysis

The mediation model analysis revealed a complex interplay between mindfulness, emotion regulation, and aggression. Mindfulness (FFMQ) had a significantly negative impact on emotional regulation (DERSSF), with an estimated effect of -0.899 (SE = 0.1054). This suggests that increased mindfulness is associated with improved emotional regulation. Emotional regulation (DERSSF) was positively correlated with aggression (BAQ), with an estimated effect of 0.452 (SE = 0.0579). This suggests that difficulties in regulating emotions are associated with higher levels of aggression. While mindfulness had a non-significant direct effect on aggression (estimate effect of -0.154, SE = 0.1126, p = 0.172), it significantly indirectly influenced aggression through emotional regulation (estimate effect of -0.406, SE = 0.0705, confidence interval of 95% with a lower boundary of -0.544, and an upper boundary of ---0.2678). This suggests that mindfulness primarily reduces aggression by improving emotional regulation skills. The total effect of mindfulness on aggression was significant (β = -0.560, SE = 0.1108, $p < 0.001$). In essence, the model highlights the role of mindfulness as a catalyst for better emotional regulation, ultimately leading to reduced aggression.

Table 5. *Mediation Analysis Results*

Indirect and Total Effects								
				95% CI				
Type	**Effect**	**Estimate**	**SE**	**Lower**	**Upper**	**β**	**z**	**p**
Indirect	Mindfulness⇒ Emotional Regulation ⇒ Aggression	-0.406	0.0705	-0.544	-0.2678	-0.2142	-5.76	< .001
Component	Mindfulness ⇒ Emotional Regulation	-0.899	0.1054	-1.105	-0.6923	-0.4621	-8.53	< .001
	Emotional Regulation ⇒ Aggression	0.452	0.0579	0.338	0.5653	0.4636	7.80	< .001
Direct	Mindfulness ⇒ Aggression	-0.154	0.1126	-0.375	0.0668	-0.0812	-1.37	0.172
Total	Mindfulness⇒ Aggression	-0.560	0.1108	-0.777	-0.3427	-0.2954	-5.05	< .001

Figure 1 presents the simple path analysis conducted to measure the mediating role of emotional regulation (DERSSF) on the effect of mindfulness (FFMQ) on aggression (BAQ) among correctional officers, as suggested by Preacher and Hayes (2008), who approach the testing of mediation via a two-step process and bootstrapping method.

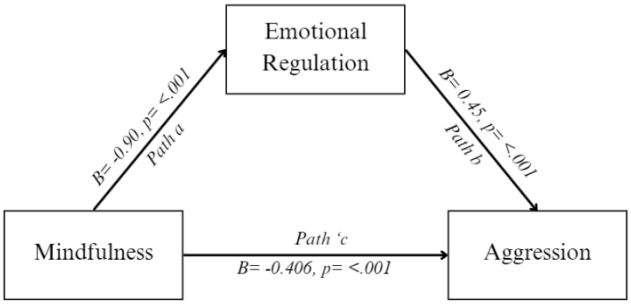

Figure 1. *Path Model of the Effect of Mindfulness on Aggression as Mediated by Emotional Regulation*

The mediation model presented in the table was analyzed, revealing the complex interaction between mindfulness, emotion regulation, and aggression, as well as the value of insight that emerges from their interrelation. Results show that mindfulness (FFMQ) significantly influences emotional regulation (DERSSF) and has an indirect effect on aggression (as measured by the BAQ). The indirect effect of mindfulness (FFMQ) on aggression (BAQ) through emotional regulation (DERSSF) is found to be -0.406 with a standard error of 0.0705, indicating a robust mediating relationship between mindfulness and aggression. This significant mediation suggests that higher mindfulness is related to enhanced emotional regulation, which in turn decreases aggressive behaviors, aligning with the foundational theories in psychology that emphasize the usefulness of mindfulness practices for emotional reaction control (Brown & Ryan, 2003; Keng et al., 2011).

In the pieces of this mediation, we find that mindfulness has a significant direct adverse effect on emotional regulation (DERSSF), which was estimated at -0.899 (SE = 0.1054). This high estimate indicates that the more an individual practices mindfulness, the fewer problems they have in regulating their emotions. These findings align with earlier studies, which have demonstrated that mindfulness enhances emotional awareness and acceptance, as well as the application of regulatory techniques (Creswell, 2017; Garofalo et al., 2019). Emotional regulation (DERSSF) is positively correlated with aggression (as measured by the BAQ). This value was estimated to be 0.452 (SE = 0.0579). This indicates that the inability to regulate emotions is positively linked with high aggression levels. This link suggests that this inability leads to increased aggressiveness, and therefore, skills for regulating emotions play a significant role in preventing aggressive behavior (Garofalo et al., 2019; Gutiérrez-Cobo et al., 2023).

