

Effects Of Depression, Aggression, And Self-Concept On The Academic Achievement Of University Students

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Abstract

This research aimed to assess students' levels of depression, aggression, and self-concept, as well as identify any correlations between those factors and their academic achievement. Many students experience mental health issues as a result of the stresses they undergo while attending university. The students' academic performance is probably inversely related to these issues. Common mental health issues include depression, aggressiveness, and low self-esteem. The current research was descriptive and comparative. The population of the study was comprised of students enrolled in universities. Students were used as the research sample. Students' levels of depression, aggression, self-concept, and academic achievement were assessed using four questionnaires across two countries. In all cases, the alpha coefficient ranged from 0.72 to 0.84, which is within acceptable limits. Following data collection, descriptive and inferential statistics were used to examine the information. The frequency of depression was found to be quite high among university students (43%). However, 1 in every 12 people in the sample reported experiencing severe depression. However, most students had about the same level of success in both countries. The data also showed a correlation between students' levels of despair, hostility, and self-concept and their academic success. However, there was no statistically significant correlation between student hostility and academic achievement. Also, the possibility of a statistically significant difference in students' ratings of depression, aggression, and self-concept was investigated. It was suggested that now is the right time to destigmatize mental illness and behavioral problems at the university and encourage afflicted students to seek care before their symptoms worsen into more serious conditions.

Keywords: Depression, Aggression, Self-Concept, Academic Achievement, University, Students

Introduction

The best thing about a university is its students. At university, there are more intellectual, emotional, and social demands on students than there were in high school. To get qualified graduates out of university, it's important that students do well while they're there. People hope that these graduates will go on to play important roles in their country's political and economic

future. University students are adults who face a lot of challenges and pressures as they try to do well in school. Students have a lot of new experiences at university that help them make the jump from being kids to being adults.

Even when there are more problems, it may be hard for university students to say what they are worried about. Because of changes in their social

and emotional environments, students are more likely to have major psychological problems. Because of these mental health problems, both their social development and how well they do in school suffer. The ability to reach even the most basic goals in life depends on how well a student does in school. For many students, it is very hard to get good grades and keep up with their schoolwork. There is an inverse relationship between academic performance and emotional problems like sadness and anger that can come up because of stress during the learning process (Alam & Halder, 2018). On the other hand, how students feel about themselves is tied to how well they do in school. This is because students' motivation to learn new things and how they see themselves affect how much work they do, both in terms of quantity and quality. People think that kids with high self-concept do better in school than kids with low self-concept. Also, research has shown a link between how students feel about themselves and how well they do in school (Dulay, 2017). University students all over the world have serious problems with their mental health and mental issues. But past studies have shown that tough academic, social, economic, and political situations make it more likely for Pakistani teens to have mental health problems and be bullied (Bibi, Blackwell, & Margraf, 2019). In 2010, the World Health Organization found that aggressive behavior was a major cause of the deaths of 1.6 million people around the world. WHO (2010) says that most aggressive acts happen to people between the ages of 15 and 44. A person's mental and physical health may suffer when they are wrongly accused of being violent, and this harm goes beyond the person who becomes the target of aggressive actions. Researchers have found that people who act more aggressively are more likely to have serious emotional and mental health problems, such as low self-concept and self-esteem (Cava eta l., 2010). Researchers have found that aggression and a low sense of self-worth are both bad for people with depression (Siegel et al., 1999.) As the number of students with

mental health problems grows, more research is being done to find out what students can do to keep their schoolwork from suffering because of their mental health. University and university students are different from other people because they are in the middle of one of the most important changes in life: growing up. At this time, it can be especially hard to try to fit in somewhere new. Students at this level also put in a lot of work to do well in school and prepare for the future.

