



Effects of Depression, Aggression, and Self-Concept on the Academic Achievement of University Students

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Abstract

The main goal of this study was to measure how depressed, aggressive, and positive students felt about themselves. It also looked for possible links between these traits and how well students did in school. Many students have problems with their mental health because of the different pressures they face as they try to get a better education. There is probably a link in the opposite direction between the worries stated and how well the kids do in school. Some of the most common mental illnesses are depression, violent habits, and low self-esteem. A descriptive and comparative research design was used for this work. People who were registered as students at different universities made up the study group. Students made up the study sample. Researchers in two different countries gave four surveys to students to find out how depressed, angry, confident in themselves, and good at school they were. In all cases, the alpha coefficient was between 0.72 and 0.84, which shows that it met acceptable limits. After the information was collected, it was looked at using both descriptive and inferential statistics. With a rate of 43%, the number of university students who were depressed was found to be pretty high. Still, it's important to note that a large number of people in the group, 1 out of every 12, said they had experienced symptoms of severe depression. But it is interesting to note that most students in both countries did about the same amount of work. The results also showed a link between how depressed, angry, and good they felt about themselves a student was and how well they did in school. The analysis, however, showed that there was no statistically significant link between student hostility and academic success. The study also wanted to find out if there was a statistically significant difference between how students felt about sadness, anger, and their own sense of self. People have said that universities should work on getting rid of the stigma around mental illness and behavioral disorders, with a focus on getting affected students to get help as soon as possible to stop their symptoms from getting worse and turning into more serious conditions.

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

1. Introduction

The quality of a university's students is one of the most important things about it. When students go to college, they face more academic, emotional, and social issues than they did in high school. If students want to leave school with good skills, they need to do well while they are there. People hope that these people will get important jobs in their home countries' political and economic processes. Since college students are adults, they have to deal with a lot of responsibilities and tasks to do well in school. Students have a lot of new experiences at university that help them move from being teens to being adults. Even when they have a lot of problems, college students may find it hard to talk about them. Kids are more likely to have major mental problems when their social and mental environments change (Matar Boumosleh & Jaalouk, 2017).

When someone is in college and has these mental health issues, it hurts both their social development and how well they do in school. How likely a student is to reach important life goals depends on how well they do in college. A lot of students find it hard to get good grades and do well with their school work. Alam and Halder (2018) found that there is a negative link between academic progress and emotional problems like sadness and anger, which can be caused by stress during the educational path. On the other hand, how well kids do in school is closely linked to how they feel about themselves. How well students do in school depends on how hard they try and how they feel about themselves. This is clear from how hard they work and how well their work turns out. People usually think that those with a high self-concept do better in college than those with a low self-concept. Also, study (Dulay, 2017) has shown that how students see themselves is linked to how well they do in school.

Students at colleges all over the world have big problems with their mental health and social well-being. Previous research (Bibi, Blackwell, and Margraf, 2019) has shown that tough academic, social, economic, and political conditions are linked to a higher risk of mental health issues and bullying among teens in Pakistan. In 2010, the World Health Organization released a study that found that aggressive behavior was a big cause of death for almost 1.6 million people all over the world.

The World Health Organization says that most violent acts are done by people between 15 and 44 years old. When people are wrongly accused of being violent, it can hurt their mental and physical health, and the bad effects can go beyond the person who was the direct target of the aggressive behavior. A study by Coiro et al. (2017) found a link between people

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who are more aggressive and those who have major emotional and mental health problems, such as low self-concept and self-esteem. Studies have shown that people with depression can be hurt by both violence and a low sense of self-worth. Siegel and others did a study in 1999, and the results showed that... Since college students are more and more likely to have mental health problems, more and more research is being done to find ways for them to do better in school despite their mental health. University students are different from people at other stages of life because they are in a key transitional stage where they are growing and changing. People can find it hard to get used to new places right now. At this point in their education, students need to put a lot of effort into their studies if they want to do well in college and be ready for whatever comes next.