Interestingly, the direct impact of mindfulness (FFMQ) on aggression (BAQ) is estimated at -0.154, with a standard error of 0.1126, and is not statistically significant ($p = 0.172$). This suggests that, in itself, mindfulness cannot directly reduce aggression without the mediation of emotion regulation. The total effect of mindfulness (FFMQ) on aggression (BAQ) is estimated to be at -0.560 with a standard error of 0.1108, significant at $p < 0.001$. Therefore, this suggests that, although mindfulness contributes to reducing aggression, the substantial mediation provided by emotion regulation means the effect is entirely mediated through it. In other words, this suggests a model in which mindfulness serves as a precursor or catalyst for improved emotional management, thereby reducing aggressive tendencies.

Furthermore, the empirical evidence also supports the cognitive-neo-association theory of aggression proposed by Berkowitz in 2012, suggesting that cognitive processes influenced by mindfulness practice may be able to affect aggressive responses. Indeed, through awareness and acceptance of emotional experiences, mindfulness might be said to alter the usual cognitive appraisals that drive violent behavior.

Findings such as these suggest promise, particularly for treatments aimed at reducing aggression in vulnerable populations, like teenagers or behaviorally challenged individuals. Programs for mindfulness could serve as a preventive measure against violent behavior tendencies and contribute to improved emotional control (Franco et

al., 2016; Kim et al., 2022). Additional studies could identify specific mindfulness strategies or interventions, particularly those targeting emotional control, that may reduce the likelihood of aggression. Additional studies could identify specific mindfulness strategies or interventions primarily aimed at controlling emotions that may lower the potential inclination towards aggressiveness.

Overall, the mediation analysis in this paper suggests that mindfulness influences aggressive behaviors through its effects on emotional regulation. This helps to strengthen further the assertion that an increase in mindfulness may benefit an individual's emotional experiences and reduce maladaptive responses, such as aggression, thereby contributing to greater psychological well-being and healthier interpersonal interactions. Thus, the interactions between the two concepts above underscore the need for a comprehensive psychological intervention approach that combines mindfulness and emotional regulation as complementary tools to manage aggression.

The findings from the research have many implications for clinical and public health practices. It requires further research into the long-term benefits of mindfulness-based programs, particularly within high-stress environments that demand increased emotional management (Keng et al., 2011; D'Alessandro et al., 2022). These insights are used to develop targeted interventions toward improving mental health outcomes in individuals who experience stress across different settings.

Analysis of the relationship between aggression, mindfulness, and emotion regulation variables shows how psychological constructs might influence behavior, especially in high-stress professions like law enforcement. The data shown in the table illustrate a non-significant negative correlation between mindfulness and aggression (estimate = -0.154, $p = 0.175$). This can be attributed to the fact that earlier studies have already established that mindfulness can be regarded as a protective factor against aggression by enhancing emotional regulation and promoting adaptive coping techniques (Gillions et al., 2019; Kim et al., 2022). As mindfulness techniques are practiced, they lead to increased self-awareness and, to some extent, emotional regulation, which can help dampen impulsive responses to aggressive behaviors (Franco et al., 2016).

The results indicate a positive association between emotion-regulation problems and aggression, with an estimated effect size of 0.452 and $p < 0.001$. It suggests that this class of people is likely to exhibit more aggressive tendencies if they are unable to regulate their emotions. The cognitive neo-association theory of aggression may further explain that emotional chaos leads to aggressive consequences, as people do not develop a constructive way of handling stress related to emotions (Berkowitz, 2012). In addition, this study revealed that the effective use of strategies in regulating emotions leads to lower impulses towards aggression, warranting further consideration of emotional skills training as an addition to the professional development programs of police department employees (Friedman, 2021; Coulling et al., 2024).

Their implications are quite important from the perspective of policy and also for trainees designed to reduce aggression in this force. Mindfulness can also enhance psychological well-being and reduce aggression levels in officers, both on and off duty (Choi et al., 2020). There is some preliminary evidence suggesting that mindfulness training may help reduce aggression and enhance emotional resilience, indicating its potential benefits in correctional officer training (Creswell, 2017; Dunning et al., 2018).

Thus, the interplay of mindfulness with emotion regulation and aggression would suggest the need for specialized psychological interventions in policing. Based on their profession, they still face stress and violence. Through mindfulness practice and emotion regulation training, officers can benefit by improving their conduct and transforming public perceptions of policing (Akbarpour et al., 2020; Akinlabi, 2016).

Results should be presented logically in the text, tables, graphs, and figures; repetitive presentation of the same data in different forms should be avoided. The discussion of results should provide descriptions and explanations of observed phenomena, trends, optimized values, and other information that illustrate how these results relate to those obtained in similar previous works. Results and discussion are not separated, meaning that each result must be followed directly by its corresponding discussion.

4.0 Conclusion

This suggests that the study's findings relate to the psychological dynamics of correctional officers in terms of mindfulness, aggression, and emotional regulation. The overall results indicate that correctional officers possess

average levels of mindfulness, with scope for improvement in their mindfulness-based practices. These low-to-average levels of aggression necessitate targeted interventions that can further reduce aggressive behavior among the population. Conversely, the high levels of emotional regulation in correctional officers signify an important capacity to regulate emotions that can be leveraged in the course of professional skill development.