Also, when students move away from home, it's not unusual for them to worry and feel stressed. Because of all the pressure they're under, no doubt some of them get depressed. Students with depression often stop talking to other people, don't go to class, and cry a lot. It's well known that a lot of university students have mental health problems that make it hard for them to learn. Many studies have found that depression among university students around the world is getting worse. Students with depression also showed other signs, like low self-esteem, guilt, helplessness, suicidal thoughts, and anger (Elgard & Arlet, 2002). The research backs up the link between depression and being mean (Fung et al., 2015). This could be because the stresses and frustrations of modern life cause a lot of stress, anxiety, and aggressive behavior among students. Teens and young adults have a lot of mental health problems related to aggression (Muammria & Mahee, 2004). Students may act aggressively for many reasons, but one of the most common is that they want to show that they are the leaders of the group. When someone is aggressive, they usually hurt or even destroy something else. On the other hand, people are aggressive when they want to get something done. If a student is acting up, it can be hard for the rest of the class to learn. Students who are more likely to be aggressive are more likely to have mood swings. Students' academic performance and sense of self-worth suffer when they can't pay attention (Taylor et al., 2007). For a long time, theorists and scholars have talked about the link between depression, self-concept, and violence. A high sense of

worth is good for a person's mental and emotional health, just as a low sense of worth is bad, like when students fail and succeed at different stages of their education. To be successful, you need to like yourself and do well in school. But being bad at what you do is linked to having a bad opinion of yourself. When it comes to school, students who feel good about themselves tend to take on challenges with gusto. When a student's academic self-concept is low, the reverse tendency is more likely to happen. Students' feelings about themselves and how well they do in school have been studied for a long time. Recent studies have shown that having a good opinion of oneself is strongly linked to higher levels of academic success and is a good thing. There is evidence that (Sikhwara, 2014).

Significance of the Study

University is the hardest stage of school for a student's mind and heart. Students are under a lot of pressure right now, which can cause a wide range of mental health problems. So, it's important to look into the problems that students face, figure out what causes those problems, and do what needs to be done to help the students who might fall victim to their own negative thoughts and beliefs. This study is important because it is hoped that it will lead to new ideas and information about the mental health of students. The results of the study were supposed to help those in charge make better decisions about how to help students do better in school by giving them more access to counseling. The research results are likely to back up calls for schools to hire guidance counselors to help them deal with students, especially those who act in difficult ways. The results of this study should also help teachers better understand what their students do and how they act, so they can help them better in class. Students would benefit from the study's results because they would give them useful information that could be used to better identify and deal with behavioral problems and improve students' mental health and well-being to help them do better in school.

Objectives of the Study

The study objectives are stated below;

1. To measure the prevalence of depression, aggression, and self-concept of university students.
2. To measure the academic performance of university students.
3. To explore the effects of depression, aggression, and self-concept on the academic performance of students.

Hypotheses

The research hypotheses of the study are as follows.

1. There is a significant association between depression and the academic performance of students.
2. There is a significant association between aggression and the academic performance of students.
3. There is a significant association between the self-concept and the academic performance of students.

Review of Literature

The primary objective of this section is to put the existing research on academic performance, depression, aggression, and self-concept into a broader context by looking at the cultural differences between Pakistan and Australia. These factors were found to have a big effect on how well university students in both countries did in school. This section also talked about the links between depressive symptoms, aggressive behavior, and a person's sense of who they are.

Depression

When a student is in university, they go through a lot of changes. This time of year is very hard for students emotionally (Hamdan-Mansour, Halabi & Dawani, 2008). Depression is by far the most common type of mental illness. Students at a higher level of education often feel unsettled by their new surroundings, which can be caused by signs of depression. Depression can have a lot of different effects on the mental health of students and can show up in a number of ways (Hamdan-Mansour & Dawani, 2008). The World Health Organization says that depression is one of the most common mental illnesses (WHO, 2008). The American Psychiatric Association says that depression is a disease of the mind that lasts for at least two weeks (2013). Depression was marked by low mood, trouble sleeping, loss of interest in everyday activities, changes in eating, often thinking about suicide, and changes in how people interacted with each other. Depression is characterized by feeling sad all the time and not being interested in things that students and other people would usually enjoy (WHO, 2008). Students who have been depressed for at least two weeks and haven't been able to function normally at school. Most of the time, depression is a response to the stress of daily life. Depression can be caused by the loss of friends, lovers, or family members, as well as by failure, inactivity, or lack of stimulation, and by long-term stress (Nevid & Rathus, 2012). The World Health Organization (WHO) says that depression is a major global health problem that makes it hard for people to work. One of the most important issues in becoming an adult is mental health. It causes almost all problems that show up in adults. On the other hand, statistics show that not many young people really look for help with their mental health. "Emerging adults" are people between the ages of 12 and 24. The term was made up by Patel et al., 2007. Most of the time, they are at the end of their academic careers or just starting out in their careers. At this point in life, most people start doing things that are usually thought to be for adults. A person's sense of well-being is often based on how well

