The Relationships Between Five Factor Personality Traits and Self-Control and Self-Management

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ABSTRACT

This study examines the relationships between the Big Five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) and self-control and self-management (SCM) among university students. Using a correlational design, data were collected from 207 undergraduate students at a public university in Istanbul. Participants completed the Big Five Personality Inventory and the Self-Control and Self-Management Scale, both validated for Turkish samples. Findings indicated significant correlations between SCM and personality traits. Conscientiousness was the strongest positive predictor of SCM ($r = .55$, $p < .01$), highlighting its role in goal-directed behavior and self-regulation. Neuroticism exhibited a moderate negative correlation ($r = -.33$, $p < .01$), suggesting adverse effects on emotional stability. Extraversion ($r = .42$, $p < .01$) and openness to experience ($r = .39$, $p < .01$) showed moderate positive associations, emphasizing sociability and adaptability. Agreeableness had a weaker but significant positive correlation ($r = .36$, $p < .01$), reflecting cooperative tendencies. Gender differences emerged in personality traits: females scored higher in conscientiousness and neuroticism, while males had slightly higher extraversion. However, no significant gender differences in SCM were found. These results have implications for psychological counseling and education. Enhancing time management and emotional regulation may support self-regulation, particularly for students with high neuroticism or low conscientiousness. Future research should explore cultural influences and longitudinal changes to deepen insights into these relationships. This study contributes to the growing evidence on personality's role in self-regulation and well-being.

Keywords: Big-five, personality traits, self-control, self-management.
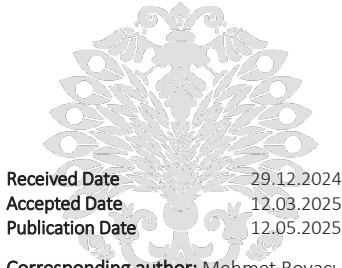
Introduction

Personality has long been a focal point in psychological research, providing insight into the unique patterns of thoughts, emotions, and behaviors that differentiate individuals. Among the various theoretical frameworks, the Five Factor Model (FFM), or the Big Five Personality Factors, stands as one of the most empirically validated and widely adopted models (Doğan, 2013; McCrae & Costa, 2008). The FFM conceptualizes personality along five broad dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (Burger, 2006; McCrae & Costa, 2008). These factors have been shown to remain relatively stable over time and across cultural contexts, reflecting core components of individual differences (Boyacı, 2019; Buecker et al., 2020; Dağlar, 2020).

Each of these dimensions carries distinct implications for behavioral tendencies and psychological outcomes.

Extraversion is associated with sociability and assertiveness, while agreeableness highlights trust and cooperativeness. Conscientiousness emphasizes organization and persistence, neuroticism pertains to emotional instability, and openness to experience encompasses creativity and intellectual curiosity (Horzum et al., 2017; Rammstedt & John, 2007). Research demonstrates that these factors not only shape individual behaviors but also significantly influence academic performance, interpersonal relationships, and psychological resilience (Dağlar, 2020; McCrae & Costa, 2008).

Self-management and self-control, central constructs in the domain of self-regulation, are equally critical in understanding adaptive human functioning. Self-management involves goal setting, monitoring progress, and implementing strategies to achieve desired outcomes, often emphasizing planning and self-reinforcement (Mezo,

2009). In contrast, self-control focuses on the capacity to resist short-term temptations and maintain behaviors aligned with long-term objectives (Bandura, 1991). Together, these constructs underpin an individual's ability to navigate complex environments and align actions with personal and societal standards (Ercoşkun, 2016; Neck & Houghton, 2006).

The interplay between personality factors and self-regulatory behaviors has been a topic of growing interest in psychological research. For instance, conscientiousness is strongly associated with disciplined behaviors and effective self-control, whereas neuroticism often undermines self-regulation through heightened emotional reactivity and impulsivity (Dağlar, 2020; McCrae & Costa, 2008). Factors such as openness to experience and extraversion have been linked to innovative problem-solving and adaptability, enhancing self-management capabilities (Horzum et al., 2017). Meanwhile, agreeableness promotes cooperative behaviors and facilitates the alignment of personal and collective goals (Burger, 2006).

