



RESEARCH PAPER

Association between Aggressive Behaviour and the Performance of University Students in Pakistan and Australia

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The current study aimed to investigate the prevalence of aggression and its association with the academic performance of university students in Pakistan and Australia. The population of the study consisted of students enrolled in public universities in Punjab, Pakistan, and NSW, Australia. The study sample consisted of 374 (Pakistan=292, Australia=82) students. Data was collected by paper copy survey from Pakistan and through an online survey from Australia. Aggression Questionnaire (Buss & Perry, 1992) and an Academic Performance Scale was used for data collection. Results indicated that the prevalence of aggression among university students was 76%. A statistically significant difference was found in the mean score of aggression among Pakistani and Australian students. Aggression was high among Pakistani students (86%) as compared to Australian students (41%). A significant association was found between aggression and the academic performance of Pakistani students. No difference was found in the academic performance of students in both countries. The academic performance of the majority of the students was average. Findings further indicated that frustration is one of the leading causes of aggressive behavior among students. Looking at the current situation, it was recommended that it is the right time to take action by raising awareness about behavioral problems among university students.

Introduction

University students are the key assets of the country. For an individual, university years are intellectually and emotionally more demanding. During the university years, students usually face a great deal of pressure and challenges. As students transit from adolescence to adulthood, the challenges, and the pressures, they

face, pose a variety of physical, social, and emotional difficulties for them. Consequently, the social pressure they experience about taking on new roles and responsibilities, they become more vulnerable to developing various psychological problems such as aggression. These psychological problems may affect their academic performance, which is one of the most vital parts of their academic life. Academic performance help students achieve their aims in life. Besides, the potentialities and capabilities of students are indexed by their academic performance. However, achieving good grades and go smoothly in the learning process is very hard for many students. The psychological problems that occur in the learning process, to be adapted to the new learning environment, can be a leading cause of emotional symptoms for university students. Researchers have indicated that aggression has a great impact on students' academic performance (Chen et al., 2010).

Aggression poses significant challenges for university students all over the world. Aggressive behavior is a common behavior among youth people (Muammria & Mahee, 2004). According to the World Health Organisation (2010) aggressive behavior, cause the death of 1.6 million people worldwide. The report indicates that every year people, aged between 15-44 die because of being a victim of aggression. Aggression has damaging effects on the mental and physical health of the victim as well as of the aggressors. Researches on human aggression have raised attention towards aggression since the last century. Human behavior remains a complex entity. Psychologists are keen on understanding human aggressive behavior especially in social learning contexts (Tremblay et al., 2005). Previous researches indicated that individuals with higher levels of aggression are more likely to experience emotional instability and low self-concept and low self-esteem, difficulty in sleeping, initiating the work, and so on (Ostrov & Godleski, 2009; Piquero et al., 2007). There is a common assumption that young students found aggression as an easy way to solve their problems, without knowing that this reaction could be a result of several factors such as social factors, economic factors, psychological factors, and academic factors. Sometimes, to become predominant in each other's, students show aggressive behavior. An aggressive person can damage and injure the target person or object. Human's aggressive behavior is also related to the competition and make the learning process difficult. As a result, students' academic performance decreases in the long run (Taylor, Davis & Malanchuk, 2007).

Aggression among university students is a global issue. Various studies can be found on aggression (Coyne, Archer, & Eslea, 2006; Chen et al., 2010; Risser, 2013; Khurshid et al., 2017; Chatterjee, 2016). However, the main focus of previous studies was on elementary, secondary, undergraduates students, and early adolescents. Very few studies have focused on university students in the context of Pakistan (Mushtaq & Kayani, 2013; Abdullah, Raza, and Akhtar, 2015; Malik & Abdullah, 2017; Khurshid et al., 2017). Bullying and aggression experienced by university students is a global concern. Nevertheless, there is a common miscomputation that aggression related issue would be more common among students living in developing countries due to various issues. While there is a scarcity of evidence that provides a glimpse of this psychological construct in a comparative scenario among university students who live

in developed countries enjoying a better life standard and those who live in developing countries facing a lot of social, political, and economic issues. Particularly, this gap becomes more important when there are growing psychological issues among university students all over the world. Interestingly, several studies suggested that the effects of aggression on students' academic performance could be varied according to their national difference. Therefore, the researchers decided to carry out a comparative study to measure the prevalence of aggression and to explore its effects on the academic performance of students at the university level in one developing country, Pakistan, and one developed country, Australia. It was expected that focusing on the comparative perspective would represent a promising approach to enhance students' learning gains at the university level.