they think they are doing with the developmental tasks of this phase. According to the most recent data from the World Health Organization (2017), more than 300 million people around the world are suffering from depression right now. The paper says that depression can cause a wide range of signs and symptoms. The paper talks about a few signs of depression. Depression often causes people to have trouble sleeping or to sleep too much. The extra report showed that someone who is depressed will also stop doing something they used to enjoy. Other symptoms include changes in appetite, depression, poor attention, anxiety, hopelessness, trouble focusing on schoolwork, not taking care of oneself, anxiety, and a lack of interest in daily activities (WHO, 2017).

Prevalence of Depression among University Students

University students often have problems with their mental health, like depression. The shocking truth is that the number of university students who are depressed keeps going up (Lei et al., 2016). Depression at the university level can also hurt a student's ability to do well in school. Moving can be stressful and overwhelming, and for some people, it can make them feel depressed. There are four types of problems that depressed students face: psychological, social, economic, and physical (Hamdan-Mansour & Dawani, 2007).

University students are learning more and more about depression. It's hard to find up-to-date information on the number of university students who are depressed (Stallman, 2010). Different ways have been used to figure out how many university students are depressed. Based on the data we have, anywhere from 10% to 80% of university students have a depressive disorder (Chen et al., 2013). In a study led by researchers at UQ, it was found that university life can be a good place for clinical depression to grow. The results of the study showed that coming of age is a time of growth and change for the better. Depression and anxiety, to name just two, are common among students because they often happen at the same time as the stresses of this

time of change and the pressure to do well in school. The results of the study showed that 84 percent of the people who took part in the study had emotional problems. More research showed that about 20% of students showed signs of having a mental illness. Students who were in a lot of pain showed a lot more signs of mental health problems. Nineteen percent of students said they felt pressured to do well and couldn't change their skills. The author of the study says that university students experience a number of life-changing firsts for the first time, such as a new way of life, the chance to make new friends, and new cultural practices. If they aren't ready to deal with and adjust to these first-time bouts of depression and anxiety, they may have trouble and feel like they can't do anything about it (Stallman, 2010).

Aggression

Aggression depicts the behaviour that is planned to hurt someone. As indicated by Horan, Chory, and Goodboy (2010) aggression is depicted as a solitary behaviour. Any conduct expected to hurt someone else, who would not like to be hurt can be characterized as Aggression. Bucher and Manning (2003) affirm that Aggression may incorporate unsuitable social activities, including group brutality, tormenting, dangers, provocation, and damage, and so on. Animosity varies from decisiveness, even though the terms are frequently utilized conversely among laypeople that cannot comprehend psychological maladjustment, for example, a forceful salesman and so on (Akert, Aronson, & Wilson, 2010).

All over the world, people are becoming more and more aware of the idea of violence. Alam and Halder (2018) say that aggression comes from a skewed view of the world and is always confusing in the wild. There is a lot of worry, conflict, anger, and irritation in the world today. The complications of modern life often lead to stress, anxiety, and anger. Many young people today are aggressive about many things and hurt others because of it. On the other hand, academic performance is the most important part of a student's education. Through it, a student can see

all the ways he or she can succeed in the real world and make a list of all the things they can do. Because of this, aggressiveness, which is a sign of inner discord, may hurt academic performance (Alam & Halder, 2018). This essay talks about how aggression is being used as a teaching tool more and more during the time between middle childhood and the start of puberty (Kikas et al., 2009). There is a lot of hostility in the world today, both between individuals and between countries and countries. Crowding, noise, and other environmental and domestic problems like density have been linked to aggression (Kaya & Erkip, 2001). Stipek and Miles (2008) did a lot of research on the common and complicated link between being mean and being successful. In a roundabout way, aggressive behavior makes it harder to adapt. For example, students who act aggressively spend more time getting out of hand, which cuts into their study time. When there is violence, there is hatred, and that hatred could lead to serious physical harm. Pushing another child is not a sign of violence. But if a child hit or kicked another child on purpose, that could be seen as being mean. It is not true to say that violence is a good way to protest. In recent years, the world has become more violent than it has ever been. There are now regional and international wars on every continent. Violence in schools is getting worse and needs to be fixed right away. Teens attack each other, threaten other students, and even verbally and physically put down teachers in many schools these days. Concern and anger are brought out by these methods.

