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Effect of Depression and Aggression on the Academic Performance of University Students

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Abstract

The objectives of the study were to find out the: pervasiveness of depression, the prevalence of aggression, measure the academic performance of university students, explore the effects of depression on the academic performance of university students, to explore the effects of aggression on the academic performance of students. The population of the study were consisted of 2920 students. Six hundred students were selected as sample of the study by using proportionate stratified random sampling technique. Questionnaire was used as research instrument of the study. Validity of self-made questionnaire was checked by experts of department of education. The researcher conducted pilot testing by selecting random sample of 30 students. Reliability of instrument is 0.78. A weekly plan was devised to facilitate efficient data collection, with daily visits to meet with the selected students. Descriptive analysis was conducted to summarize sample characteristics such as gender, age, etc. To measure the prevalence of depression and aggression, data summarized by using techniques of frequency distribution, mean score, and percentage. To find the relationship between independent and dependent variables, a simple linear regression analysis computed. The regression analysis also verifies the depression, an aggression effect on the academic performance of university students at the BS level.

Keywords: Depression, Aggression, Academic Performance, Proportionate, Relationship.



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Introduction

University life is a vibrant garden of dreams and hopes, where students nurture their aspirations and strive for success. With unwavering determination, they put their shoulders to the wheel, working tirelessly to cultivate a track record of achievement. However, the path to success is not always smooth, and distant drums of adversity often sound, reminding us that not everyone is fortunate enough to reap the desired rewards. Despite these challenges, the university experience remains a transformative journey that shapes the minds and futures of its students. The learning corridor provides a practical experience to students that creates and makes an actual life goal. In addition to fostering lifelong learning, this academic environment helps student to become more competitive, brave, and capable of accelerating their learning.

Depression is a widespread yet significant mental health issue that influences an individual's emotions, thoughts, and behaviors. It is marked by ongoing sadness, diminished interest or enjoyment in activities, and sensations of hopelessness or inadequacy. Physical signs like alterations in sleep, appetite, and energy levels are also frequent (Kumar, *et al.*, 2012). Depression can affect everyday activities, relationships, and academic or job performance. It could result from a mix of genetic, biological, environmental, and psychological influences. Important elements consist of emotional, cognitive, behavioral, and physical signs. Timely diagnosis and intervention via therapy, medication, or changes in lifestyle can significantly enhance results. Assistance from relatives, companions, and mental health experts is essential in the healing process (Vasupanrajit, *et al.*, 2024).

Depression is a detrimental feeling linked to significant damage. However, university signifies a period of change towards independence, and financial, social, and academic stressors can cause students to feel overwhelmed. Consequently, swift fluctuations in mood and actions are part of numerous psychological, physical, and cognitive processes occurring during this period (Silva, *et al.*, (2025). Nature has bestowed upon each of us a particular degree of thought and emotion, which we employ to safeguard our potential and the surface of existence. Conversely, if an individual does not confront or recognize obstacles, despair and anxiety could result in defeat (Bublitz, 2024).

As per Ryan and Deci's (2000) Self-Determination Theory, people might hide their errors and wrongdoings to preserve a favorable self-image, especially when their identity is strongly linked to their accomplishments and success. Depression can lead to feelings of anxiety, low self-worth, hopelessness, and isolation. Students either refrain from studying or feel anxious about attending university classes (Elguedri Dumbrovska, 2024). The degree of depression greatly affects the academic performance of university students. Students' mental capacities are stunted, and their physical well-being is affected. Interpersonal skills that may facilitate academic activities are reduced at this stage. The students' levels of depression considerably influenced their emotional wellness and physical health. In particular, depression hindered their capacity to concentrate positively and interrupted mental operations, resulting in cognitive deficits (Ewah, *et al.*, 2024).

As stated by Walter (2011), studies indicate that students who face aggression and mental distress are more prone to participating in detrimental activities. Under pressure, students frequently show altered behavior, such as irritability, mood fluctuations, and a lack of respect for teachers and classmates. This changed behavior impacts their academic success and also disturbs the learning atmosphere (Yu, *et al.*, 2024). Additionally, Walter's research revealed that psychological stress and hostility greatly hinder cognitive abilities, diminishing students' capacity to think. Consequently, academic achievement declines, leading to significant gaps in the learning

experience. This underscores the significance of tackling mental health issues in educational environments to promote students' well-being and academic achievement (Zhang, *et al.*, 2025).

