ACADEMIA International Journal for Social Sciences
Volume 4, Issue 4, 2025 ISSN-L (Online): 3006-6638

Quantifying Gender Differences in Physical and Psychological Aggression: A Study of University Students

Dr. Shazia Malik
shaz_malik@hotmail.com
Phd Clinical Psychology, University of Peshawar

Haseeba Muqaddam
hmuqaddam04@gmail.com
MPhil Psychology, University of Karachi

Dr. Muhammad Bilal
Bilal@awkum.edu.pk
Lecturer, Department of Sociology, Abdul Wali Khan University Mardan, KP

Omar J. Alkhatib
Omar.alkhatib@uaeu.ac.ae
Professor of Civil and Structural Engineering, Architectural Engineering Department, United Arab Emirates University

Asia Shamim
asiashamim6@gmail.com
Student, Psychology Department, International Islamic University Islamabad
Corresponding Author: * Dr. Shazia Malik shaz_malik@hotmail.com

Received: 06-10-2025 **Revised:** 15-11-2025 **Accepted:** 22-11-2025 **Published:** 09-12-2025

ABSTRACT

This study has quantified the gender differences in physical and psychological aggression among university students. Data for this research were collected from 400 undergraduate and postgraduate students. A fixed quantitative research design is used to apply the methodological approach of this study and quantify physical and psychological aggression among male and female students. Descriptive statistics indicated that psychological aggression was more common than physical aggression, whereby 51.8% of the students had moderate levels of psychological aggression, and 43.8% had moderate levels of physical aggression. The independent samples t-tests showed that male students had much more physical and psychological aggression than female students. Further, age and academic year also affected aggression levels, with older and senior learners showing more aggression. Pearson correlation analysis showed that psychological and physical aggression were positively related ($r = .47$, $p < .001$), suggesting an interrelation between behavioral patterns. The results provide evidence of the significance of interventions and stress management and conflict-resolution methods with gender sensitivity to reduce aggression on university campuses and create a safer and more welcoming academic environment.

Keywords: *Gender differences, physical aggression, psychological aggression, student behavior*

INTRODUCTION

Aggression is a complex construct that has always been assumed to be both physical and psychological. Aggression in university populations is a significant issue because of its effects on mental health, academic activity, and social interactions of the students. Since young adults are going through a transitional phase of increased independence, identity, and interpersonal stimulation, the risk of

aggressive behavior may be higher (Arnett, 2014). University campuses, hence, constitute a sensitive area where one can study aggression as patterns of physical and psychological aggression might vary significantly across male and female students. These gender-based differences need to be understood to inform prevention initiatives, campus counseling interventions, and larger institutional policies that will create safe and supportive academic spaces.

There are various ways of understanding aggression. Physical aggression is the direct bodily harm (hitting, pushing, and other physical violence), whereas psychological is verbal insults, threats, manipulation, social exclusion, or emotional harm (Bjorkqvist, 2018). It has also been found that physical aggression is higher in males than in females, and this is because of the biological and socialization process (Archer, 2004). Biological factors include hormonal factors, especially testosterone, which are believed to be associated with aggressiveness in males. Social explanations suggest that male gender norms stimulate males to address the conflict in an assertive or confrontational way, which supports physical aggression as socially acceptable assertion of dominance (Eagly and Wood, 2016).

Instead, females have been identified to be more inclined to psychological or relational aggression which entails actions geared towards ruining the social connections, self-worth or emotional safety of another individual (Crick and Grotpeter, 1995). It is also gendered socialization, which makes this aggression indirect, subtle, and socially oriented, which allows women to build relationships but apply less overt aggression. In higher education institutions where social networks, feeling of belonging, and interpersonal relationships are so much more critical, psychological aggression can be particularly common in the female student population (Werner and Crick, 2004). However, there is no absolute difference between male and female pattern of aggression and certain studies have indicated that gender differences are also closing especially in the case of female students who can also express physical aggression in intimate or stressful circumstances (Straus, 2008).

The shift to the university environment is a new stressor that may lead to the increase of aggressive behavior in both sexes. Aggressive behavior can be caused by academic stress, financial problems, romantic life, and greater exposure to other social groups (Banyard, 2014). In other cases, anxiety and emotional regulation challenges may lead to verbal aggression and withdrawal tendencies among other psychological behaviors in students. Also, it is observed that most students are struggling to cope with newfound freedom without the oversight or safety nets in their previous school levels, a factor that may lead to interpersonal fights and violent reactions. Notably, gender disparities can affect the student responses to stressors because males can be externally affected by stressors by displaying physical behaviors, but females may be internally affected by stressors by showing aggression through relationships (Underwood, 2003). These distinctions serve to underscore the fact that aggression is not a monolithic experience which ought to be explored as a gendered experience shaped by societal, emotional, and developmental factors.