From the highly significant relationships identified between the variables, it is clear how mindfulness relates to aggression and emotional regulation. The negative correlation between mindfulness and aggression suggests that enhancing mindfulness may help restrain further aggressiveness. Again, a positive relationship with emotional regulation suggests that developing mindfulness may also bring about a byproduct of improved emotional management. Being negatively related to emotional regulation, this implies that attempts to enhance emotional regulation skills could facilitate interventions designed to reduce aggression.

The mediation analysis provides strong evidence that emotional regulation indeed plays a prominent role in the relationship between mindfulness and aggression. This inference suggests that the effort to make correctional officers more mindful could indirectly enhance their direct attack abilities while improving their emotional regulation capabilities. Ultimately, the conclusions lay the groundwork for implementing mindfulness-based interventions that focus on training correctional officers in emotional regulation and self-awareness.

Based on the study's results, the researchers established several recommendations. To promote the improvement of mindfulness, aggression management, and emotional regulation in correctional officers, it is recommended that administrators of correctional facilities collaborate closely with psychologists and experts in emotional regulation. Additionally, it is also essential to involve a criminologist who is an expert in the psychological aspects of correctional work. The interdisciplinary approach is designed to ensure that programs meet the specific needs of correctional officers.

Psychological practitioners, especially those with skills in mindfulness-based techniques and Cognitive Behavioral Therapy (CBT), can provide valuable interventions aimed at enhancing self-awareness, emotional regulation, and overall psychological well-being. A meta-analysis by Querstret et al. (2020) found that programs based on mindfulness and cognitive behavioral therapy have benefited psychological well-being and emotional regulation in various populations. Mindfulness-based interventions, such as Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT), have been particularly successful in reducing rumination, stress, depression, and anxiety symptoms, as well as improving quality of life. Moreover, participants' changes in therapy and empathy skills also suggested that improvements in well-being and resilience may result from taking part in MBSR, as CBT trainees have also been found to experience benefits from mindfulness-based self-reflection as it relates to therapy skills, empathy, well-being, and resilience (Mösler et al., 2022). The role of MBIs in enhancing emotional regulation skills and psychological well-being has been critically reviewed, highlighting the potential for the development of focused therapies and mindfulness education (Shiva et al., 2024).

Meanwhile, Criminologists with experience in managing stress and behavior within correctional environments can provide critical understanding for developing strategies to de-escalate confrontational situations and improve the workplace atmosphere. Addressing aggression issues is crucial for maintaining a healthy and effective correctional workforce, enhancing the well-being of correctional officers, and improving rehabilitation outcomes. The study by Harney and Lerman (2021) highlighted the importance of emotion-focused coping for officer retention and lower turnover intentions. To address these issues, potential intervention strategies include increasing management consultation, more effective coping mechanisms, and enhancing their training and support (Schwartz et al., 2023).

By involving these professionals, correctional facilities can develop a comprehensive response to the issues that correctional staff confront, providing a healthier work environment that supports officers in their job performance and enhances their well-being.

All participants in the study were from the Correctional Institute for Women (CIW) and New Bilibid Prison (NBP). Therefore, the researchers suggest that future studies should broaden their focus to include additional correctional facilities to achieve more comprehensive generalized results. Additionally, since the researchers were unable to use cluster sampling, it is recommended that future researchers employ cluster sampling and gather respondents

from various security levels (minimum, medium, and maximum) in order to make the results more representative of the broader population.

The results demonstrated that emotional regulation significantly mediated the effect of mindfulness on aggression, suggesting that correctional facilities could benefit from implementing activities and programs that enhance mindfulness and emotional regulation to reduce aggression among correctional officers.

Future research must examine the long-term effect of emotional control and mindfulness programs using an exploratory sequential study design, structured into a preliminary phase followed by two main phases. In the preliminary phase, test development and validation will focus on creating culturally adapted assessment tools. This is essential because some correctional officers have difficulty understanding certain items on the scales, which hinders their ability to answer questions accurately. Researchers must examine the norms, values, and educational backgrounds of a specific cultural group to ensure that the test items are relevant, meaningful, and free from cultural bias. Pilot testing of the instruments will also be conducted with a small sample size to ensure the validity and reliability of the instruments, as necessary, and adjustments will be made accordingly. Once the tools are validated, Phase 1 will include quantitative data collection, whereby the tests will be administered to a larger sample within the target cultural group to provide measurable data. In Phase 2, qualitative data will be gathered through in-depth interviews, focus groups, or case studies to gain insight into participants' experiences with the programs. This mixed-methods design, which is sensitive to cultural relevance, aims to gain a comprehensive understanding of the effectiveness of the programs within their cultural context. By implementing these recommendations, correctional facilities can improve the work environment for their employees, enhance their welfare, and ultimately promote the security and effectiveness of correctional practices.

5.0 Contributions of Authors

All listed authors contributed significantly to every stage of this research study, from its conceptualization up to its completion.

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7.0 Conflict of Interests

The authors declare no potential conflict of interest concerning the research, authorship, and/or publication of this article.

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