Hypotheses

The following null hypotheses were formulated and tested.

1. There is no significant association between aggression and the academic performance of Pakistani.
2. There is no significant association between aggression and the academic performance of Australian students.
3. There is no significant difference in the mean score of aggression of Pakistani and Australian students.
4. There is no significant difference in the mean score of the academic performance of Pakistani and Australian students.

Material and Methods

Population

The population of the current research consisted of university students. The research site of the study was the universities located in the province of Punjab Pakistan, and NSW state Australia. University students enrolled in 29 public universities situated in the province of Punjab, Pakistan, and 22 public universities in the state of NSW, Australia was considered as the population of the study.

Sample

The total sample of the study consisted of 374 participants (Pakistan= 292, Australia= 82). As data from Australia was collected online. Therefore the response rate from Australia was low. Given the exploratory nature of the current study, a low response rate was not considered problematic. The representativeness of the sample was at a higher priority (Dillman, Reips, & Matzat, 2010). The current sample from both countries was considered representative to generalize the findings. Sample from both countries was collected by using a convenience sampling technique. Due to limited resources, lack of access, and availability of university students, and the low

response rate of an online survey, the convenience sampling technique was considered appropriate for the current study. Also, using the convenience sampling method, it was easy to send a link to an online survey to those individuals who are connected via social networking websites such as Facebook (Saunders, Lewis, & Thornhill, 2012).

Data Collection

In the current research study, data were collected at two stages. In the first phase, data were collected from Pakistan by administering the paper copy survey. The researcher personally visited each selected university. The Dean/directors of different departments were contacted and informed about the purpose of the visit. After getting access to the students, the study was outlined to students and they were invited to participate in the survey. Before handling the survey, participants were given Informed consent. After getting consent from participants, questionnaires were distributed with the help of their teachers and collected on the same day. In the second phase of the study, from Australia data was collected through an online survey by posting the survey link in different Facebook groups created by university students. An online survey was developed in Google docs. The online survey link was posted in Facebook groups with an invitation with short discretion about the purpose of the study. Completing the survey was considered implied consent for the participants who decided to take part in the survey. The researcher chooses public Facebook groups because there are over 30,000 people with an interest in student affairs, including faculty and past students that might be able to refer the researcher to possible participants.

Instruments

To measure the prevalence and identify the effects of aggression on the academic performance of students, two questionnaires were used for data collection.

Aggression Questionnaire

The aggression questionnaire by Buss and Perry (1992) was used flexibly to measure aggression. To assess aggression, the aggression questionnaire by Buss and Perry (1992) is one of the most widely used instruments. It is a 29 items scale, which is consists of four subscales, such as physical, verbal, anger, and hostility. Each subscale consisted of 5 to 9 items. Each item was rated from 1 (extremely uncharacteristic to me) to 5 (extremely characteristics for me). A higher score in the aggression questionnaire indicates a high level of aggression. Internal consistency of the original aggression questionnaire was .89 with subscales physical aggression .84, verbal aggression .74, anger .82, and hostility .78. 2 items were negatively worded items. For the current research aggression questionnaire by Buss and Perry (1992) was used flexibly. Out of 29 items, 19 items were kept. Repeated items were excluded from the final scale. Two Items, 4 and 13, were reversed score. At the end of the Aggression Questionnaire, 2 open-ended items were also added to identify whether the aggressive behavior is a learned behavior, or caused by frustration (Verona & Curtin, 2006; Anderson & Bushman, 2002).

Academic Performance Scale

The Academic Performance Questionnaire was developed by the researcher herself to measure the academic performance of students. A variety of academic performance questionnaires were available, but those scales were specifically measuring discrete aspects of students' academic performance. However, the available scales were time-consuming, more expensive, and not well-validated instruments. The self-developed Academic Performance Questionnaire was a comprehensive scale. It could be widely used as a screener to measure the academic performance of those students who might be at risk of performing well in class. The theoretical basis of the Academic Performance Scale based on student personal attributes Astin (1999), and on different theories. Achievement goal theory (Harackiewicz et al., 2002), attribution theory (Weiner, 1985), and motivation theory (Deci & Ryan, 2000) comprehensively studied in exiting literature by various researchers. The newly developed questionnaire was initially comprised of 35 items. The scale was discussed with a panel of experts. On a final scale, 7 ambiguous items were excluded after the consultation of experts. The final scale consisted of 28 items under nine indicators of academic performance. These indicators were communication skill (4 items), learning skill (3 items), study skill (3 items), external motivation (4 items), internal motivation (4 items), confidence (4 items), self-regulation (4 items), Anxiety (2 items). All items were rated on a 5-point Likert scale from strongly disagree (1) to strongly agree (5). To get a higher score negatively worded items no 23, 26, 27, and 28 were reverse-scored to reflect more positive functioning.