Self-Concept

Over the past few decades, researchers have become more and more interested in how important a child's sense of self is to their success in school. Researchers (Keltikangas-Jarvinen, 1990) found that university students have trouble developing a stable and positive view of themselves, which is one of the psychological areas where they have trouble growing. In the early years of adulthood, schools

are one of the most important ways to meet new people and make friends. The students' ideas about who they are and how they see themselves are shaped a lot by what they do in school. The way that formal schooling shapes a person's sense of who they are raises a lot of interesting questions for the field of psychology.

Multiple stories and studies show that how kids feel about themselves is a big part of how well they do in school. So, in our study, we focused on how students' senses of who they are and how well they do in school are related. Many people think that this psychological idea is important to the intellectual and personal growth of university students today. The term "self-concept" means what a person thinks about themselves. It is made up of a person's most basic ideas about who they are. The term "self-concept" refers to a person's overall view of himself or herself, including his or her usual actions, traits, and personality. One's self-concept is a big clue to his or her real personality traits and characteristics, such as fairness, competence, and friendliness (Nevid & Rathus, 2012). The first physical sign of a baby's growing sense of self is the bond between the baby and its mother. How much a person's self-image is hurt or helped by the quality of their interactions depends mostly on what limits they put on themselves. A big part of being successful in all areas of life as an adult is being confident in your own skills. But if students want to do well, they need to be good at school as well as emotionally mature (Gliebe, 2012). "Self-concept" is one way to think about how you see yourself. It comes from the way a person interacts with the people and things around them. The way other people treat us has a big effect on how we see ourselves. A person's self-image is made up of their beliefs, values, emotions, skills, knowledge, social status, and how attractive they are physically. Researchers (Green et al., 2006) found that positive self-concept was linked to good things, like high academic success and effort by students. This led them to conclude that it should be the main focus of any effort to improve education. We

feel a lot about ourselves based on how we see ourselves at our core. We have a natural drive to become the best versions of ourselves, so our sense of self grows steadily over the course of our lives. Small children and babies, in particular, are naturally drawn to things that help them grow and learn. As kids get older and learn more about themselves, they need positive respect more and more. Farber and Doolin talk about how important it is to be loved and respected by other people, especially by one's family (2011). It's very hard to give an objective description of self-concept, clear good regard, and the ending tendency. Many critics (Bohart, 2013) say that humanistic psychology has an overly romantic view of people. If self-actualization is an all-encompassing way of thinking, why are fully realized people so hard to find? The argument says that humanistic analysts have tamed the more destructive and evil parts of human nature. Now, the question is whether we can really say that all the bad things in the world are caused by a harsh upbringing or a corrupt society. Since the 1960s and mid-1970s, humanistic psychology has become less important.

away (Cain, 2003). (Cain, 2003). (Cain, 2003). But it has made long-term plans, especially in the areas of psychotherapy, guidance, education, and parenting (Farber, 2007; Joseph & Murphy, 2013). Also, many areas of psychology have realized how important emotional experience and self-concept are (Sheldon, 2008).