Also, it's not very usual for students to feel worried and tense when they move away from their parents' home. Some people definitely get depressed because they are under so much pressure. People who have been diagnosed with depression may withdraw from social situations, lose interest in school, and feel more mental pain, such as by crying a lot. Most people agree that a lot of college students have mental health problems that make it hard for them to learn. Several studies have shown that the number of depressed college students around the world is rising in a worrying way. According to Deng et al. (2022), students with depression also have low self-esteem, feelings of guilt and helplessness, thoughts of suicide, and angry outbursts. The research that has been done so far (Ickes et al., 2015) shows that there is a link between sadness and acting mean. This may be caused by the many stresses and difficulties of modern life, which make students more stressed, anxious, and violent. Di Pietro (2023) found that people in their teens and early 20s have a high rate of mental health problems that are linked to violence. Students' aggressive behavior can be caused by a number of things, but one of the most common reasons is that they want to show who is in charge and become the stars in their social group. When someone acts aggressively, they often hurt or damage something outside of themselves.

One of the most important things to know about school stress is how it affects the learning process. According to the Yerkes-Dodson Law, which was written in 1908 and was mentioned by Lee and Kim in 2019, people tend to learn the least when they are under both high and low amounts of stress. This idea is also backed up by lab tests, which show that a lot of stress hurts a student's ability to do well in school. There are many reasons why kids might do poorly in school when they are under a lot of stress. One of these is called "hyper vigilance," which is a state of being too alert in response to a stressful situation and can often cause fear. In the context of academic stress, an example of hypervigilance is when students study too much for a test, which can hurt their performance in the long run. Another defense is called "premature closure," which is the tendency to choose an answer quickly to end a stressful situation. In a school setting, one example of premature closure is when students rush through a test without giving their answers much thought. Lee and Kim (2019) has talked about these ways things work.

Pascoe et al. (2020) says that there is a link between worry and health problems. Stress's negative emotional effects have a big effect on both the person's quality of life and their general sense of well-being. Bansal et al. (2023) says that among the many things that can cause stress for teens and young people, academic stress has become a major mental health issue in recent years. Zhang et al. (2022) says that between 10% and 30% of students experience stress because of their academic work. This stress then affects their academic success, their ability to adapt psychologically, and their overall emotional and physical health. There are a lot of things that can cause stress, like a lot of knowledge, high expectations, the weight or pressure of school, unrealistic goals, few opportunities, and a lot of competition. These things can lead to feelings of tension, dread, and anxiety. Academic worry has been linked to a number of bad things, such as poor grades, less popularity, signs of depression, trouble concentrating, physical complaints, and drug addiction (Pascoe et al., 2020). Importantly, people who are facing these problems often don't know how to deal with them in a healthy way.

(Najafipour & Yektatalab, 2022) says that academic worry is a common source of stress for many students. This stress is caused by many things related to school, such as exams, not getting homework done on time, writing assignments, individual and group projects, lack of time, not having enough money, worries about academic skills, class schedules, and the need to be motivated to study (Duffy et al., 2020). For a lot of students, trying to get a higher level of education is a time of change that is marked by a different set of requirements that are important to the environment. Academic stress happens when a person has a lot of academic expectations that are more than they can handle with the tools they have. Agnafors et al. (2021) says that when a student can't handle academic stress well, it can have serious effects on their social, mental, and psychological health.

Students often feel stressed about school, which can be caused by a number of things. These stresses may come up because students are learning about new things like mass media, the internet, and computers for the first time in their lives. Adjusting to new social environments, like changing the language of teaching, moving, migrating, peer pressure, or going from one university to another, can also make people feel more stressed. Also, taking on more work can add to school stress. Too much academic worry has been linked to depression, anxiety, and physical problems like headaches, stomach ulcers, and having to go to the bathroom more often (Gao et al., 2020). These bad things can hurt academic success in the long run.

According to what MacGeorge et al. (2009) found, there is a link between academic worry and a number of negative health effects, such as depression, anxiety, and physical problems. Researchers looked into whether getting emotional and informational support from friends and family could lessen the effects of academic worry on a person's health. The results of the study showed that there was a link between academic stress and sadness that got weaker as instrumental support levels went up. No matter how much academic stress a person was under, having no social support was linked to depression in a bad way.