Reliability and Validity

The validity of the instruments was obtained by presenting the final instrument to at least two professionals in the relevant field. Experts were consulted throughout the formation process of the questionnaires. The reliability of the final questionnaires was checked by the test-retest method after validation. The test-retest reliability method was used to obtain instrument reliability. The final scale was pre-tested and then retested on a small number of participants with an interval of two months. SPSS statistical software was used to compute Cronbach Alpha reliability. The reliability coefficient of, Aggression Questionnaire and Academic Performance Scale was .81 and .84 respectively. For the present sample, it showed adequate internal consistency for all Questionnaires.

Ethical Considerations

Confidentiality and anonymity were maintained throughout the study. To protect the participants' identity, participants' name was not asked at any stage of data collection. Based on the principle of beneficence, it was ensured that at any stage research participants were not disadvantaged by the researcher. The study purpose was outlined to the participants. Participants were informed that their participation in this research study was entirely voluntary. They were informed that at any time before submitting the survey they could withdraw from the study. Once the survey would be submitted then it is difficult to identify, as the survey was anonymous. Throughout

the study, the research process was managed in a way that participants were not exposed to any undue psychological or physical harm.

Scoring and Data Analysis

Recorded data were analysed by using SPSS (Statistical Package for Social Sciences) version 25. All paper copy surveys were entered into SPSS manually. Incomplete surveys were sorted out. All online survey data were retrieved electronically from the database. Online data files were inspected, cleaned, and prepared for analysis. For scoring of Aggression Questionnaire, the scoring procedure adopted was; 1= extremely uncharacteristic of me, 2= somewhat uncharacteristic of me, 3= neither characteristic nor uncharacteristic of me, 4= somewhat characteristic to me, 5= extremely characteristic of me Two negative items no 4 and 13 in Aggression Questionnaire were reversed scored. To measure the prevalence of aggression, the Aggression Questionnaire was also categorized into three categories by using the accumulative percentile score: Low <44, moderate 44-60, high >60. For the Academic Performance Questionnaire, the scoring procedure adopted was as; 1= strongly disagree, 2= disagree, 3= uncertain, 4= agree, 5= strongly agree. Negative items no. 23, 26, 27, and 28 in the Academic Performance Scale were reverse scored. After scoring the items in the Academic Performance Questionnaire, the scores of all items were summed up and students' scores were divided into three categories to identify their academic performance. The highest score on the academic performance scale was 131. Three Categories of academic performance scale were made by using percentile score: low <83, average 82-107, high >107. For data analysis, after scoring descriptive analysis, chi-square and t-test were applied to test the study hypotheses.

Results and Discussion

The result of the study was tabulated below.

Table 1
Demographic Characteristics of Participants

Variables	Categories	Frequency	Percent (%)	N (%)
Name of Country	Australia	82	22	374 (100%)
	Pakistan	292	78	
Gender	Male	164	43.9	374 (100%)
	Female	210	56.1	
Participants from Pakistan	Male	144	49.3	292(100%)
	Female	148	50.6	
Participants from Australia	Male	20	24.4	82 (100%)
	Female	62	75.6	
Students' Enrolment Status in Australia	Domestic	67	82	82 (100%)
	International	15	18	
Age	Less than 20	136	36.4	374 (100%)
	21-25 years	185	49.5	

*Association between Aggressive Behaviour and the
Performance of University Students in Pakistan and Australia*

	26-30 years	42	11.2	
	31-35 years	5	1.3	
	More than 36 years	6	1.6	
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	
Level of Education	Postgraduate	248	66.3	374 (100)
	Research	8	2.1	
	Undergraduate	118	31.6	
Faculty	Business and Law	22	5.9	374 (100)
	Education, Art and Social Sciences	296	79.1	
	Engineering	14	3.7	
	Medicine and Health Science	42	11.2	