Academic Performance

All students' lives depend on what they learn in school. Universities pay attention to how well students do in school. There are a lot of unknowns during university (Samovar, Porter, & McDaniel, 2007). Academic success is the result of how well someone does in school (Webster, 2006). Chamorro (2005) says that this is how academic performance is to be understood. When we talk about how well a student does in school, we mean how well they do on tests and how well they can handle the

demands of their coursework. One's academic performance is based on how one sees and evaluates his or her own academic performance. It includes not only how students feel about their own accomplishments, but also how their parents or teachers feel about what their children have done. Academic success has become more and more important as a student goes through school, and this has a big effect on how and what students think and do in university. During their study time, it's normal for students to feel a wide range of emotions, both good and bad. Real-world situations are often unpredictable and hard to understand, so students often try to make sense of a wide range of judgments, assessments, and assumptions about how they should feel. When teachers assume the worst about their students, they are more likely to have anxiety, depression, eating disorders, internet addiction, sleeping disorders, suicidal thoughts, or use drugs. Research by Spiridon and Evangelia shows that high levels of stress are bad for your mental, emotional, and physical health (2015). Stress was also linked to a drop in how well kids did in school. Both the kids' sense of self-worth and how well they do in school could be hurt by this. If you don't have a good attitude about learning. Students feel a lot of stress because of things like grade expectations, managing time, taking tests, and having a lot of material to study (Kumaraswamy, 2013). Academics can be seen as a good challenge because they help people learn and get better at what they do. Academic stress can be bad for students' mental and emotional health if they don't know how to deal with the problems they face (Kumaraswamy, 2013). It has also been linked to more sadness and violence among

students. Seven out of ten American states have adults who say they feel moderate anxiety or stress every day. There is always a certain amount of stress in modern life (Blanco et al., 2008). Ten percent of university students in the U.S. had been diagnosed with depression or treated for it in the past year (Wolfram, 2010). As a result, depression and stress have a big effect on how well university students do in school. So, there needs to be a lot of research to help future students (Beiter et al., 2014). Aggression is another common problem that kids at all levels of schooling have to deal with. Each year, about 246 million students around the world are hurt in some way by other students. This includes sexual, physical, and mental assaults that are obvious or not (UNESCO, 2017).

Materials and Methods

A quantitative method was used to gather data that could be used to figure out how the independent variables of the study affected the dependent variable. In the field of psychological constructs, especially at the tertiary level, the literature review found that there wasn't a lot of real-world evidence. We were able to pick five universities and universities in Lahore at random by using the "fishbowl" method. Second, the sample was made up of people who were easy to reach. This is called "convenience sampling." The total number of answers from students was 374. The researchers were the ones who made the surveys. The full questionnaire had 86 questions that were divided into four groups: mood (depression), identity (self-concept), behavior (aggression), and achievement (academics)..

Table 1: Cronbach's Alpha reliability of study instrument (N=80)

Scale	No. of Items	Alpha Reliability
Depression Scale	11	.80
Self-Concept Scale	21	.79
Aggression Questionnaire	17	.80

Academic Performance Scale 28 .85

Results and Data Analysis

Table 1: Demographic Characteristics

		Frequency	Percent (%)	N (%)
Gender	Male	164	43.9	374 (100)
	Female	210	56.1	
Marital Status	Married	27	7	374 (100)
	Single	347	93	
Semester	1 st year	151	40.4	374 (100)
	2 nd year	135	36.1	
	3 rd year	45	12.0	
	4 th year	26	7.0	
	Final year	17	4.5	374 (100)

Table 1 gives a summary of the students who took part in the study. From the table, we can see that about 56% of the 374 students who filled out the survey were women. The data tables show that 93% of the students do not have a partner. About

7% of the people polled did not have a partner. At the time the data was collected, about 40% of the students who filled out the survey were first-years. In the last year of the study, only 4.5% of eligible students signed up, which was the lowest number.

Table 2: Prevalence of depression among students

Categories	Male	Female	Frequency	Percent	M+ H (%)
High	2	12	14	17.1	162 (43)
Low	102	110	212	56.7	
Moderate	45	74	119	31.8	
High	17	26	43	11.5	

Table .2 shows the prevalence of depression among students. The overall result indicated that the majority of the study participants (56.7%) lie in the category of low depression. According to Beck's

Depression Inventory low category score (<11) is clinically not considered as depression (Beck et al., 1961). So, the participants who lie in the category of moderate and high depression are considered to feel highly depressed.