In addition to this, recent studies suggest that new university communities are digital communication-influenced spaces that have allowed subtle types of psychological aggression, including cyberbullying, online shaming, and digital exclusion. Such actions usually take place in solitary or semi-open online areas, which makes them harder to identify and resolve on an institutional level (Barlett and Coyne, 2014). These online behaviors might also be influenced by gender differences, as research indicates that females tend to be more susceptible to indirect or relational aggression through social media but males might apply digital media to show their dominance or feel anger in a more direct way (Kowalski et al., 2014). These results demonstrate the changing character of aggression and emphasize the importance of recent studies in the student body of universities.

Gender difference in aggression is also complicated by cultural context. Gender norms also have a substantial effect on the expression of emotions and interactions among people in a given society,

including collectivist culture. Males may experience greater pressure to establish a strong or assertive image, which can support physical aggression. Females may be pressured to be more relationship-oriented and harmony-focused, which can support relational aggression (Lee et al., 2015). The students of the university, in their turn, have to experience the multiple clash between old standards and new, more globalized ones, which has led to multifaceted manifestations of gendered aggression that should be considered in more empirical research.

Due to the growing heterogeneity of university campuses and the growing worry of student psychological and physical aggression, the exploration of gender-specific differences in physical and psychological aggression is timely and needed. Studies in the field can guide gender-sensitive interventions to promote the special needs of male and female students. For example, a male-oriented program can include emotional regulation and nonviolent conflict resolution. In contrast, a female-oriented one can consist of relational aggression, communication and relationship boundary issues. Data-driven strategies can also be valuable to universities in order to lower aggression in campuses, promote psychological well-being, and increase student safety.

Thus, the study of the gender variation in physical and psychological aggression among university students is essential to shed light on the subtle nature of student behaviors and building up effective support networks. The study is a contribution to the expanding body of literature as it examines the differences in the experience of male and female students in relation to the manifestations of aggression, providing the insight that can be used to inform the policy of education system, counseling sessions, and university-wide programs to promote healthier relationships between the two genders.

LITERATURE REVIEW

Theoretical Perspectives on Aggression

Aggression is a multidimensional construct based on biological, psychological, and social processes. Classical theories, such as Social Learning Theory (Bandura, 1973), suggest that people can learn aggressive behavior through observation, imitation, and reinforcement. At the university level, students are likely to adopt the aggressive behavior patterns of their peers, the media, or a conflict-prone environment. Bandura emphasizes that aggression is not predetermined; it is acquired through modeled behavior, which shapes its physical and psychological manifestations.

The other school of thought is the General Aggression Model (GAM), which views the interactions among personal factors, environmental influences, cognitive evaluation, and emotional reactions as outcomes of aggression (Anderson and Bushman, 2002). Gender can also be a personal variable, according to GAM, as it determines how individuals respond to provocation or conflict. For example, males who see aggression as usual in society might be more inclined to express it physically. Still, females who are frequently socialized not to be aggressive might turn to psychological or relational aggression.

Gender differences in aggression are also explained using biological explanations. Studies show that male aggression can be closely related to hormonal factors, especially testosterone, which has been identified as the reason for dominance and physical aggression (Carré and Archer, 2018). Conversely, females are more likely to develop more relational kinds of aggression because of the variations in the processes of socialization, emotional control, and methods of communication. The Social Role Theory by Eagly and Wood (2016) also elaborates on these differences, stating that they result from culturally defined gender norms that regulate how men and women should act.

Gender Differences in Psychological and Physical Aggression

The difference between the genders in aggression has been observed to be recorded consistently in different cultural and educational setting. Males are observed to be more physically aggressive that it is defined through behaviors such as hitting, kicking, threatening to cause bodily harm (Archer, 2004). The evolutionary and socialization mechanisms are usually suggested as the cause of this trend. Evolvingly, male physical aggression had been adaptive in the past in the context of competition and resource protection. Socially, boys are encouraged to demonstrate aggressiveness and dominance at a tender age, which makes physical conflict resolution normal.

On the contrary, females are more likely to show psychological or relational aggression. Such actions as gossiping, social exclusion, verbal insults, emotional manipulation, and undermining of social ties of a person are all forms of aggression (Crick and Grotpeter, 1995). According to the research, it is proposed that females use relational aggression to negotiate conflict without losing social ties as an environment that dictates gendered norms of expression and interaction with others. In surveys of university students, it has been found that psychological aggression is still high in the female students, particularly in intimate friendships and love affairs (Werner and Crick, 2004).