Aggression is a multifaceted and frequently misinterpreted human behavior that can appear in different ways, ranging from verbal hostility to physical violence. It is generally characterized as actions aimed at causing harm or injury to someone else, whether physically or emotionally (Palop-Larrea, 2024). Aggression may be shaped by numerous factors, such as biological, psychological, and environmental aspects. Although it is a normal aspect of human feelings, uncontrolled or overwhelming aggression can result in significant social, academic, and personal issues. Grasping the factors and effects of aggression is crucial for fostering healthier interactions and establishing safer, more nurturing environments, particularly in places such as schools, homes, and communities (Archer, 2024).

Aggression refers to actions intended to inflict pain or distress on others, whether through physical, verbal, or emotional means. It can be reactive, responding to a sensed threat or provocation, or proactive, employed as a way to attain a goal. Various types of aggression exist, such as physical aggression (striking or shoving), verbal aggression (name-calling or menacing), and relational aggression (harming an individual's social connections) (Maia & Tinatin, 2024). Biological elements such as hormones and genetics, along with psychological factors like personality characteristics and previous experiences, may play a role in aggressive behavior. Environmental factors, such as family relationships, media exposure, and peer influence, also have a considerable impact. Aggression can manifest in various ways depending on age, gender, and social environment. Although a degree of aggression can be instinctive, excessive or uncontrolled aggression frequently results in conflict, stress, and negative social consequences. Grasping these factors is essential for effectively managing and minimizing aggressive behavior.

Hypothesis

1. H₀₁: Depression has not highly affected the performance of university students.
2. H₀₂: Aggression has not significantly associated with academic performance
3. H₀₃: Depression and aggression is not high among female students with respect to male students.
4. H₀₄: Depression and aggression is not high in students of MUST University with respect to students of university of Kotli.

Conceptual Framework

Independent variable

Depression & Aggression

Dependent variable

Academic performance

Research Methodology

The study was quantitative in nature and descriptive method used to conduct the study. Researcher used survey technique to gain reliable information from the relevant area. Basically, the study selects the two universities of Azad Jammu and Kashmir, and their core concern was for BS level students to provide helpful information. The study targeted Bachelor's level (BS) students from two public universities in Azad Jammu and Kashmir: Mirpur University of Science and

Technology (MUST) and the University of Kotli (UoK). The total population consisted of 2920 students with 1660 from MUST and 1260 from UoK. Six hundred students were selected as sample of the study by using proportionate stratified random sampling technique. Specifically, 341 students were selected from Mirpur University of Sciences and Technology, and 259 students were selected from the University of Kotli. This proportionate stratified sampling approach ensured representation from both universities, allowing for generalizable finding.

To explore the effect of depression and aggression on the academic performance of students, three questionnaires were used for data collection. One questionnaire for depression was adapted. Two other questionnaires of aggression and academic performances were self-made with the help of existing literature. The final survey consisted of three sections, Depression: 24 statements, categorized into five levels, Aggression: 24 statements, categorized into five levels and Academic Performance: 30 statements, categorized into seven levels each statement requires 2 minutes of respondent information. At the start of the questionnaire, participants were asked about their demographic information related to their age, gender, semester, educational level, discipline, marital status, and students' status at university. The first instrument is about Depression, depression questionnaire has 4 statements numbering with (0-3), the next one is about Aggression and the third one is about academic performance. The response was gathered using five Point-Likert scale. Each option was assigned numerical values in the following way, (1) agree= SA (2), strongly agree =SDA (3), Partially Agree= PA, (4) Disagree = DA (5) Strongly Disagree=SDA.

The depression level was taken from the Beck Depression Inventory (BDI) and the Aggression and Academic Performance Questionnaire was self-made, and literature was the major source to complete these two scales. The instrument's validity was obtained by presenting it to professionals in the relevant field of the study. Two educational experts from Department of Education, University of Kotli Azad Jammu and Kashmir and one expert from the MUST. The researcher conducted pilot testing by selecting random sample of 30 students. Notably, these respondents were not included in the main study's sample. Cronbach's alpha statistical technique was used in the study to determine the instrument's reliability, value was 0.78, which was appreciated.