Table 1 illustrates the demographic characteristics of the study participants. The table indicated that the sample of the current study was dominated by respondents from Pakistan. Whereas, female respondents (56%) have the highest representation in both countries. The analysis further indicates a small difference in the representation of both genders in Pakistan. However, the sample of Australia is dominated by female respondents (75.6%). The majority of the study participants were aged between 21-25 years (almost 50%) which is considered the right age for students studying at the university level. In Australia among participants take part in the survey, 82% were domestic students and 18% were international students. Further results revealed that the marital status of the majority of students was single. A large number of participants were enrolled in their first year of study. Therefore, there is variation in the year of study of respondents. In addition, 66.3% of the respondents were enrolled at the postgraduate level. The majority of students were enrolled in the Faculty of Education, Art, and Social Science.

Table 2
Prevalence of aggression among students

Country	Categories	Male	Female	Frequency	Percent	M+H (%)
Pakistan	Low	16	26	42	14.4	250 (86%)
	Moderate	98	94	192	65.7	
	High	30	28	58	19.9	
Australia	Low	9	39	48	58.5	34 (41%)
	Moderate	7	21	28	34.2	

	High	4	2	6	7.3	
Total sample	Low	25	65	90	24.1	284 (76%)
	Moderate	105	115	220	58.8	
	High	34	30	64	17.1	

M: Moderate H: High

Table 2 illustrates the prevalence of aggression among students. The table exposed that 76% of students out of the total sample showed aggression, among them 59% of students showed a medium level of aggression and 17% reported high aggression. While 24% of students were exposed to a low level of aggression. Country-wise analysis shows that in both countries the prevalence of aggression is high among study participants, but Pakistani were found to be at risk of developing behavioral problems as compared to Australian students. The majority of Pakistani students indicated a moderate to high level of aggression (86% of the total sample) and 20% of the students showed a high level of aggression. The table further exposes that the prevalence of aggressive behavior is about 41% among the Australian sample. About 34% of students in the Australian sample lie in the category of moderate aggression and only 7% of students were reported high aggression. Whereas, the majority of the students showed a low level of aggression (59%). Besides, overall and country-wise analysis shows that the prevalence of aggression is high among male students.

Table 3
Variation between Academic Performance of respondents

Country	Categories	Male	Female	Frequency	Percent
Pakistan	Low	26	26	52	17.8
	Average	62	76	138	47.3
	High	56	46	102	34.9
Australia	Low	0	9	9	11.0
	Average	14	46	60	73.2
	High	6	7	13	15.8
Total sample	Low	26	35	61	16.3
	Average	76	122	198	53.0
	High	62	53	115	30.7

Table 3 indicates the variation in students' academic performance. Overall entries exposed that the majority of students (53%) recorded average academic performance. Similarly, country-wise distribution also exposes that majority of the students in both countries lie in the category of average academic performance. While in Pakistan about 35% of respondents showed high academic performance and only 7% of the total sample in Australia showed high academic performance.

Table 4
Association between aggression and academic performance of Pakistani students

Aggression	Academic Performance				Chi-Square	Contingency Coefficient	df	Asymp. Sig. (2-sided)
	Low	Average	High	Total				
Low	13	16	13	42	17.989 ^a	.241	4	.001
Moderate	37	96	59	192				
High	2	26	30	58				
Total	52	138	102	292				

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

The table shows the association between aggression and students' academic performance who belong to Pakistan. Table exposed that the probability value of Chi-square statistics (17.989) is $p=.001$, which less than the alpha value of significance 0.05. So, the null hypothesis no 1 is also rejected and we concluded that there is a statistically significant association between aggression and academic performance of Pakistani students. Further, the table exposed that the contingency coefficient (.241) indicates a small effect size of aggression on students' academic performance.

Table 5
Association between aggression and academic performance of Australian students

Aggression	Academic Performance				Chi-Square	Contingency Coefficient	df	Asymp. Sig. (2-sided)
	Low	Average	High	Total				
Low	4	35	9	48	2.107 ^a	.158	4	.716
Moderate	4	20	4	28				
High	1	5	0	6				
Total	9	60	13	82				

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

Table 5 shows the association between aggression and the academic performance of students who belong to Australia. The table shows the probability of Chi-Square (2.107) is $p=.716$. It indicated that the p-value is greater than the alpha level of significance 0.05. It indicated no statistically significant association between aggression and academic performance of Australian students. So, the null hypothesis no. 2 is therefore retained. The contingency coefficient (.158) value indicates a small effect size of aggression on students' academic performance.

