

Impact of Depression, Aggression, and Self-Esteem on Students' Scholarly Execution

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Abstract

Introduction. Students at any educational level tend to face many issues which lead them to depression, aggression, and low self-esteem. They can excel in any field if they have a healthy mindset and personality. So, the principal point of this current study is to discover the effects of depression, aggression, and self-esteem on college students' scholarly execution.

Method. A cross-sectional study was conducted in which 600 students enrolled in the second-year class and 42 subject instructors were included from government institutes located in Rawalpindi and Islamabad by using the convenience sampling technique. Goldberg Depression Scale (Goldberg, 1993), Buss-Perry Aggression (1992), and Rosenberg Self Esteem scale (Rosenberg, 1965) were utilized for data collection. Further, to discover the impact of these variables on students' scholarly execution, the Academic Performance Rating Scale (APRS) for instructors was directed to educators for taking their responses about students' performance. Moreover, students' scholastic record was likewise taken out from the respective institute.

Result. The findings revealed the negative impact of depression, aggression, and self-esteem on students' scholastic execution. Further results also showed that there is a significant difference between scholarly execution of students having low, medium, and high levels of depression, aggression, and self-esteem.

Conclusion. Study findings highlighted that depression, aggression and low self-esteem have an impact on their academic career. It is strongly recommended that educational institutes need to hire school counselors and psychologists to help out students.

Keywords. *Depression, aggression, self-esteem, students, scholarly execution, education, mental health.*



Introduction

Depression characterized by hopelessness and helplessness is considered one of the most threatening and challenging issues in today's modern world. Its most common prevalence can be found among students all around the world. It not only impacts their ability to perform daily life activities but also affects their overall personality. Depression is set apart by tragic sentiments among students which is known as a typical mental illness. National Institute of Mental Health (NIMH, 2012) found that during college life, students encounter different issues such as unhappiness, dejection, and depression (Insel & Gogtay, 2014). Depressed students regularly feel tragic sad, exposed to low self-esteem, displeasure, and diminishments in academic accomplishments. Depression meddles in their everyday life and misery related to depressed feelings leads them to low self-esteem and eventually, they start to develop aggression and anger.

Aggressive conduct is an extremely regular marvel of our everyday life. Aggression can be characterized as an activity which expected to hurt others. At the end of the day, we can say that physical or verbal conduct to hurt others is known as hostility. For instance to hurt other individuals both physically and mentally, slaps, direct affront, harm one's property, and so on. It rejects car crashes, dental medications, and sidewalk impacts. We can say the world has turned into a more brutal place now. Distinctive unmistakable mental and social issues including conduct issues, tension, and misconduct are connected with aggression (Marsee et al., 2011). A common relationship existed between scholarly execution and conduct. At the college level, low scholarly execution for the most part prompts hostility. At some points, students show aggressive conduct to end up dominating each other. Aggressive conduct of a man can harm the individual or items, such as verbal, physical attacks property destruction, and so on. Animosity can be seen as a type of conduct. The learning process makes troublesome by students' conduct which diminishes their scholarly execution and self-idea for quite a while (Taylor et al., 2007) Research has likewise demonstrated that aggressive young people show issues with self-esteem (Locke, 2009). Self is the essential accumulation of convictions about one's self. Self-esteem is known as an assessment that we make about ourselves.

Assess the self is one of the elements of the self-idea self-concept and this self-assessment is known as self-esteem. The students' scholarly self-idea academic self-concept predicts execution (Marsh & O'Mara, 2008). Low self-esteem is the inverse of high self-esteem, for instance, individuals with high self-esteem, for the most part, feel that "they are incredible," yet low self-esteem persons say "they are bad". It is not hard to comprehend that people have high self-esteem. They generally have great characteristics, need to share others' views, are willing to take risks and they believe that they will succeed so they attempt new things. Understudies having high self-esteem give better execution and stay guaranteed and certain. High self-esteem encourages scholarly accomplishment. Self-esteem is known as a central point in learning results (Lawrence, 2000). After a disappointing Low self-esteem individual gets to be discouraged. Scientists examined that understudies who were more fruitful in school had originated from all the more animating home situations (Cleveland et al., 2000).

The relationship between depression and students' scholastic execution has been inspected by numerous analysts. Depression can affect students' educational execution (Eisenberg et al., 2007). There are negative effects of depression on students' achievement. Students' achievement is contrarily related to depression. Discouraged Students with depression, for the most part invest less energy in homework and accomplish lower grade point averages. An across-the-nation overview directed by American College Health Association on college students in 2011 at two and four-year organizations reasoned that right around 30 percent of students were observed to be depressed even if it is hard to perform capacity (Assessment, 2012). Undergrads endure indications of depression, which influence their scholarly execution (Lindsey et al., 2009) Another study highlighted the strong link between mental health issues and student scholarly accomplishment. They described that students who are mentally healthy, and free from depression will show good academic performance (Khurshid & Khurshid, 2018). Whereas, Chen and his partner(2010) clarified the special impacts of aggression on social fitness and scholastic achievement of students.