Nevertheless, the male and female aggression is not absolutely different. According to recent research, both genders are the participants of multiple types of aggression, but the degree and the frequency of aggression is different. Indicatively, Straus (2008) discovered that female university students are over the same rate as male to incite physical aggression in intimate relationships, although the extent will be different. In addition to this, male students are increasingly becoming psychologically aggressive especially in verbal fights or over the internet.

With the emergence of digital communication, the classic gender trends of aggression are mixed. Having anonymity and distance, online platforms allow male and female students to experience psychological aggression in the form of cyberbullying, harassment, social media shaming, and exclusion (Barlett and Coyne, 2014). It has been shown that males can also use online space to be angry or demonstrate dominance, but females tend to be more inclined to relational aggression in the form of indirect online activities (Kowalski et al., 2014).

Gender differences in aggression have a strong impact on cultural context. In cultures where strong patriarchal expectations exist, males might be more entitled to demonstrate manifestations of physical aggression, but females might resort to the hidden manifestation of aggression because the society does not permit open aggression (Lee et al., 2015). These trends demonstrate an ability of traditional and modern gender norms to interact dynamically according to cultural expectations and developmental experiences among the students of universities where there is a tendency to be affected by both traditional and modern norms.

Aggression at University Level

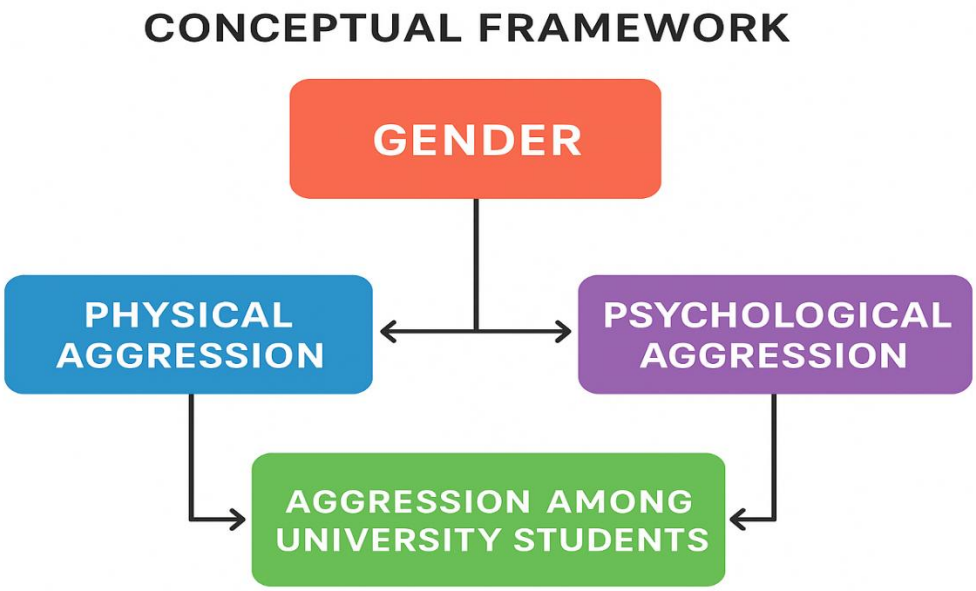
Environmental, psychological, and developmental factors are unique in affecting aggression among students in the university. The university life is a transition period where the individual gains greater independence, exposure to a wide range of social groups, academic stress, and identity exploration (Arnett, 2014). These stressors could increase the risk of physical and psychological aggression. Some of the stress factors that commonly provoke aggressive behavior among students include academic rivalry, relationship disputes, peer influence and finances.

Psychological aggression is more common in university campuses as a result of the social dynamics of the peers. Gossiping, rumor spreading, verbal hostility, and emotional manipulation are behaviors that are common in tight-knit academic or residential settings. Such behaviors may be very detrimental to the

mental health of students, and they are part of the causes of anxiety, depression, and social withdrawal (Banyard, 2014). Additionally, psychological aggression tends to be ignored or even normalized and is therefore harder to recognize and treat.

Although physical aggression is not as common in most university environments as psychological aggression, it is still a problem. The incidences can happen in case of interpersonal conflicts, sports, or in alcohol consumption cases. Also, the intimate partner violence has been reported in university students with the male usually committing felter forms of physical aggression, though females can as well commit the milder forms of physical conflict (Straus, 2008).