A weekly plan was devised to facilitate efficient data collection, with daily visits to meet with the selected students. Throughout the data collection process, respondents demonstrated exceptional cooperation and understanding, carefully considering the questions and providing thoughtful responses. To analyze the data, the researcher utilized SPSS version 25 from the Statistical Package for the Social Sciences. Descriptive analysis was conducted to summarize sample characteristics such as gender, age, etc. To measure the prevalence of depression and aggression, data summarized by using techniques of frequency distribution, mean score, and percentage. To confirm the relationship between independent and dependent variables, a simple linear regression analysis computed. The regression analysis also verifies the depression, an aggression effect on the academic performance of university students at the BS level.

Data Analysis

Descriptive Analysis of Depression

Table 01: *These Ups and Downs are Considered Normal*

		Frequency	Percent
Valid	1	32	5.3
	4	5	.8
	5	4	.7
	6	1	.2
	7	5	.8
	8	3	.5
	9	7	1.2
	10	10	1.7
These ups and downs are considered normal		67	13.2

The first form of depression is “these ups and down are considered normal” the table shows the frequency and percentage level of depression stages. This level starts from 0 to 10, and each figure shows the different level and percentage of this stage. Similarly, the section total number of populations is 600, and the given result shows the range and frequency of each level. The frequency is 67, and its percent level is 13.2. The first level is normal ups and downs because all the values find the normal range of depression according to BDI.

Table 02: *Mild Mood Disturbance*

		Frequency	Percent
Valid	11	3	.5
	12	11	1.8
	13	14	2.3
	14	15	2.5
	15	18	3.0
	16	20	3.3
Mild Mood Disturbance		81	13.4

The second level of depression is Mild Mood Disturbance; the level also shows the frequency and percentage level of depression stages. This level starts at 11 to 16, and each figure shows the various levels and percentages of university students. The total number of populations is 600, and each section describes different values. The given result shows the range and frequency of each level. The frequency is 81, and its percent level is 18.1%. The above-mentioned result describes the uncertain level of depression in university students.

Table 03: *Borderline Clinical Depression*

	Frequency	Percent
Valid 17	31	5.2
18	28	4.7
19	35	5.8
20	39	6.5
Borderline Clinical Depression	133	22.2

This level of depression is Borderline Clinical Depression; the level also shows the frequency and percentage level of depression stages. This level starts at 17 to 20, and each figure shows the various levels and percentages of university students. The total number of populations is 600, and each section describes different values. The given result shows the range and frequency of each level. The frequency is 133, and it's percent level is 22.2%. The above-mentioned result shows Borderline Clinical Depression in university students.

Table 04: *Moderate Depression*

	Frequency	Percent
Valid 21	45	7.5
22	37	6.2
23	32	5.3
24	40	6.7
25	40	6.7
26	35	5.8
27	24	4.0
28	20	3.3
29	16	2.7
30	9	1.5
Moderate depression	298	49.7

This level of depression is moderate Depression; the level also shows the frequency and percentage level of depression stages. This level start 21 to 30 and each figure show the various level and percentage of university students. The total number of populations is 600 and each section describes different values. Given result show the range and frequency of each level. According the above table, the frequency is 298 and percentage is 49.7%. The above mention result shows the Moderate Depression level of depression in university students.

Table 05: Severe Depression

	Frequency	Percentage
32	3	.5
33	3	.5
35	1	.2
36	1	.2
37	1	.2
38	1	.2
Severe depression	21	3.6

This level of depression is Severe Depression; the level also shows the frequency and percentage level of depression stages. This level start 31 to 38 and each figure show the various level and percentage of university students. The total number of populations is 600 and each section describes different values. Given result show the range and frequency of each level. According the above table, the frequency is 21 and percentage is 3.6%. The above mention result shows the Severe Depression level of depression in university students.