Table 3: Prevalence of aggression among students

Categories	Male	Female	Frequency	Percent	M+H (%)
Low	25	65	90	24.1	
Moderate	105	115	220	58.8	284 (76%)
High	34	30	64	17.1	

The above table no.3 demonstrates the prevalence of aggression among university students. the table shows that 76% of study participants showed aggression. Among them, 59% of the students showed a medium level of

aggression, 17% of the students reported a high level of aggression, and 24% of the students were shown a low level of aggression. The country analysis shows that the prevalence of aggression is high among students.

Table 4: Prevalence of self-concept of study respondents

Categories	Male	Female	Frequency	Percent
Negative	92	137	229	61.2
Positive	72	73	145	38.8

The entries in table 4 illustrate the prevalence of the self-concept of respondents. The table demonstrated that 61% of students were exposed

to the negative self- concept. Where 39% of the total sample showed positive self-image.

Table 5: Variation between Academic performances of respondents

Categories	Male	Female	Frequency	Percent
Low	26	35	61	16.3
Average	76	122	198	53.0
High	62	53	115	30.7

Table no 5 exposes the variation in the academic performance of students. the above entries show that 53% of the students have recorded average academic performance.

Discussion

The goal of this study was to find out how much depressive symptoms, aggressive tendencies, and how people see themselves affect how well university freshmen do in school in two different countries. Recent studies have looked at how the cultural background of a student can affect some of the things that can affect how well they do in school. The study found that there was a strong link between academic success and signs of mental health like hopelessness, hostility, and self-worth. Even so, students' hostility has not been linked to how well they do in school. It has been found that the averages of depressive symptoms, aggressive tendencies, and a sense of self-worth vary a lot. Students were found to be

very aggressive at a high rate. People also seemed to have a lot of negative thoughts about themselves. The results of this investigation are different from what Bisson found (2017). Researchers found a link between how well a student did in school and problems with their mental health. But in 2015, a descriptive study by Khurshid et al. confirmed what the other research had found. The goal of this study was to find out how depression affects school work and how it affects school work. Researchers used the Goldberg Depression Screening Test and the Academic Performance Rating Scale to find out how depressed students were and how well they did in school.

Researchers found out how a student's mood affects how well they do in school. The results also showed that there was a big difference in grades between kids with high, medium, and low levels of depression.

Conclusions

Based on statistical analysis and the findings of the study following conclusions are drawn.

- The number of depressed university students is higher than it should be. On the other hand, there were a lot of students who were depressed. Women students are more likely to feel depressed than men.
- Participants also listed a wide range of other things as causes of their depression, such as the death of a loved one, problems with their own families, bad treatment from their own families, academic and personal setbacks, and so on.
- Third, there was a lot of hostility between people in both countries. Student violence has never been worse. It was found that male students were much more likely to act out than female students.
- Participants also say that they did not learn how to act aggressively by watching others. But anger is often the result of being frustrated. Some of the things that make students frustrated are not getting external validation, having high expectations from others, and being away from family and friends.
- In both countries, most students score at or below the average for their country. Few students can be called "bad students" because they don't do well in school.

Recommendations

Following are some recommendations made based on the findings.

- The results show that 1) students' levels of depression, aggression, and self-concept have a big effect on how well they do in school. Students were found

to be sad, angry, and have low self-esteem at a high rate. Some other indicators, like those linked to violence, depression, and average academic achievement, were also looked into. These results shed much-needed light on the factors that make some teenagers more likely to have mental health and psychological problems. These early results show how important it is to spread knowledge about how to deal with these problems. They also help teachers, counselors, psychologists, and university administrators understand how complicated these problems are.

- The results show again how important it is to have access to counseling services at university. Depression is common among students, but there are programs on campus that can help. Because of this, it seems likely that the stigma attached to the high rate of depression among students is one of the main reasons why they don't get help. People's negative attitudes toward treatment, the fact that facilities are hard to get to, the need for privacy, and the belief that there is no chance of getting better with medical help are some other things that get in the way of therapy. So, the public needs to change how they think about mental illness as soon as possible so that students can use the counseling services on and off campus. Eating well, getting enough sleep, getting out of the house, socializing, not using social media too much, focusing on the good, and other similar things can all help students feel less depressed.
- Third, university students are often aggressive, according to news reports. So, there are things that schools can do to help students deal with rude people on campus.

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