Some natural components and home environment are likewise connected with aggression like swarming, clamor, and thickness. Moreover, previous studies have shown the drastic effects of aggression on students' academic performance and success (Stipek & Miles, 2008). These studies demonstrated that students who are undergoing a high level of aggression tend to perform badly in their academic performance (Khurshid et al., 2017), and even internalize and externalized aggression share a positive relationship with students' academic success (Khurshid et al., 2021).

Forceful conduct debilitates adapting in a roundabout way, For instance, forceful understudies invest generally more energy acting up which lessens the scholarly work time. While in the region of achievement, high self-esteem has not appeared to be a solid reason for good scholarly execution (Forsyth et al., 2007). Truth be told, it might be the (feeble) consequence of doing great in school. Different elements may underlie both self-esteem and scholarly execution. Concerning execution, the outcomes are blended. A few studies demonstrated that fundamentally poor scholarly achievement is not generally equivalent to low self-esteem (Pullmann & Allik, 2008). They uncovered that a huge indicator of good school execution can likewise be low broad self-esteem. Just those people who can discover the arrangement of issues and put themselves into difficulties given by others have a constructive level of self-esteem.

By looking at theoretical orientation, answers can be found about how these constructs impact one's academic struggle. The self-determination theory (SDT) answers this query in the form of motivation. Self-determination theory focuses on a person's motivation, development, and how different factors affect motivation. According to SDT, every individual has some basic psychological needs, and satisfaction of these needs promote the optimal motivational state (Ryan & Deci, 2000). Thus, this optimal motivational level tends to bring multiple outcomes in which academic achievement and well-being stand out as the most prominent (Howard et al., 2021). Another theory of educational productivity by Walberg (1982) explains psychological characteristics and the psychological environment of students drastically impact educational outcomes. In these characteristics, students' motivation, ability, psychological health, and classroom environment are more prominent (Walberg, 1982). So it can be understood easily that if students suffer from depression, aggression, and low self-esteem then they also going to experience low motivation and thus low academic performance.

Depression, aggression, self-esteem, and students' scholarly execution are additionally interrelated with each other. Investigates uncover that component of depressive manifestations among individuals matured 18 to 88 is observed to be steady by low self-esteem. Low self-esteem incorporates the side effects of Stress. Further, low self-esteem connection to individuals' danger for gloom is free of different elements, for example, upsetting life occasions (Orth et al., 2009). So, the current study was carried out to determine the impact of depression, aggression, and self-esteem on students' academic performance at the college level. So the main force o=working behind the motivation is students' satisfaction and high self-esteem.

Hypotheses

In the context of the above-mentioned aims and objectives, the following hypotheses were developed:

1. Depression, aggression, and self-esteem have a negative impact on students' academic performance.
2. There is a significant difference between students' scholarly execution and low, medium, and high levels of depression, aggression, and self-esteem

Method

The present study applied a cross-sectional study designed to fulfill the aims of the study. Through the convenience sampling technique, the sample of N=600 students and N=42 subject instructors were recruited from the government colleges located in Rawalpindi and Islamabad. The study was limited to students who are enrolled in their second year and their subject teachers.

Instruments

Depression Screening Test. To gauge the level of depression, Depression Screening Test by Ivan Goldberg, (Goldberg 1993) was applied. This scale consisted of 18 items and responses on the scale on a 5-point Likert scale, ranging from 1 strongly disagree to 5 strongly agree.

Buss-Perry Aggression Scale. A modified version of Buss and Perry's Aggression scale (Buss & Perry, 1992) was utilized to collect the data from participants. It comprised 29 items and was divided into four categories such as hostility, anger, and physical and verbal aggression.

Rosenberg Self Esteem Scale. Rosenberg self-esteem scale (Rosenberg, 1965) was applied to determine the self-esteem of students. It has 10 items scale which measures self-esteem and self-worth. It has 4 point rating scale ranging from strongly agree to strongly disagree.

Academic Performance Rating Scale. To determine the impact of these variables on students' scholastic execution, the Academic Performance Rating Scale (DuPaul et al., 1991) for educators was utilized. It is 5 points Likert scale ranging from 1 (never or poor) to 5 (all the time or great). 4 (if the number of items is seven then use e.g. rather than i.e.) APRS items (i.e., items 12, 13, 15, and 19) were conversely entered in scoring so that a higher aggregate score compared with a positive scholastic status.