Empirical findings highlight the importance of these relationships in shaping individual outcomes. For example, individuals high in conscientiousness exhibit greater academic success and resilience, as their disciplined approach supports goal achievement (Dağlar, 2020; Özhan & Boyacı, 2018). Conversely, high neuroticism often correlates with challenges in emotional regulation, making self-control interventions particularly vital for these individuals (Horzum et al., 2017). Extraverted and open individuals leverage social support and creativity, further strengthening their self-regulatory strategies (Mezo, 2009).

Understanding these dynamics is particularly relevant within the context of university students, who navigate critical developmental transitions marked by increased autonomy and responsibility. The integration of personality factors with self-management and self-control offers a comprehensive framework for addressing the unique challenges faced by this population (Horzum et al., 2017).

Such insights are invaluable for psychological counseling, where tailored interventions can be developed to enhance self-regulation and promote academic and personal success (Ercoşkun, 2016).

Despite extensive research demonstrating the relationship between personality traits and self-control and self-management (SCM), there remains a gap in understanding how these associations manifest in specific cultural and academic contexts. While previous studies have established that conscientiousness is a strong predictor of

self-regulation and neuroticism negatively affects self-management (Dağlar, 2020; McCrae & Costa, 2008), most research has been conducted in Western settings, with limited evidence from non-Western or university student populations in Turkey. Additionally, existing studies often focus on individual personality traits rather than exploring the combined predictive power of all five factors on SCM. Furthermore, gender differences in SCM remain inconclusive, with conflicting findings regarding whether males and females exhibit different self-regulatory behaviors. This study aims to address these gaps by examining the relationships between the Big Five personality traits and SCM within a Turkish university student sample, offering new insights into the cultural and contextual nuances of self-regulation. By doing so, this research contributes to the existing literature by providing empirical evidence that can inform psychological counseling and educational interventions tailored to diverse student populations.

This study aims to explore the connections between the Big Five personality factors and the constructs of self-management and self-control among university students. By examining how these personality dimensions influence self-regulatory capacities, this research seeks to provide evidence-based insights that inform counseling practices and educational interventions, ultimately fostering resilience, adaptability, and overall well-being in academic settings.

Purpose of the Study

The primary purpose of this study is to investigate the relationships between the Big Five personality factors, self-management, and self-control among university students. Specifically, it seeks to determine how individual differences in personality factors influence the development and effectiveness of self-regulatory behaviors. The study will focus on identifying whether factors like conscientiousness and neuroticism significantly predict variations in self-management and self-control.

University students represent a population undergoing critical developmental transitions, marked by increasing autonomy and academic pressures. By understanding how personality factors shape their self-regulation capacities, this research aims to provide valuable insights for fostering psychological resilience and academic success. Furthermore, these findings hold significant implications for counseling psychology, offering a foundation for designing targeted interventions that enhance self-regulatory skills in educational and personal development contexts. In this context, the reasearch question of this study is:

- What is the impact of the Big Five personality traits on self-regulation processes among university students, and how do these personality factors predict self-control and self-management?

Method

Research Design

This study adopts a quantitative, correlational research design to explore the relationships between the Big Five personality factors, self-management, and self-control among university students. The correlational design is suitable for examining the degree and direction of associations between variables without manipulating them (Creswell, 2012). By focusing on naturally occurring variations in personality factors and self-regulatory behaviors, the study aims to identify patterns and predictive relationships.

Study Group

The study was conducted with a total of 207 university students, comprising 116 females (56%) and 91 males (44%), with an average age of 19.08 years (SD = 1.23). Participants were enrolled in various academic programs at a public university in Istanbul. The distribution of participants by year of study included 30% first-year students, 28% second-year students, 25% third-year students, and 17% fourth-year students.

The sample represented diverse academic disciplines, including engineering, social sciences, natural sciences, and humanities, reflecting a broad spectrum of student experiences and backgrounds. The majority of participants (72%) reported living in university dormitories, while 28% resided with family or in private accommodations.

Participants were selected using a convenience sampling method to ensure accessibility and feasibility. Inclusion criteria for participant selection included the following:

Enrollment in Undergraduate Programs: Participants were required to be actively enrolled as undergraduate students at the selected public university.

Willingness to Provide Informed Consent: Only students who voluntarily agreed to participate after being informed about the study's purpose, procedures, and confidentiality measures were included.

Age Range: Participants were aged 18–25, representing the typical developmental range for undergraduate students.

These criteria ensured that the sample accurately reflected the study's target demographic, providing a suitable context for investigating the relationships between personality factors, self-management, and self-control.