Table 06: Range of depression Levels

Levels of depression	Range of Scores	Frequency
These ups and down are considered normal	1-10	67 participants
Mild mood disturbance	11- 16	81 participants
Borderline clinical depression	17-20	133 participants
Moderate depression	21-30	298 participants
Severe depression	31-40	21 participants
Extreme depression	Over 40	Zero participant Total 600

The depression analysis revealed varying levels of depression among the 600 participants. The results are categorized into five levels: Normal (Range: 1-10, Frequency: 67): Indicating no significant depressive symptoms, Mild Mood Disturbance (Range: 11-16, Frequency: 87): Suggesting slight depressive symptoms, Borderline Clinical Depression (Range: 17-20, Frequency: 133): Indicating uncertain or moderate depressive symptoms, Moderate Depression (Range: 21-30, Frequency: 298): Revealing a significant proportion of students experiencing moderate depressive symptoms, Severe Depression (Range: 31-40, Frequency: 21): There is no one at extreme depression Indicating intense depressive symptoms 67 (11.2%) participants exhibited normal levels of depression- 87 (14.5%) participants experienced mild mood disturbance.133 (22.2%) participants showed borderline clinical depression.298 (49.7%) participants had moderate depression. 21 (3.5%) participants suffered from severe depression.

Descriptive Analysis of Physical Aggression

Table 07: Physical Aggression

Statements	Respondents N	Mean	Std. Deviation
When I am in anger, I do not care how badly I shout out at.	600	4.24	.921
Given enough cause, I may hit another person.	600	3.66	.967
When I am in anger, I break the things without thinking.	600	3.08	1.277
When I am in anger break objects windows and kicks furniture.	600	1.92	.790
I sometimes show my anger by hitting on the table.	600	2.07	.939
When I really lose my temper, I am able of slapping.	600	2.83	1.120
Whoever insults me or my family is asking for a punch in the nose.	600	1.66	.693

The physical aggression is consisting on seven statements. The first statement mean is, M=4.24, the second statement mean=3.66, the third statement Mean is, 3.08, the result of these statements describes the respondent is agreeing with statement. Respectively, the mean of anger break objects windows and kicks furniture, mean= 1.92, sometimes shows my anger by hitting on the table, M=2.07, when I really lose my temper, I am able of slapping, M=2.83, and last statement M=1.66, these describes the respondent is disagreeing with said statement.

Table 08: Verbal Aggression

Statements	Respondents N	Mean	Std. Deviation
My friends say that I'm somewhat argumentative.	600	4.18	.991
I often find myself disagreeing with people.	600	2.29	1.036
I am an even-tempered person.	600	3.40	.740
Some of my friends think I'm a hothead.	600	4.45	.642
When arguing, I tend to raise my voice.	600	1.81	.763
When people yell at me, I yell back.	600	1.52	.899
When I get mad, I say bad things.	600	2.78	1.261

Table 07 shows the mean and standard deviation of Verbal Aggression by students at university level. The first statement mean is, M=4.18, it shows that respondent strongly agree with above statement. Similarly, the second statement mean, is, mean=2.29, it shows the respondents is disagreeing with this statement. The third statement Mean is 3.40, the result of this statement

describes the respondent is partially agreeing with statement. Respectively, the mean of fourth statement, mean= 4.45, it shows the respondent strongly agree with above statement. The statement When arguing, I tend to raise my voice, M=1.81, it shows the respondent is disagreeing with said statement. The statement when people yell at me, I yell back, I am able of slapping, M=1.52, it describes that respondent is disagreeing the last statement M=2.78, it describes the respondent is partially agreeing with said statement.

Table 09: Anger

Statements	Respondents N	Mean	Std. Deviation
I still get angry when I think of the bad things people did to me in the past.	600	3.83	.932
When things don't go my way, I get depressed.	600	2.17	.796
At times, I've felt angry enough to kill.	600	1.86	.912
I do not forget the old quarrels still feel anger.	600	3.14	1.411

Table 08 shows the mean and standard deviation of Anger by students at university level. The first statement M=3.83, it shows that respondent agree with above statement. Similarly, the second statement mean=2.17, it shows the respondents is disagreeing with this statement. The third statement Mean is 1.86, the result of this statement describes the respondent is disagreeing with statement. Respectively, the mean of fourth statement, mean= 3.14, it shows the respondent is partially agreeing with said statement.

Table 10: Hostility

Statements	Respondents N	Mean	Std. Deviation
I am sometimes eaten up with jealousy.	600	2.72	1.322
I sometimes spread gossip about people I don't like.	600	3.89	.825
When someone makes a rule, I don't like, I am tempted to break it.	600	1.71	.662

Table 09 shows the mean and standard deviation of Hostility by students at university level. The first statement M=2.72, it shows that respondent disagree with above statement. Similarly, the second statement mean=3.89, it shows the respondents is strongly agreeing with this statement. The last statement Mean is 1.71, the result of this statement describes the respondent is disagreeing with statement.