Mofatteh (2021) study found that a large number of 11- and 12-year-old students had signs of anxiety, sadness, or stress that were outside the normal range. In particular, these signs were seen in 25% of 11-year-olds and 31% of 12-year-olds. The number of women who say they have these signs is much higher than the number of men who say they have them. The results also showed a strong link between stress and sadness ($r = 0.59, p = 0.05$) and between stress and anxiety ($r = 0.67, p = 0.05$) in 11-year-old students. Stress and depression ($r = 0.70, p = 0.01$) and stress and anxiety ($r = 0.64, p = 0.01$) were linked in a way that was statistically significant in a study of 12-year-old children.

The study that Struthers, Wu and Zhang did in 20023 showed that there was a link between stress and poor academic success among college students. In his groundbreaking study, which came out in 2015, Ickes looked at the most important things that affect school success. He found that a person's brain profile is a very important factor in how well they do in school. Also, Ickes showed that it's important to be able to point to specific learning problems when trying to figure out why a student isn't doing well in school.

According to Kayani et al. (2018) study, there is evidence that behavior problems, such as violence and hostility, hurt a student's ability to do well in school. Aggression and other behaviors that show on the outside have a direct effect on how engaged and smart people are. For example, children who act aggressively may spend more time misbehaving or getting in trouble, which leaves them with less time for schoolwork.

There are many different things that can make college students unhappy. One of these may be not being able to meet parental standards, especially if the parents think that the student's lack of academic success is due to a lack of ambition or effort. A feeling of dissatisfaction can also come from thinking that parents don't have much control over their child's academic progress. Other things that could be a role include having strict rules at home, which can be a strong motivator to study hard. When parents compare their child to other kids, this can also make the child unhappy. Also, spending too much time playing computer games and surfing the web instead of doing homework and studying can be a problem. Lastly, having teachers who are rigid, violent, and strict can also make students unhappy. In the end, this can lead to a lot of worry, sadness, bad grades, and dropping out of school. Depression starts with a drop in energy, trouble making friends at home, avoiding social interactions, not going to college, and giving up on schoolwork (Mahdavi et al., 2023). By looking at how students deal with these issues and figuring out how to deal with them in the real world, Wu and Zhang (2023) say it may be possible to help students feel less stressed about school and possibly have a better college experience.

1.1. Significance of the Study

When they are in college, there are a lot of things that can hurt their mental and social health. Students are under a lot of stress right now, which is causing a wide range of problems with their mental health. It's important to look closely at the problems that students have, figure out why they happen, and help those students who may have thoughts and beliefs that hurt themselves. This study is important because it could lead to new thoughts and information about how students' minds are doing. The results of the study were meant to help decision-makers figure out how to help college students do better in school by making more therapy services available. The results of the study are likely to support the idea that colleges should hire guidance counselors to help manage students, especially those with bad habits. The results of this study should help teachers understand their students' actions and habits better, which will help them help and guide them better in the classroom. The study's results would help students because they would give them useful knowledge that could make it easier to spot and deal with behavior problems. This could help kids feel better about themselves and their mental health, which would help them do better in college.

1.2. Objectives

To study the relationship between academic stress and aggression

To study the relationship between academic stress and depression

To study the relationship between academic stress and academic performance

To study the simple and multiple relationships among academic stress, aggression and depression with academic performance

To comparison of academic stress, aggression, depression and academic performance between the girl and boy students

1.3. 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.

2. Methodology

2.1. Participants

A random sampling technique was employed to identify university students, both male and female, who experienced academic stress. The selection process took into consideration demographic variables such as chronological age and gender. A sample of 60 students, comprising an equal number of 30 females and 30 boys, who had high scores on the academic stress scale (with a mean score of 5.06), were chosen for inclusion in the current study.

2.2. Procedure

The current study used an ex-post facto design, utilizing the following approach.

Establishing communication with and acquiring consent from the institution.

The utilization of research techniques inside counseling facilities to assess academic stress, depression, and hostility among students is employed for the purpose of screening.