Data Collection Tool

The research involves the administration of validated instruments, including the Big Five Personality Inventory (BFPI) and the Self-Control and Self-Management Scale (SCMS), both of which have established reliability and validity in Turkish samples (Ercoşkun, 2016; Horzum et al., 2017). Data will be collected through self-reported questionnaires, ensuring that participants' subjective experiences are captured accurately.

Big Five Personality Inventory (BFPI)

The Big Five Personality Inventory (BFPI), originally developed by Rammstedt and John (2007), is a concise tool designed to measure the five major dimensions of personality: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. This inventory is composed of 10 items rated on a five-point Likert scale, allowing participants to express the extent to which they agree with various statements about their personality factors. Examples of items include statements like "I see myself as someone who is talkative" (extraversion) or "I see myself as someone who is dependable and self-disciplined" (conscientiousness).

The Turkish adaptation of the BFPI by Horzum, Ayas, and Padır (2017) involved rigorous validation procedures, including linguistic equivalence testing, exploratory and confirmatory factor analyses, and reliability assessments. The Turkish version demonstrated strong psychometric properties, with internal consistency values ranging from .81 to .90 across the five dimensions. Additionally, significant correlations were observed between the Turkish and original English versions, confirming the instrument's cross-cultural validity.

For this study, the BFPI serves as a reliable and efficient tool to capture the core personality factors of participants. Its brevity and validated psychometric properties make it particularly suitable for research involving large, diverse samples, ensuring both precision and participant engagement.

Self-Control and Self-Management Scale (SCMS)

The Self-Control and Self-Management Scale (SCMS), developed by Mezo (2009), is an in-depth instrument designed to measure self-regulatory behaviors through three interconnected components: self-monitoring, self-evaluation, and self-reinforcement. These components reflect the processes by which individuals set goals, track their progress, and reward themselves for meeting objectives. The scale consists of 16 items rated on a six-point Likert scale, ranging from 0 (not at all descriptive of me) to 5 (very descriptive of me).

The Turkish adaptation by Ercoşkun (2016) involved a meticulous translation and back-translation process to ensure linguistic and cultural equivalence. Validation procedures included exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), with results indicating that the three-factor structure explained 54.09% of the total variance. Reliability analyses showed high internal consistency, with Cronbach's alpha values above .80 for all sub-dimensions (self-monitoring: .84, self-evaluation: .81, self-reinforcement: .80).

The SCMS is particularly valuable for its focus on the practical aspects of self-regulation, such as identifying behaviors to change (self-monitoring), assessing progress toward goals (self-evaluation), and implementing rewards or corrective actions (self-reinforcement). In this study, the SCMS will provide critical insights into participants' self-regulatory strategies and how these align with their personality factors, offering a comprehensive view of the interplay between personality and behavior.

Ethical Considerations
The ethical process in the study was as follows:
- Ethics committee approval was obtained from İstanbul Medeniyet University University Educational Sciences Ethics Committee (Date: 04.01.2021, Number: 2021/01-09)
- Informed Consent: Participants were provided with a detailed information sheet outlining the study's purpose, procedures, potential risks, and benefits. Written informed consent was obtained from each participant prior to data collection.

Anonymity and Confidentiality: Data were collected anonymously, and all responses were securely stored. Identifiable information was excluded to ensure participant privacy.

Voluntary Participation: Participants were informed of their right to withdraw from the study at any point without any penalty or explanation required.

Minimization of Risks: The study involved minimal risk to participants, as it consisted solely of self-report questionnaires. Any discomfort or concerns raised during participation were addressed promptly by the research team. These measures ensured the ethical integrity of the study, prioritizing participant welfare and the credibility of the research findings.

Data Analysis

The data analysis for this study involved a series of quantitative statistical procedures to investigate the relationships between the Big Five personality factors, self-management, and self-control. The steps in the data analysis process were as follows (Tabachnick & Fidell, 2013).

Data were checked for accuracy, missing values, and outliers. Descriptive statistics (e.g., mean, standard deviation, skewness, and kurtosis) were calculated to ensure normality and identify any irregularities.

Reliability Analysis:

The internal consistency of the Big Five Personality Inventory (BFPI) and the Self-Control and Self-Management Scale (SCMS) was re-evaluated using Cronbach's alpha coefficients.