Table 11: Suspicious

Statements	Respondents N	Mean	Std. Deviation
When people are especially nice, I wonder what they want.	600	4.08	.837
I am suspicious of overly friendly strangers.	600	2.34	1.069
My motto is "Never trust strangers."	600	3.60	1.295

Table 10 shows the mean and standard deviation of suspicious in students at university level. The first statement M=4.08, it shows that respondent strongly agree with above statement. Similarly, the second statement mean=2.34, it shows the respondents is strongly agreeing with this statement. The last statement mean is 3.60, the result of this statement describes the respondent is agreeing with statement.

Academic Performance

Table 12: Planning

Statements	Respondents N	Mean	Std. Deviation
I spend each day in planning.	600	3.78	1.040
I make the list of things I have to do each day.	600	1.98	.842
I set goals to achieve the whole semester	600	2.56	1.003
Generally, I think I can usually accomplish all my goals for a given week.	600	2.97	1.305

Table 11 shows the mean and standard deviation of Time Management in students at university level. The first statement M=3.78, it shows that respondent agree with above statement. Similarly, the second statement Mean= 1.98, it shows the respondent is disagreeing with this statement. The third statement Mean is 2.56, the result of this statement describes the respondent is disagreeing with statement. Respectively, the mean of fourth statement, mean= 2.97, it shows the respondent is partially agreeing with said statement.

Table 13: Time Management

Statements	Respondents N	Mean	Std. Deviation
I prepare "to do" list daily	600	4.06	.825
I keep my important date (e.g. exams dates, research papers due date) on a single calendar.	600	2.89	1.154
I am able to make minor decisions quickly	600	1.55	.932
I devote sufficient time to each of my subject.	600	3.47	1.235

Table 12 shows the mean and standard deviation of Time Management in students at university level. The first statement M=4.06, it shows that respondent strongly agree with above statement. Similarly, the second statement mean =2.89, it shows the respondents is partially agreeing with this statement. The third statement Mean is 1.55, the result of this statement describe the respondent is disagreeing with statement. Respectively, the mean of fourth statement, mean=3.47, it shows the respondent is partially agreeing with said statement.

Table 14: Communication

Statements	Respondents N	Mean	Std. Deviation
I feel no hesitation during the conversation with my fellows	600	3.67	1.361
I feel confident while I talk with my teacher.	600	2.86	1.031
I feel myself good while presenting my classroom presentation	600	3.29	1.259
I can easily do group discussion.	600	1.86	.979

Table 13 shows the mean and standard deviation of Communication in students at university level. The first statement I feel no hesitation during the conversation with my fellows, M=3.67, it shows that respondent agree with above statement. Similarly, the second statement mean, I feel confident while I talk with my teacher, mean=2.86, it shows the respondents is partially agreeing with this statement. The third statement I feel myself good while presenting my classroom presentation, Mean is 3.29, the result of this statement describes the respondent is partially agreeing with statement. Respectively, the mean of fourth statement I can easily do group discussion, mean=1.86, it shows the respondent is agreeing with said statement.

Table 15: Learning Skills

Statements	Respondents N	Mean	Std. Deviation
I have good learning power.	600	3.99	.949
I explore, search and then learn.	600	2.16	.991
I enjoy learning new things	600	1.96	.831

Table 14 shows the mean and standard deviation of learning skills in students at university level. The first statement M=3.99, it shows that respondent strongly agree with above statement. Similarly, the second statement mean=2.16, it shows the respondents is partially agreeing with this statement. The last statement I enjoy learning new things Mean is 1.96, the result of this statement describes the respondent is agreeing with statement.

Table 16: Study Skills

Statements	Respondents N	Mean	Std. Deviation
I prefer to study whenever I have free time.	600	2.72	1.228
I only study my favorite subjects	600	4.00	.988
I don't force myself for study all the time.	600	1.98	.809
I feel confident that I am prepared for exams.	600	3.85	1.196
I find that at times studying gives me a feeling of deep personal satisfaction.	600	1.81	.793
I only study seriously what's given out in class or in the course outlines.	600	2.40	1.133

Table 15 shows the mean and standard deviation of Study Skills by students at university level. The first statement $M=2.72$, it shows that respondent partially agree with above statement. Similarly, the second statement mean= 4.00 , it shows the respondents is strongly agreeing with this statement. The third statement I don't force myself for study all the time, Mean is 1.98 , the result of this statement describes the respondent is agreeing with statement. Respectively, the mean of fourth statement I feel confident that I am prepared for exams, mean= 3.85 , it shows the respondent agree with above statement. The statement I find that at times studying gives me a feeling of deep personal satisfaction, $M=1.81$, it shows the respondent is disagreeing with said statement. The statement I only study seriously what's given out in class or in the course outlines, $M=2.40$, it describes that respondent is disagreed.