The process of sample selection for study is predicated on the criterion of high scores on academic stress.

Conduct the administration of research instruments on the designated sample population.

Acquiring the academic scores of a designated student from the relevant educational institution.

Following the completion of data collection, the data was subjected to analysis using suitable statistical methodologies.

2.3. Instruments

2.3.1. Scale for Assessing Academic Stress (SAAS)

A 30-item self-report measure will be used to look at the presence or lack of several important indicators of academic stress. Hart et al. (2008) made the scale that was used in this study. It was given to a random group of 400 school students, 200 of whom were male and 200 of whom were female. The Student Academic Stress Scale (SAAS) measures academic stress in five different ways: cognitively, emotionally, physically, socially, interpersonally, and in terms of drive. These things show how different people feel and show their school stress in different ways. All of the parts in each factor have loading values that vary from 0.60 to 0.85, which is a pretty wide range. For each question on the form, the person filling it out must choose between "yes" and "no."

The Self-Assessment Anxiety Scale (SAAS) has a test-retest reliability of 0.88 over a month, and a split-half reliability of 0.75. Based on these results, it seems that the scale is reliable enough. The scale is thought to be internally consistent as long as it stays between 0.30 and 0.81.

When the pattern of SAAS results for all people was looked at, it was found that the mean score was 5.06, and the standard deviation was 2.78.

2.3.2. Beck Depression Inventory (BDI)

The Beck et al. (1961) study was first done and then reviewed many times afterward. The Beck Depression Inventory (BDI) is a self-reporting tool with 21 questions that is used to measure the presence and intensity of different depression symptoms. The tool in question is used a lot and has well-known psychometric qualities that show it can be trusted. A group of 38 people who took the Beck Depression Inventory (BDI) twice for the test-retest reliability study were given the test twice. The results showed that there was a positive correlation between changes in BDI scores and the clinical assessment of depression severity. This suggests that BDI scores and the clinical state of patients are linked in a way that doesn't go away. In this case, the data about reliability showed values that were above the threshold of .90. The Spearman-Brown correlation coefficient for the reliability of the BDI is .93, and the internal consistency studies show that the test items have a correlation coefficient of .86. The BDI has a high level of content validity because it is able to accurately measure a wide range of depression symptoms and attitudes. There was a significant correlation coefficient of .77 between the inventory and the psychiatric rate in a study that looked at concurrent validity. Participants in the study were college students. Beck (1982) talks about more study that found a correlation between the results of the Beck Depression Inventory (BDI) and psychiatric evaluations of patients with coefficients of 0.65 and 0.67.

2.3.3. Buss-Perry Aggression Questionnaire

The Buss-Durkee Hostility Inventory (BDHI) has been changed to become the Buss-Perry Aggression Questionnaire (BPAQ; Buss and Perry, 1992). As part of the changes made to the BPAQ, the form of the answers and the content of the questions have been changed to make things clearer. Like the Buss-Durkee scale, this measure started out with questions about the six subscales that came before it. But through item-level factor analyses done on three different groups, it was found that there are only four factors. These are things that have to do with physical aggression. The total score was between .72 and .89 in terms of how well it matched itself. Over a time of nine weeks, retest reliability of the BPAQ is good, with correlations ranging from .72 to .80.

The Buss-Perry scale has some correlations with other self-report measures of psychological traits, which backs up its construct validity.

3. Results

3.1. 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	

Table 1 gives a detailed look at all of the people who took part in the study. Based on the information in the table, it's clear that about 56% of the 374 students who took the poll and were included in the sample were women. Based on the data tables, it is clear that 93% of the students do not have a partner. About 7% of the people polled said they did not have a romantic partner. During the time when the poll data was collected, about 40% of the people who answered the questions were first-year students. In the last year of the study, the number of qualified students who signed up was at a record low of 4.5%.

Table 2: Prevalence of depression among students

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

In Table 2, the rates of depression in student groups are shown. The results of the study showed that a large number of the people who took part in the study, 56.7%, were in the low depression group. Beck et al. (1961) found that a low score on Beck's Depression Inventory, especially a score of 11 or less, is not clinically indicative of depression. Participants with moderate and high amounts of depression are thought to have a lot of depressive symptoms.