Procedure

The purpose of the study was communicated and permission was obtained from respective institutes to gather the data. Informed consent was obtained from participants and they were assured that their information would be kept confidential and would be used only for research purposes. Scales were personally administered by researcher in an organized manner by students and instructors. Participants were asked to read every statement and instructions carefully. There was no strict time limit; however, participants took approximately 10 to 15 minutes to fill the given questionnaire.

Results

To determine the impact of depression, aggression, and self-esteem on students' scholarly execution, Chi-Square statistical analysis was applied.

Table 1

Difference between the Academic performance of a student across the high, medium, and low levels of depression, aggression, and self-esteem

Variables	Level	Academic Performance			Total	Chi-square tests of independence
		Low	Average	High		
Depression	Low	5	48	29	82	$\chi^2 (3) = 6.72,$ $p = .121$
	Medium	35	260	138	433	
	High	2	69	14	85	
	Total	42	377	181	600	
Aggression	Low	3	10	5	18	$\chi^2 (4) = 4.63,$ $p = .211$
	Medium	22	247	118	387	
	High	2	125	68	195	
	Total	27	382	191	600	
Self-esteem	Low	13	166	84	263	$\chi^2 (2) = 5.62,$ $p = .054$
	High	11	230	96	337	
	Total	24	396	180	600	

Results demonstrate the impacts of depression, aggression, and self-esteem on students' scholastic accomplishments. It revealed that there is no significant impact of depression on students' scholastic execution, $\chi^2 (3, N=600) = 6.72, p = .121$. Esteem for measuring the relationship between two variables is low which demonstrates a moderately little relationship between depression and scholastic execution. Further, it highlights that no significant impact of aggression on the scholarly execution of understudies, $\chi^2 (4, N=600) = 4.63, p = .211$, which is more noteworthy than the alpha level of importance of 0.05. It likewise uncovered that there is no impact of aggression on understudies' scholarly execution $\chi^2 (2, N=600) = 5.62, p = .054$. Esteem for measuring the relationship between two variables is low which demonstrates a moderately low relationship between self-esteem and scholarly execution of students. Moreover, the findings demonstrate the distinction between scholarly execution of understudies having high, medium, and low levels of depression, aggression, and self-esteem. This table demonstrates that the majority of students with average and high academic performance lie in the category of moderate levels of depression and aggression. Whereas, the majority of the students with high self also exposed average academic performance.

Table 2*Chi-Square for Depression, Aggression, Self Esteem, and Academic Performance of Students*

Overall Score	Academic Performance			Total	Chi-square tests of independence
	Low	Average	High		
Low		23	5	30	$\chi^2 (4) = 10.60,$ $p = .026$ $n=600$
Medium		268	109	396	
High		114	58	174	
Total		405	172	600	
Symmetric Measures	Contingency Coefficient Value				.125

Finding in Table 2 given the overall effect of depression, aggression, and self-esteem on understudies' academic performance. This table demonstrated that the probability of the chi-square test statistic ($\chi^2=10.060$) is $p = 0.026$, less than the alpha level of significance of 0.05. The research hypothesis that "there is the negative effect of depression, aggression and self-esteem on students' academic performance" is acknowledged. So we can say that the aforementioned independent variables individually don't have an impact on the student's academic execution yet if an understudy display depression, aggression, and high or low self-esteem in the meantime then it would influence its academic performance.

The findings additionally showed a low possibility coefficient of 0.125, which demonstrated a low relationship between the aforementioned variables. results demonstrates the relationship between depression and the academic performance of understudies. To begin with, the column let us know no understudies uncovered low academic performance with a low level of depression, aggression, and self-esteem, 23 understudies with a low level of depression, aggression and self-esteem demonstrated normal academic performance, and 5 communicated high academic performance with the low level of depression, aggression, and self-esteem. The second column demonstrated that 19 understudies with a medium level of depression, aggression, and self-esteem indicated low academic performance, 268 understudies with a moderate level of depression, aggression, and self-esteem indicated normal academic performance, 109 understudies with a medium level of depression, aggression and self-esteem indicated high academic performance. Whereas the third column uncovered that 2 students with an abnormal state of depression, aggression, and self-esteem demonstrated low academic performance, 114 understudies with an abnormal state of depression, aggression, and self-esteem indicated normal academic performance and 58 understudies demonstrated high academic performance with an abnormal state of depression, aggression, and self-esteem. Thus, we can say that there is a significant difference between the academic performance of students having high, medium, and low levels of depression, aggression, and self-esteem. So second hypothesis is accepted.

Discussion

Students' academic achievement is influenced by various variables including depression, aggression, and self-esteem. A depressed mindset likewise influences behavior. Depressed individuals once in a while feel useless and exposed to aggression and low self-esteem. So the motivation behind the present study was to discover the impacts of depression, aggression, and self-esteem on understudies' scholastic execution.