Table 17: Self Efficacy

Statements	Respondents N	Mean	Std. Deviation
Compared with the others in my class, I think I'm a good student	600	3.65	1.141
I expect to do well in this study system	600	2.52	1.203
My study skills are excellent as compared to others in this class	600	1.92	.872
I test myself on important topics until I understand them completely	600	3.17	1.448

Table 4.16 shows the mean and standard deviation of Self efficacy in students at university level. The first statement $M=3.65$, it shows that respondent agree with above statement. Similarly, the second statement mean= 2.52 , it shows the respondents is disagreeing with this statement. The third statement my study skills are excellent as compared to others in this class, Mean is 1.92 , the result of this statement describes the respondent is disagreeing with statement. Respectively, the mean of fourth statement mean= 3.17 , it shows the respondent partially agree with above statement.

Table 18: Cognitive Strategies

Statements	Respondents N	Mean	Std. Deviation
When I prepare for an assessment, I try to put together information from other resources	600	2.59	1.245
When I study, I keep in mind the important ideas.	600	4.12	.734
When I prepare for exams, I try to remember as many facts as I can.	600	2.17	1.019
It is hard for me to decide what the main ideas are in what I read	600	1.76	.877
I relate material learned in one course to material in other	600	3.67	1.228

Table 4.17 shows the mean and standard deviation of Cognitive Strategies by students at university level. The first statement $M=2.59$, it shows that respondent partially agree with above statement. Similarly, the second statement mean= 4.12 , it shows the respondents is strongly agreeing with this statement. The third statement Mean is 2.17 , the result of this statement describe the respondent is agreeing with statement. Respectively, the mean of fourth statement It is hard for me to decide what the main ideas are in what I read, mean= 1.76 , it shows the respondent disagree with above statement. The statement I relate material learned in one course to material in other n, $M=3.67$, it shows the respondent is agreeing with said statement.

Regression Analysis

Table 19: Mild Mood Disturbance on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.736 ^a	.677	.678	.354

Predictors: (Constant), Total Mild Mood Disturbance

The regression analysis examined the impact of Mild Mood Disturbance on academic performance. The model summary reveals: $-R= 0.736$ - $R\text{ Square} = 0.677$ - $\text{Adjusted } R\text{ Square} = 0.678$ - $\text{Std. Error of the Estimate} = 0.354$. The results indicate a positive, albeit insignificant, relationship between Mild Mood Disturbance and academic performance. This suggests that Mild Mood Disturbance may have a limited influence on academic performance.

Table 20: Borderline Clinical Depression on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.684	.679	.369

The regression analysis examined the impact of Borderline Clinical Depression on academic performance. The model summary reveals: $R = 0.721$, $R\text{ Square} = 0.684$, $\text{Adjusted } R\text{ Square} = 0.679$, $\text{Std. Error of the Estimate} = 0.369$, Linear regression analysis determined a significant

relationship between Borderline Clinical Depression and academic performance. The results indicate: Correlation Coefficient (R): 0.721, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.684, suggesting that 68.4% of the variance in academic performance is explained by Borderline Clinical Depression. -Adjusted R Square: 0.679, indicating minimal adjustment for model complexity. The analysis reveals that Borderline Clinical Depression positively affects academic performance, suggesting that students experiencing borderline clinical depression may exhibit decreased academic performance.

Table 21: Moderate Depression on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784	.629	.627	.342

Predictors: (Constant), Total Moderate Depression

The regression analysis examined the impact of Moderate Depression on academic performance. The model summary reveals: - R = 0.784, R Square = 0.629, Adjusted R Square = 0.627, Std. Error of the Estimate = 0.342. The regression analysis indicates a significant relationship between Moderate Depression and academic performance. Correlation Coefficient (R): 0.784, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.629, suggesting 62.9% of variance in academic performance is explained by Moderate Depression. Adjusted R Square: 0.627, indicating minimal model complexity adjustment. The results suggest Moderate Depression substantially affects academic performance, highlighting concerns among university students. The R Square value indicates 62.9% of academic performance variance is attributed to Moderate Depression. 37.1% is influenced by other factors.