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	
High	34	30	64	17.1	284 (76%)

Table 3 presented above illustrates the incidence of aggressive behavior among students enrolled in universities. According to the data presented in the table, it can be observed that a significant proportion of study participants, specifically 76%, exhibited aggressive behavior. Among the surveyed participants, it was found that 59% of the students exhibited a moderate degree of hostility, while 17% of the students self-reported a high level of aggression. Conversely, 24% of the students shown a low level of aggression. The analysis of the country indicates a significant frequency of aggressiveness among student populations.

The information in Table 4 gives an outline of how often people said what they thought of themselves. The data in the table shows that 61% of students were exposed to a poor view of themselves. About 39% of the whole group had a good opinion of themselves.

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

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 5 shows the differences that have been seen in how well kids do in school. From what has been said so far, it seems that 53% of the students have shown a moderate level of academic success.

Table 6

Groups	Multiple coefficient of correlation	R- Square	Adjusted R- Square	Standard error of estimation
female	.88	.77	.74	.73
male	.73	.53	.47	1.10
total	.82	.68	.66	.98

Table 7

Groups	M	F	T	M	F	T	M	F	T	M	F	T
Academic stress	1	1	1	.51	.56	.54	.38	.61	.49	.40	.45	.44
Aggression	.51	.56	.54	1	1	1	.84	.82	.84	.67	.84	.73
Depression	.38	.61	.49	.84	.82	.84	1	1	1	.71	.82	.76
Academic performance	-.40	-.45	-.44	-.67	-.84	-.73	-.71	-.82	-.76	1	1	1

To test this theory, several correlation factors were used. Using the entry method, the regression equation was made by putting in predictor factors like academic stress, aggression, and sadness, as well as a criterion variable of academic success. The multiple coefficient of correlation ($R = .82$) shows that the variables in the whole group are strongly linked. The R-Square value ($R^2 = .68$) shows that the predictor factors can explain about 68% of the difference in academic results. An analysis of variance (ANOVA) was used to figure out how important the R-Square was. Since the observed F statistic (39.38) with its related degrees of freedom (3, 56) is greater than its critical value, we can say that the R-Square and the sum of the regression are statistically significant at a significance level of $p < .01$. Also, the results show a strong link between academic stress, aggression, depression, and poor academic success in both female ($R = .88$; $R^2 = .77$; DF: 3, 26; $F = 28.73$; $p < .01$) and male ($R = .73$; $R^2 = .53$; DF: 3, 26; $F = 11.77$; $p < .01$) students.

4. Discussion

The goal of this study was to look at how depressive symptoms, aggressive habits, and how people see themselves affect how well university freshmen in two different countries do in school. Recent study has looked at how students' cultural backgrounds affect many things that can affect how well they do in school. The study found a strong link between academic success and mental health indicators like feelings of hopelessness, aggression, and self-esteem. However, there is no clear link between how mean students are and how well they do in school. The average amounts of depressive symptoms, aggressive tendencies, and self-worth have been found to vary a lot. Students were seen to be very aggressive a lot of the time. People also seemed to have a lot of thoughts that were critical of themselves. The results of this study are different from what Bisson (2017) said. Researchers found a link between how well kids did in school and their mental

health problems. In 2015, Ickes et al. did a detailed study that confirmed what other studies had found. The goal of this study was to find out how sadness affects how well someone does in school. The Goldberg Depression Screening Test and the Academic Performance Rating Scale were used in the study to measure how depressed the students were and how well they did in school.

Researchers have looked into how a student's mood affects how well they do in school. The results also showed that children with severe, moderate, and low amounts of depressive symptoms performed very differently in school (Spence et al., 2022).

People think that a woman's gender is a big risk factor for sadness, and that women are especially at risk. Compared to men, women are at least twice as likely to feel depressed (Gao et al., 2020). One reasonable idea is that women, as a group, tend to get more social support than men. But it's also important to remember that women are expected to give more support to others at the same time. Rusadi et al. (2023) says that, on average, women may be more stressed than men because they are more likely to help others, which means they often see the problems and pressures that others are facing.