The after effects of the study uncovered the negative association of depression, aggression, and self-esteem on students' scholarly execution. Further results demonstrated that there is essentialness distinction between the academic performance of understudies having different levels of depression, aggression, and self-esteem. Discoveries demonstrated that depression, aggression, and low/high self-esteem independently don't have an impact on students' academic performance, yet if an understudy displays depression, aggression, and high or low self-esteem at once then it would influence its academic performance. The discoveries likewise uncovered the relative impact of depression, aggression, and self-esteem on understudies' Academic Performance. Results uncovered that more understudies with a medium level of aggression and depression and high self-esteem uncovered normal and high academic performance. Furthermore, students with a high and low level of aggression, depression, and self-esteem show high academic performance. The aforementioned results are upheld and observed to be inconsistency by the past studies.

A study on the state of mind issue, particularly uneasiness, depression, and scholastic accomplishment results demonstrated that Females were discovered more on edge and less discouraged than males and guys are more discouraged and less on edge than females. A positive relationship between accomplishment and uneasiness and a negative connection with depression were found (Al-Qaisy, 2011). In 2003, Russell et al. led a culturally diverse study to examine the child-rearing style and personality and its effect on star social conduct, obvious aggression, and social aggression. The test was comprised of the kids, chosen from Australia and the United States. Results showed that females are occupied with social aggression, while guys use more plain aggression. Discoveries additionally uncovered disposition is not identified with the decision of forceful system, and results were not definitive as to the association between child-rearing style and social aggression. A study conducted by Khurshid et al., (2015) exposed a negative effect of depression on students' academic performance. Furthermore, a significant difference was acknowledged between the low, medium, and high levels of depression and students' academic performance. Chen et al., (2010) directed a longitudinal study in China to discover the commitments of aggression for the advancement of social skills and academic accomplishment. The outcomes indicated noteworthy aberrant consequences for social and academic results and found the commitment of Social capability and academic accomplishment on advancement, however, no impact was found on aggression. A negative impact of aggression on students' academic performance was found by Khurshid et al., (2017). However study exposed a significant relationship between academic performance and low, mild, and high states of aggression. (Khurshid et al., 2017).

A noteworthy relationship between self-esteem and scholastic execution was explored by Khalid (2003). He found that students with low self-esteem are less upbeat and get to be discouraged and forceful which impacts singular execution in an instructive setting (KHALID, 2003). Further, the more previous study highlighted that self-esteem and scholarly execution are impacted by instructors, companions, and co-curricular exercises and parental foundation and gender likewise impact self-esteem and students' scholastic execution (Okoko, 2012). Colquhoun and Bourne (2012) examined the impact of self-esteem on scholastic execution of Jamaican fourth-grade understudies and found a positive connection between self-esteem and scholarly execution.

Students with low self-esteem are less cheerful and get to be discouraged and forceful which impact singular performance in an instructive setting. Low self-esteem's connection to individuals' danger of depression is free of different elements, for example, upsetting life occasions. Negative impacts of depression were found on scholastic accomplishment. Discoveries uncovered that depressive understudies don't perform well scholastically. Further discouraged sentiments were observed to be predictable decreases in GPA (Jones, 2008). So it can be reasoned that students endure with a low level of self-esteem, and a low and abnormal state of depression and aggression consequently uncovering low scholastic execution. Furthermore, there was a huge contrast between the students' scholarly execution having a high, direct, and low level of depression, aggression, and self-esteem.

Conclusion

The results of the current study have indicated that depression, aggression, and self-esteem have a negative impact on students' academic careers. If the student has a poor mindset and always feels depressed or aggressive, tends to perform poorly in his studies. Thus as a result he is unable to achieve his aims and goals. A healthy mindset and free from negative feelings will gear up the progress to achieve set targets.

Practical Implications

The present study's findings have strong practical implications for the educational policymaker. There is a strong need to develop mental health projects to upgrade students' self-esteem by minimizing negative emotions. Educational departments need to hire qualified school counselors and provide training to their teachers about how to help students who are undergoing depression and performing badly in their academics. Different mindfulness programs and relaxation training sessions should be conducted to improve students' coping skills and enhance their productivity. Most important educators need to understand the power of their role in students' lives. They need to improve their communications with students to understand their psychological issues and figure out the solution. Parents would also be included to improve the students' well-being. The home environment influence students in both positive and negative way and thus affect their academics. Parents need to narrow down the communication gap and be fully available to their children when they need them.

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Availability of data and materials. The datasets used and/or analyzed during the current study are available from the corresponding authors on reasonable request.

Ethics approval and consent to participate. Formal permission was acquired from institutional Ethical board to conduct research.

Competing interest. The authors declare to have no competing interests.

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