Table 22: Severe Depression on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778	.676	.676	.339

Predictors: (Constant), Total Severe Depression The regression analysis examined the impact of Severe Depression on academic performance. Model Summary: The regression analysis revealed a highly significant positive relationship between Severe Depression and academic performance. Correlation Coefficient (R): 0.778, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.676, suggesting 67.6% of variance in academic performance is explained by Severe Depression. The results indicate that Severe Depression substantially affects academic performance. The highly significant p-value ($p < 0.01$) confirms the robustness of this relationship.

Table 23: Physical Aggression on Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.861	.658	.652	.340

a. Predictors: (Constant), Total Physical Aggression

The regression analysis examined the impact of Physical Aggression on academic performance. R = 0.861, R Square = 0.658, Adjusted R Square = 0.652, Std. Error of the Estimate = 0.340, Correlation Coefficient (R): 0.861, indicating a strong positive relationship. Coefficient of

Determination (R Square): 0.658, suggesting 65.8% of variance in academic performance is explained by Physical Aggression. Adjusted R Square: 0.652, indicating minimal model complexity adjustment. The F-statistics and change in R Square value further support the significant impact of Physical Aggression on academic performance.

Table 24: *Verbal Aggression on Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781	.653	.651	.335

Predictors: (Constant), Total Verbal Aggression

The regression analysis examined the impact of Verbal Aggression on academic performance. R = 0.781. R Square = 0.653. Adjusted R Square = 0.651. Std. Error of the Estimate = 0.335. Correlation Coefficient (R): 0.781, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.653, suggesting 65.3% of variance in academic performance is explained by Verbal Aggression. The results suggest a significant positive relationship between Verbal Aggression and academic performance, indicating that: Verbal Aggression substantially affects academic performance.

Table 25: *Anger on Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871	.754	.751	.308

Predictors: (Constant), Total Anger

The regression analysis examined the impact of Anger on academic performance. R = 0.871, R Square = 0.754, Adjusted R Square = 0.751, Std. Error of the Estimate = 0.308, Correlation Coefficient (R): 0.871, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.754, suggesting 75.4% of variance in academic performance is explained by Anger. The results suggest a significant positive relationship between Anger and academic performance, indicating that: Anger substantially affects academic performance. Schools should implement anger management programs. Early intervention strategies for anger are crucial. Despite the description mentioning an "insignificant relationship," the high R Square value and correlation coefficient suggest a robust relationship between Anger and academic performance.

Table 26: *Hostility on Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765	.634	.631	.347

a. Predictors: (Constant)

The regression analysis examined the impact of Hostility on academic performance. R = 0.765, R Square = 0.634, Adjusted R Square = 0.631, Std. Error of the Estimate = 0.347, Level of Significance: $p < 0.01$ (highly significant), Correlation Coefficient (R): 0.765, indicating a strong positive relationship. Coefficient of Determination (R Square): 0.634, suggesting 63.4% of variance in academic performance is explained by Hostility. The results indicate a highly

significant positive relationship between Hostility and academic performance, confirming that: Hostility substantially affects academic performance. Schools should implement hostility reduction programs. Early intervention strategies for hostility are crucial. The R Square value demonstrates the explanatory power of the model, highlighting that changes in academic performance are largely attributed to Hostility.

Table 27: *Suspicious on Academic Performance*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792	.672	.669	.302s

a. Predictors: (Constant), Total Suspicious

The regression analysis examined the impact of Suspiciousness on academic performance. $R = 0.792$, $R \text{ Square} = 0.672$, $\text{Adjusted } R \text{ Square} = 0.669$, $\text{Std. Error of the Estimate} = 0.302$, $p\text{-value: } 0.000$ ($p < 0.05$) Correlation Coefficient (R): 0.792, indicating a strong positive relationship. Coefficient of Determination ($R \text{ Square}$): 0.672, suggesting 67.2% of variance in academic performance is explained by Suspiciousness. The results indicate that Suspiciousness is a significant predictor of academic performance ($p < 0.05$), confirming that: Suspiciousness substantially affects academic performance.