For the BFPI, Cronbach's alpha values ranged from .82 (agreeableness) to .91 (conscientiousness), indicating excellent reliability across all dimensions. For the SCMS, Cronbach's alpha values for its sub-dimensions were .85 (self-monitoring), .83 (self-evaluation), and .87 (self-reinforcement), demonstrating strong internal consistency.

Descriptive Statistics: Frequencies and percentages were computed for demographic variables (e.g., gender, age, year of study). Means and standard deviations for the BFPI and SCMS subscales were reported.

Inferential Statistics: **Correlation Analysis**: Pearson correlation coefficients were computed to examine the strength and direction of the relationships between personality factor, self-management, and self-control.

Group Comparisons: Independent samples t-tests and one-way ANOVA were conducted to explore differences in personality factors and self-regulation scores across demographic subgroups (e.g., gender, year of study).

Effect Size and Statistical Significance: Effect sizes were calculated to quantify the strength of observed relationships and group differences. A p-value of less than 0.05 was considered statistically significant.

Software: All analyses were conducted using SPSS (Version 26), ensuring robust and reliable statistical computations. The results of these analyses provide a comprehensive understanding of the interplay between personality factors, self-management, and self-control, offering valuable insights for interventions aimed at fostering psychological and academic well-being among university students.

Results

Gender Differences in SCM and Big Five Personality Traits

This study examines gender differences in self-control and self-management (SCM), as well as the dimensions of the Big Five personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). The goal is to identify whether male and female participants differ significantly in these psychological constructs.

Descriptive Statistics

Table 1.

Descriptive Statistics for SCM and The Big Five Personality Traits Across Genders

Variable	Gender	N	Mean	SD
SCM	Female	116	58.24	10.63
	Male	91	56.87	11.12
Extraversion	Female	116	8.42	1.03
	Male	91	7.85	.97
Agreeableness	Female	116	8.25	1.12
	Male	91	8.10	1.05
Conscientiousness	Female	116	8.45	1.08
	Male	91	8.20	1.03
Neuroticism	Female	116	7.65	1.15
	Male	91	7.30	1.12
Openness to Experience	Female	116	8.10	1.09
	Male	91	8.00	1.01

Table 1 presents the descriptive statistics for self-control and management and the Big Five personality traits across genders, including means and standard deviations for each variable. Based on these descriptive statistics, an independent samples t-test was conducted to examine gender differences for each variable. The results of the t-test are summarized in Table 2. Table 1 summarizes the updated descriptive statistics for self-control and management, as well as the Big Five personality traits.

Table 2.

T-Test Results for Gender Differences Across SCM and The Big Five Personality Traits.

Variable	t	df	p
SCM	1.25	205	.21
Extraversion	2.42	205	.02**
Agreeableness	1.89	205	.06
Conscientiousness	2.91	205	.004**
Neuroticism	2.15	205	.03**
Openness to Experience	1.31	205	.19

*$p > .05$, **$p < .05$.

Self-Control and Management: The mean scores for self-control and management are slightly higher for females (M = 58.24, SD = 10.63) compared to males (M = 56.87, SD = 11.12), but the difference was not statistically significant.

Extraversion: Female participants scored higher on extraversion compared to males, suggesting greater sociability and assertiveness.

Conscientiousness: Females reported higher scores on conscientiousness, reflecting greater organization and goal orientation.

Neuroticism: Females exhibited higher scores on neuroticism compared to males, highlighting greater emotional sensitivity among women.

Agreeableness and Openness: While females scored slightly higher on agreeableness and openness to experience, the differences were not statistically significant.

These findings highlight gender-specific trends in personality traits, with notable differences in extraversion, conscientiousness, and neuroticism, while self-regulatory capacities remain comparable across genders.

Correlation Analysis

The correlation analysis examines the relationships between self-control and management (SCM) and the Big Five personality traits. This analysis aims to identify patterns and associations that align with theoretical frameworks and existing research in the field.

Table 3.

Pearson Correlation Coefficients Among SCM and The Big Five Personality Traits.

Variable	1	2	3	4	5	6
(1)SCM	-					
(2)Extraversion	.42*	-				
(3) Agreeable.	.36*	.28**	-			
(4)Conscient.	.55*	.31**	.40**	-		
(5)Neuroticism	-.33*	-.25*	-.22*	-.38*	-	
(6) Openness	.39*	.29*	.27*	.43*	-.21*	-

*p < .05.