Table 6
Difference between the mean score of aggression of Australian and Pakistani students

Group	\bar{X}	SD	Mean difference	Std. Error Difference	T	df	Sig. (2-tailed)
Australia	1.49	0.63	0.567	.078	7.29	122.307	.000
Pakistan	2.05	0.58					

Entries in the above table indicate the obtained difference in the mean score of aggression of Pakistani and Australian students. The table indicates a statistical significance difference ($t = 7.29$; $p = .000 < 0.05$) in the mean score of aggression of Pakistan and Australian students. So, the null hypothesis no. 3 is, rejected. And it was concluded that there is a significant difference in the mean score of aggression of Pakistani and Australian students. Results also indicated that aggression is high among Pakistani students ($X = 2.05$, $SD = 0.58$) as compared to Australian students ($X = 1.49$, $SD = 0.63$).

Table 7
Difference between the mean score of academic performance of students belong to Australia and Pakistan

Group	\bar{X}	SD	Mean difference	Std. Error Different	t	df	Sig. (2-tailed)
Australia	2.05	0.52	0.122	0.071	1.73	174.293	.085
Pakistan	2.17	0.71					

Table 7 illustrates the obtained difference in the mean score of the academic performance of students who belong to Australia and Pakistan. The table shows there is not a statistical significance difference ($t = 1.73$; $p = .085 > 0.05$) in the academic performance of Pakistani and Australian students. So, the null hypothesis no. 4 is therefore retained. The result indicated that the academic performance of Pakistani students ($X = 2.17$, $SD = 0.71$) is higher than Australian students ($X = 2.05$, $SD = 0.52$).

Factors behind Aggressive Behaviour among Students

Students' responses about whether their aggressive behaviour is learned or due to frustration, are tabulated below.

Table 8
Open-ended items response questions in Aggression Scale

Questions	Country	Yes	No	Sometimes	Most of the time	No response
Have you ever tried to act aggressively by observing or imitating the behavior of others?	Pakistan	95	109	24	4	55
	Australia	7	65	-	-	10
Have u ever become	Pakistan	117	77	33	5	54

aggressive due to frustration in your daily life.	Australia	28	44	-	-	10
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Table 8 shows participants' responses against two open-ended items in Aggression Scale. For item no 1 "Have you ever tried to act aggressively by observing or imitating the behavior of others?" 232 participants from Pakistan and 72 from the Australian sample were responded. The majority of the participants from both countries were reported that they never tried to act aggressively by observing or imitating others. For the second item "Have u ever become aggressive due to frustration in your daily life?" participants from Pakistan choose to say "YES", while the majority of the participants from the Australian sample select "NO" against this item. Some of the participants from Pakistan also stated the reason for their frustration. They explained that they get aggressive due to frustration when they don't receive appreciation from others for the good deeds when they feel a burden in life and one of the participants said hostel life makes him aggressive.

Discussion

University life is marked by a traditional period full of different psychological stressors. Due to the growing concern for the well-being of university students globally, the current study aimed to carry out a comparative study to explore the prevalence and the effects of aggression, on the academic performance of university students in Pakistan and Australia. The result showed that 76% of students were suffering from a behavioral problem such as aggression, and 17% of the students showed high aggression. Pakistani students (86%) were found to be more aggressive as compared with the Australian sample (41% Australia). No recent empirical studies were found about the prevalence of aggression among university students in both countries, Australia and Pakistan. However, a cross-sectional study was conducted in Karachi to identify the association between violence and the symptoms of aggression among medical students. Findings revealed that the mean score of four main components of aggression (physical, verbal, anger & hostility) was high among students (Hussain et al., 2019). Another study was conducted in India by Sharma and Marimuthu (2014) to assess the risk factors of aggression and the prevalence of aggression among youth. Three scales, Anger datasheet, Resilience Scale, and Aggression questionnaire by Buss-Perry were used for data collection from 5476 university students. Results showed that on the Buss-Perry aggression questionnaire mean aggression score was high among 17% of youth. Current study results were found to be supported by the above-mentioned study. Also, current study findings were found to be supported by the findings of a study conducted by Qaisy, (2014). Findings revealed that the aggressive behavior among students at the university level is relatively low. Further findings indicated that male students are more aggressive as compared to female students. These findings were found to be in line with a previous study conducted in 2014 (Qaisy, 2014). The research found a high prevalence of aggressive behavior among male students.