Studies have shown that males are more hostile than females, especially when it comes to physical violence (Gao et al., 2020). Most of the time, biological reasons, especially the fact that adult males have about 20 times more testosterone than adult females, are to blame for the differences in male aggression (Moutinho et al., 2017).

Several theory papers and real-world studies have shown that when men are stressed, they tend to show their negative feelings to others, especially through aggressive behavior. Females, on the other hand, are more likely to keep their feelings to themselves (Sharma & Gupta, 2023; Terell et al., 2022; Liu et al., 2019). In situations that make people angry, Heo (2022) found that women are more likely to busy themselves, while men are more likely to think about the problem. Alsubaie et al. (2019) say that studies have shown that female participants tend to hide their negative feelings. On the other hand, Malak (2022) found that men are more likely to show negative feelings, especially anger, in public.

This study showed that most of the people in the group were stressed about school. This could happen if there aren't enough ways to deal with stress and anxiety, or if the student has a lot of hard homework and other responsibilities linked to school. Academic stress was caused by a lot of things, like too many assignments, high expectations from parents, difficult exams that needed thorough explanations, limited time, especially during exam times, mixed-gender classes that made students afraid of being embarrassed or criticized by peers, and unfavorable weather conditions, like warm weather in the spring, that hurt students' performance during exam sessions.

5. Conclusion

People are still interested in how sadness affects the quality of life of students, but the exact nature of the link between depression and quality of life hasn't been fully explained. It is important to find out how quality of life might affect the appearance, duration, and intensity of depressive symptoms, as well as how depressive symptoms actually affect different parts of quality of life. Integrating these results is important for making public health and education policy work better and fit together better, with a focus on promoting students' mental health and improving their overall well-being. Taking into account the mental health and quality of life of students, which has many different aspects, requires a multidisciplinary and global strategy. With this method, health and education workers, as well as the family, work together to provide social and instrumental support. By doing this, it helps kids do better in school and be more successful in general.

5.1. Weaknesses and suggestions

The correlational nature of the study makes it hard to draw conclusions about what caused what. So, these findings can be looked at in more than one way. One possible idea is that the appearance of depressive symptoms and violent behavior could make it more likely that a student will feel stressed out about school. On the other hand, it has been found that academic stress may add to the development of depression and anger. In particular, people who aren't doing well in school may have trouble controlling and managing their violent habits because of the stress that comes with it. One more thing that limits this study is that it only uses a small sample size compared to the whole population. It is important to carefully look at the results in the context in which they were found and not make broad assumptions about other parts of the population without doing more research. It is suggested that future research projects use a bigger sample size so that the results can be compared.

5.2. Recommendations

The following suggestions are based on what has been learned so far.

- The results show that there is a strong link between a student's level of sadness, hostility, and self-concept and how well they do in school. A large number of students showed signs of increased sadness, anger, and low self-esteem. We also looked at other markers, like those related to acts of violence, signs of depression, and general academic performance. The results of this study give important information about the factors that make some teenagers more likely to have mental health and social problems. The preliminary results show how important it is to spread knowledge about effective ways

to deal with these problems. Also, they make it easier for teachers, counselors, psychologists, and university administrators to understand how complicated these problems are.

• The results show once again how important it is for college students to have access to counseling programs. Depression is common among students, but there are services on campus that can help and support them with this mental health issue. Because of this, it seems likely that the social disapproval that comes with the higher rate of sadness among students is a big reason why they don't ask for help. Therapy is less likely to work when people don't like it, can't get to it, want to be alone, or think it won't help. People in general need to change how they think about mental illness quickly so that students are more likely to use both on-campus and off-campus therapy services. Students may feel less depressed if they eat well, get enough sleep, spend time outside, make friends, use social media in moderation, think positively, and use other similar strategies. Also, news stories have said that students at universities often act mean to each other. Schools can take steps to help students deal with rude people on campus.

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