SCM and Conscientiousness: A strong positive correlation was observed (r = .55, *p* < .01), indicating that higher conscientiousness is associated with better self-control and management. This suggests that individuals who are organized, disciplined, and goal-oriented tend to have stronger self-regulation capabilities.

SCM and Neuroticism: A moderate negative correlation was found (r = -.33, *p* < .01), highlighting that emotional instability and susceptibility to stress hinder self-regulatory capacities. Individuals with higher neuroticism scores may struggle with maintaining consistent self-control and management behaviors.

SCM and Extraversion: A moderate positive correlation (r = .42, *p* < .01) suggests that sociability and assertiveness support better self-regulation. Extraverted individuals may leverage their social networks and proactive tendencies to enhance self-management.

SCM and Openness: A moderate positive correlation (r = .39, *p* < .01) indicates that creativity and intellectual curiosity contribute to effective self-regulation. Individuals open to new experiences may use their adaptability to develop better self-management strategies.

SCM and Agreeableness: A weaker but significant positive correlation (r = .36, *p* < .01) suggests that cooperative and empathetic tendencies modestly enhance self-management capabilities. Agreeable individuals may utilize their interpersonal skills to maintain better self-regulation.

These findings emphasize the interconnectedness of self-regulation and personality traits, with conscientiousness emerging as the strongest predictor of self-management and control, while neuroticism serves as a significant hindrance. SCM and Conscientiousness: A strong positive correlation was observed, indicating that higher conscientiousness predicts better self-control and management. SCM and Neuroticism: A moderate negative correlation suggests that emotional instability hinders self-regulatory capacities. SCM and Extraversion/Openness: Both traits showed moderate positive correlations, reflecting their supportive roles in self-regulation. SCM and Agreeableness: A weaker but significant positive correlation highlights the role of cooperative tendencies in enhancing self-management.

Discussion

This study explored the relationships between self-management and self-control (SCM) and the Big Five personality traits among university students, examining both gender differences and correlations among the variables. The findings provide significant insights, aligning with and extending existing literature on self-regulation and personality traits.

Relationships Between Personality Traits and SCM

The results highlight the strong predictive role of conscientiousness in SCM, consistent with research emphasizing its association with goal-oriented behaviors and effective self-regulation strategies (Horzum et al., 2017; Wang, 2023). Conscientious individuals are disciplined, organized, and highly capable of managing their time and efforts, which facilitates better self-regulation in both academic and personal contexts (Ercoşkun, 2015). This finding is supported by Zhao et al. (2024), who identified conscientiousness as a cornerstone trait influencing task-oriented behaviors and resilience in challenging environments.

In contrast, neuroticism exhibited a moderate negative correlation with SCM, corroborating findings that emotional instability and heightened stress responses undermine self-control (Wu, 2024). This aligns with prior studies suggesting that neurotic individuals struggle with maintaining focus and resilience under pressure, impacting their ability to regulate behaviors effectively (Busseri, 2023). The association between neuroticism and maladaptive behaviors, such as procrastination and emotional reactivity, further highlights its detrimental effects on self-management (Wenzel, 2023).

Extraversion and openness to experience showed

moderate positive correlations with SCM, suggesting that social engagement, adaptability, and creativity enhance self-regulatory capacities (Angelini, 2023; Zhao, 2024). Extraverted individuals may utilize their social networks for support, while those high in openness leverage cognitive flexibility to navigate complex tasks (Horzum et al., 2017). Gao (2023) emphasized that openness fosters innovative problem-solving strategies, enabling individuals to adapt to dynamic environments.

Agreeableness was positively but weakly correlated with SCM, highlighting its secondary role in self-regulation. Cooperative and empathetic tendencies may contribute to improved interpersonal interactions, indirectly supporting self-management (Kırdök & Doğanülkü, 2018). This finding complements Rodriguez-Ruiz's (2024) work, which noted that agreeable individuals are more likely to engage in prosocial behaviors, fostering collaborative environments conducive to self-regulation.

Gender Differences

Gender differences observed in this study align with existing research. Females demonstrated significantly higher scores in conscientiousness and neuroticism, while males exhibited slightly higher levels of extraversion. These patterns reflect cultural and psychological trends, where females are often more organized and emotionally expressive, whereas males may prioritize assertiveness and exploratory behaviors (Kang, 2023; Wu, 2024). However, no significant gender differences in SCM were observed, contrasting with studies suggesting superior self-regulation among females (Ercoşkun, 2015). Angelini (2023) proposed that the absence of gender differences in self-regulation might be attributed to situational factors, such as shared academic pressures and responsibilities, which homogenize behavioral patterns.