The rising trend of the introduction of digital communication into the life of students has increased the possibilities of aggression. Such type of cyber aggression as online harassment and manipulation via social media is especially common with the university students who heavily depend on online communication tools (Kowalski et al., 2014). Such behaviors are hard to monitor or regulate by the universities, as they are not within the physical boundaries of campuses.



RESEARCH METHODOLOGY

The study employed a quantitative research design to examine gender differences in physical and psychological aggression among university students. A survey method was used. The population consisted of undergraduate and postgraduate students enrolled in different academic programs at selected 3 universities. A simple random sampling technique was used to ensure equal chances of participation for male and female students. Data were collected using a standardized questionnaire that measured physical and psychological aggression. The instrument included Likert-scale items adapted from validated aggression scales, ensuring reliability and construct validity. Before data collection, permission was obtained from relevant academic authorities, and informed consent was taken from all participants. Respondents were assured of confidentiality and anonymity.

The questionnaire was administered in classroom settings and through online forms to maximize participation. Descriptive statistics such as means and standard deviations were used to identify levels of aggression among male and female students. Inferential statistics, including independent-samples t-tests,

were used to determine significant gender differences in both forms of aggression. Pearson correlation analysis was used to examine the relationship between physical and psychological aggression. Ethical considerations, including voluntary participation, respect for respondents' privacy, and secure data handling, were strictly followed throughout the study.

RESULTS AND FINDINGS

Table 1

Demographic Characteristics of Respondents

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	190	47.5
	Female	210	52.5
Age Range	18–20	120	30.0
	21–23	195	48.8
	24+	85	21.2
Academic Year	1st Year	95	23.8
	2nd Year	110	27.5
	3rd Year	105	26.3
	4th Year	90	22.5

Table 1 shows the demographics of the 400 study participants which were university students. The gender is quite even (52.5 and 47.5 percent of the sample, respectively). Most of the respondents are aged 21-23 (48.8%), which is in the normal age bracket of university going. Fewer proportions fall under 1820(30 percent) and 24+ (21.2 percent). The distribution of academic years is also fairly even with students in all four years of undergraduate education being represented. The largest percentage is the second year students (27.5%), then there is the third (26.3) and first year students (23.8) respectively, with fourth year students constituting 22.5. The sample is also diverse and balanced in terms of gender, age groups, and academic levels.

Table 2

Level of Psychological Aggression Among University Students

Category	Score Range	*f*	%	Mean	SD
Low	1.00–2.33	98	24.5	3.12	0.84
Moderate	2.34–3.66	207	51.8		
High	3.67–5.00	95	23.7		

Table 2 explains the rates of psychological aggression of the students. Those findings indicate that the level of psychological aggression does exist with different degrees, with 51.8% of students falling in the moderate level (Mean = 3.12, SD = 0.84). Also, 24.5% state a low level of psychological aggression, whereas 23.7% are in the high group. The distribution indicates that even though no extreme aggression on a psychological level is prevalent, about one-fourth of students still report high levels of aggression meaning that the number of elements of verbal aggression, intimidation, or manipulation of emotions is significant. Psychological aggression is rather prevalent among university students as the mean score above the mid-point of the scale further supports these views.

Table 3

Level of Physical Aggression Among University Students

Category	Score Range	Frequency (f)	Percentage (%)	Mean	Sd
Low	1.00–2.33	165	41.3	2.58	0.76
Moderate	2.34–3.66	175	43.8		
High	3.67–5.00	60	15.0		

Table 3 demonstrates the results regarding physical aggression. Most of the students are in the mid range (43.8%), with a smaller proportion (41.3%) in the low range, and a few (15%) are in the high range of physical aggression. The distribution of the total mean of 2.58 (SD = 0.76) suggests that physical aggression is less common than psychological, and this is consistent with the general behavioral trends by which students might participate more in verbal or emotional violence compared to physical violence. However, the fact that 15% of students were in the high category indicates that there is indeed a physical manifestation of aggression, which can be dangerous on campus and in student relationships.

Table 4

Gender Differences in Psychological Aggression

Variable	Gender	N	Mean	SD	T	p
Psychological Aggression	Male	190	3.28	0.82	3.21	.001
	Female	210	2.98	0.86		

Table 4 showed the difference in psychological aggression between genders through independent samples t-test. The findings indicate that the level of psychological aggression is higher among male students (M = 3.28, SD = 0.82) as opposed to female students (M = 2.98, SD = 0.86). The t-value of 3.21 (p =.001) supports the fact that there is a statistically significant difference. It means that male students are more likely to show their emotional or psychological hostility, e.g., threats, insults, or coercive speech. Such results align with the studies that male-specific externalizing behaviors tend to be high.