Discussion

The research sought to investigate the influence of depression and aggression on the academic achievements of university students. It concentrated particularly on BS-level students from two institutions: Mirpur University of Science and Technology (MUST) and the University of Kotli located in Azad Jammu and Kashmir. The results indicate that universities ought to implement support systems for students experiencing depression. This involves making adjustments for fluctuations in mood, challenges with concentration, or side effects from medication. It's advisable to designate a specific staff member to regularly assist and oversee the impacted students. Moreover, encouraging social engagement and assessing for suicidal ideation can be beneficial. Ultimately, the research highlights the necessity of effective communication between home and university to monitor the student's academic progress, emotional health, and any alterations concerning their mental health status.

Consequently, university administrative staff should inform themselves about the traits and impacts of depression, enabling them to offer the most effective interventions. The educators must address the academic requirements of depressed students while also safeguarding their safety and well-being. A classroom teacher might assist a student by effectively communicating and offering a list of daily assignments, guiding the student in organizing and starting these tasks, and establishing a schedule to track progress and deliver regular feedback. Any educator who notices a student experiencing mood swings can make adjustments or changes on a task-by-task basis to support that learner, offer study aids mentioned, and flexibly allow for breaks at various points during the day.

The university administration often finds it challenging to assist students with difficult behavior in adapting to changes in classroom activities and teacher expectations. They create a supportive atmosphere to involve parents and teachers of every student with a background of aggressive actions in a conversation regarding their history of suffering and recognized activities for that student. They assess the classroom atmosphere and methods to remove or diminish triggering stimuli for all students, particularly for those with a background of aggressive behavior. It

consistently offers guidance and advice to educators on identifying the initial signs of dysregulation in all students, particularly those who are at risk. Additionally, teacher training should include a manual outlining strategies that can be implemented to reduce tension when one or more students start displaying dysregulated behavior. It also prevents putting a student back in a classroom environment after an aggressive incident necessitates their removal from the classroom. Establish a de-escalation/safe space where a distressed student can soothe themselves and regain composure. In instances of aggression, the teacher engages with the aggressive student. A confrontational student may lack trust in teachers and see them as opponents. It seeks to earn the student's trust by carefully listening to her words and demonstrating respect for her ideas and worries. The above outcome indicates that aggression and depression negatively impact students' performance. Take a few moments now and then to discuss her interests and hobbies. Assist her in beginning the day positively by offering a high five or sharing an encouraging remark as she enters. The findings also suggest that in both scenarios, students need to lower their academic performance, and during the study survey, the researcher notes that a significant number of students are in a state of high depression.

Conclusion

This research investigated depression, aggression, and academic achievement in university students. The results indicated that varying degrees of depression are present among students. The majority of students encountered moderate depression levels, whereas only a small number dealt with severe depression. The information indicated that variations in depression levels are common, with a significant number of students classified as having borderline clinical or mild mood disturbances. The count of students without depression was minimal, while most were identified as being in the moderate depression category. Regarding aggression, the research indicated that students displayed indications of both physical and verbal aggression. Numerous individuals confessed to yelling or smashing items when upset, while others frequently argued or disputed with those nearby. Behavior associated with anger, like harboring resentment or responding emotionally to previous incidents, was also noted. Hostility and mistrust were other forms of aggression evident in the reactions, particularly via actions such as envy, skepticism, and rule-breaking.

Academic performance was assessed through time management, self-efficacy, learning, and study skills. Students typically exhibited favorable academic behaviors, including organizing, establishing objectives, and studying for tests. Nonetheless, students had differing levels of conviction regarding their learning skills and study practices. Certain students expressed limited or low confidence in their academic abilities, highlighting areas that need enhancement. When examining the link between depression and academic achievement, the findings indicated that mild depression had negligible influence, whereas borderline, moderate, and severe depression showed a notable association with academic performance. Notably, even intense depression displayed a positive correlation, suggesting that certain students might utilize academic achievement as a way to cope. Likewise, aggression exhibited a robust positive correlation with academic achievement. Physical and verbal aggression, in addition to anger and hostility, showed a notable connection to improved academic results. This implies that certain students might focus their emotional energy on their academics. Doubt also positively influenced academic performance, possibly indicating a careful and meticulous attitude toward academic assignments.

Conflict of Interest

The authors showed no conflict of interest.

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