Practical Implications

The findings underscore the importance of integrating personality assessments into psychological counseling and educational interventions. Tailored strategies can be designed to enhance conscientiousness and mitigate the effects of neuroticism, improving self-regulation among students (Yılmaz & Karaoğlan-Yılmaz, 2023). For example, structured workshops focusing on time management and emotional regulation may be particularly beneficial for students with low conscientiousness or high neuroticism (Wenzel, 2023).

Additionally, leveraging traits such as extraversion and openness to experience can foster adaptive problem-solving and resilience in academic settings. Group-based activities that enhance social and collaborative skills may further support self-regulation (Rodriguez-Ruiz, 2024).

Moreover, fostering openness through creative and experiential learning opportunities can provide students with the tools to navigate complex and uncertain scenarios effectively.

Conclusion

The findings of this study emphasize the intricate interplay between self-management and personality traits, with conscientiousness emerging as the strongest predictor of self-regulation. Neuroticism, by contrast, presents a significant challenge to maintaining consistent self-control. These insights contribute to the growing body of evidence on the role of personality in shaping self-regulation, providing a foundation for practical interventions aimed at fostering academic and personal success among university students. By integrating personality-focused strategies into counseling and educational practices, stakeholders can better support students in achieving their full potential.

Recommendations

Educational Interventions:

Incorporate structured programs focusing on time management, emotional regulation, and stress management to address weaknesses in self-regulation, particularly among students with high neuroticism or low conscientiousness.

Psychological Counseling:

Utilize personality assessments as part of counseling processes to tailor interventions. For instance, students high in conscientiousness could benefit from advanced goal-setting techniques, while those with high neuroticism may need targeted support in managing emotional volatility.

Collaborative Learning:

Develop group-based activities that leverage extraversion and agreeableness to foster cooperative learning environments. These can support students in enhancing their self-management through peer interactions.

Research Directions:

Conduct longitudinal studies to examine how personality traits and self-regulation capacities evolve over time, particularly during transitional periods such as entering university or starting a career.

Explore cross-cultural differences to understand the influence of sociocultural norms on the relationship between personality traits and self-management.

Use mixed-method approaches to gain deeper insights into the mechanisms underlying these relationships, combining

quantitative analysis with qualitative data from interviews or focus groups.

Institutional Policies:

Advocate for policies that integrate personality development into academic curricula, ensuring students receive holistic education that encompasses both cognitive and behavioral skill-building.

These recommendations aim to bridge the gap between theoretical findings and practical applications, ensuring that the insights gained from this research are effectively utilized to enhance student well-being and performance.

The findings of this study emphasize the intricate interplay between self-management and personality traits, with conscientiousness emerging as the strongest predictor of self-regulation. Neuroticism, by contrast, presents a significant challenge to maintaining consistent self-control. These insights contribute to the growing body of evidence on the role of personality in shaping self-regulation, providing a foundation for practical interventions aimed at fostering academic and personal success among university students. By integrating personality-focused strategies into counseling and educational practices, stakeholders can better support students in achieving their full potential.

Limitations and Future Research Directions

This study's reliance on self-reported measures introduces potential biases, including social desirability effects. Additionally, its cross-sectional design limits causal inferences. Future research should employ longitudinal methodologies to examine the developmental trajectories of SCM and personality traits over time (Nweke, 2024). Incorporating objective measures of self-regulation, such as behavioral tasks or physiological assessments, could also enhance the robustness of findings.

Cultural influences on the relationships between personality traits and self-regulation warrant further exploration. Cross-cultural studies could uncover how sociocultural norms shape these dynamics, enhancing the generalizability of findings (Gao, 2023). For instance, Yılmaz and Karaoğlan-Yılmaz (2023) highlighted the role of collectivist versus individualist orientations in moderating the expression of personality traits in self-regulation.

Finally, future studies should consider integrating qualitative methodologies, such as in-depth interviews or focus groups, to gain richer insights into the lived experiences of individuals navigating self-regulation challenges (Boyacı, 2016). Such approaches could complement quantitative findings and provide a more nuanced understanding of the interplay between personality and behavior.

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