Further findings revealed a significant association between aggression and the academic performance of Pakistani students, as compared to Australian students. No significant difference has been found between Pakistani and Australian students in regards to their academic performance, Majority of students lie in the category of average academic performance. The results were found supported by recent studies (Chen et al., 2010; Khurshid et al.,2017). Researchers found that aggression is a negative factor in academic achievement. Findings revealed that students' academic performance is negatively and significantly correlated with aggression. Moreover, Tripathy and Sharma (2017) explored that academic achievement has a negative correlation with aggression. Findings of the current were found inconsistent with Rahman & Nahar (2013). A quantitative research study conducted by Rehman & Nahar to explore the effects of aggression on the academic performance of students in Bangladesh. Researchers found in their study that as compared to female students, male students are more aggressive. Further researches reported that as compared to the students with low academic achievement, those students are more aggressive who have high academic achievement.

Further findings indicated that acting out aggression is not a learned behavior from others. Instead, the majority of the participants from Pakistan reported that frustration is the leading cause of aggressive behavior. The reasons for frustration reported by Pakistani university students are not receiving appreciation from others for the good deeds, feel burdens in life, and living away from home in the hostel make them frustrated. Several risk factors have been identified by some of the descriptive studies which established that academic stress, violent activities, work pressure, change in living conditions, use of the substance, family disturbance, mood disturbance, peer relationships, level of education, psychological problems, and new relationships with the community could increase aggressive behaviors in students (Lundskow, 2013; Sharma & Marimuthu, 2014). Yet, no recent evidence has been reported of the association of frustration with aggression. However, researchers found in an experiment, conducted on 150 undergraduate male students in 2009 that a greater score on the aggression scale is usually led by frustration individually (Williams, 2009).

There could be several reasons for the high prevalence of aggression and frustration among Pakistani students. By considering the current situation of Pakistan, it can be said that the internal security issues, political and economic situation, inflation, and deprivation from the necessities of life can be some of the causes for increased behavioral issues and low tolerance among university students in Pakistan. Mushtaq & Kayani (2013) explored that many social, cultural, psychological, economic, and educational factors can cause aggression and intolerance among youth. Due to injustice as the majority of students suffer in their academic life and the majority have seen violence around them can make them aggressive.

Conclusion

As aggression was high among study participants in both countries, but more specifically among Pakistani students. In addition, aggression was found to be significantly correlated with the academic performance of Pakistani students. Therefore, it can be said that a cultural difference exists which contributed to the development of aggression among students belong to Pakistan. Whereas, the majority of Pakistani students reported frustration is one of the main causes of aggression. In addition, students also mentioned that lack of appreciation from others, feel burdens in life, and living a life away from home in a hostel makes them even more aggressive. It can be justifiable in the context of Pakistan. Due to the country's current political and economic conditions and some personal and social issues, Pakistani students are more vulnerable to aggression. However, we cannot only relate to low and average academic performance with aggression. There could be some other factors that affect the academic performance of students that need to be explored.

Recommendations

As aggression is high among study participants so following recommendations were made.

1. At the individual level, there are several strategies students can adopt to minimize aggressive behavior and to overcome their frustration. These strategies include eating well, getting enough sleep, go for outing, being socialized, enjoying small happy moments, avoiding excessive use of social media, and avoiding a situation that can cause them to be aggressive.
2. Universities should have positive measures to cope with the aggressive situation that occurs within universities. Anger management programs must be conducted to provide students with new coping techniques for managing their anger and to teach them alternative ways how to deal with social conflicts, where both male and female students can be benefited from cognitive-behavioral programs. Moreover, teachers, parents, and all other academics should be more sympathetic and caring for aggressive students.
3. It is crucial as students grow and mature. It is important to have a sense of belongingness, stay humble and focused on improvement, and develop good self-control. Above all, students should be able to find compassion, interest, affection, consideration, and well-being within their families to overcome their behavioral issues. In addition, get appreciated is fascinating for people of all ages. So the teachers and parents should praise young adults as well and avoid making their comparison with others.

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