Table 5

Gender Differences in Physical Aggression

Variable	Gender	N	Mean	SD	t	p
Physical Aggression	Male	190	2.81	0.74	4.85	< .001
	Female	210	2.38	0.69		

Table 5 shows the gender differences in physical aggression, and this time also the t-test is used. The findings indicate a considerable difference in male and female students whereby males have reported more physical aggression (M = 2.81, SD = 0.74) than female students (M = 2.38, SD = 0.69). It is statistically significant (t = 4.85, p =.001). These results indicate that men have more possibilities to be physically aggressive, pushing, hitting, or physically intimidating. This is congruent with the rest of psychology literature in which males always exhibit a more physical violence because of the socialization patterns, gender expectations and biology.

Table 6

Age Group Differences in Psychological and Physical Aggression

Variable	Age Group	N	Mean	SD	F	p
Psychological Aggression	18–20	120	2.88	0.74	4.12	.017
	21–23	195	3.02	0.78		
	24+	85	3.15	0.82		
Physical Aggression	18–20	120	2.33	0.66	5.44	.005
	21–23	195	2.47	0.70		
	24+	85	2.66	0.78		

Table 6 focuses on the differences of the ages in terms of psychological and physical aggression with a one-way ANOVA. In the case of psychological aggression, the findings reveal that there is a large difference between the age groups (F = 4.12, p =.017), as the aggression slightly increases between younger and older learners. The mean in the 24+ group (M = 3.15) is the highest, indicating that older students can have or display more emotional or psychological stress. The differences are also significant in the case of physical aggression (F = 5.44, p =.005). Once again, the highest level is demonstrated by the 24+ age group (M = 2.66) which means that older students might be exposed to even more stressful or conflict prone environments, which increased the level of aggression. These results prove that aggression is slightly on the rise by age with university students.

Table 7

Academic Year Differences in Psychological and Physical Aggression

Variable	Academic Year	N	Mean	SD	F	p
Psychological Aggression	1st Year	95	2.82	0.71	3.58	.014
	2nd Year	110	2.93	0.76		
	3rd Year	105	3.04	0.79		
	4th Year	90	3.12	0.83		
Physical Aggression	1st Year	95	2.28	0.63	4.77	.003
	2nd Year	110	2.41	0.67		
	3rd Year	105	2.52	0.72		
	4th Year	90	2.61	0.75		

Table 7 examines variability between academic years. In the case of psychological aggression, there are major discrepancies between the four groups (F = 3.58, p =.014). The trend is weakly increasing as the first year students (M =2.82) upsurge to the fourth year students (M =3.12). This implies that the higher the academic level of the students, the higher the level of stress, workload, or challenges of an interpersonal nature that might lead to an escalation in psychological aggression. Equally, there is also an increment of physical aggression according to academic year (F = 4.77, p =.003). The physical aggression is the highest and reported by fourth-year students (M = 2.61). The gradual growth may indicate accruing academic stress, social adjustment and fatigue with the years.

Table 8

Pearson Correlation Between Psychological Aggression and Physical Aggression

Variables	1	2	Mean	SD
1. Psychological Aggression	1	.47***	3.12	0.84
2. Physical Aggression	.47***	1	2.58	0.76

***p < .001

Table 8 demonstrates that there is a high positive correlation (r =.47, p <.001) between psychological and physical aggression. This mediocre relation implies that learners who are characterized by emotional aggression tend to be physically aggressive as well. The correlation indicates that the two types of aggression can have common emotional, behavioral and cognitive processes. Indicatively, anger, impulsivity, or lack of skills in managing conflicts could be expressed in both psychological and physical spheres without being resolved. The average values also confirm the fact that the levels of psychological aggression are greater than the levels of physical one, but the high correlation proves that the interventions aimed at regulating emotions can possibly decrease both of them.

DISCUSSION

The current research project investigated the gender difference in terms of both psychological and physical aggression in students of a university, and also the difference between the different age groups and academic years. The results can help understand the trends and predictors of aggressive behavior among young adults, who are vulnerable to increased developmental, social, and educational demands. In line with the research goals, the findings reveal some significant differences in gender and show the importance of age and academic seniority in the development of aggression. It is possible to interpret these findings by placing them within the context of well-known theoretical concepts such as social learning theory, gender role theory, and developmental psychology.

The study population has a reasonable gender and academic-year distribution, which increases the generalizability of the results in the university setting. Most respondents were aged 21-23, which is the age of discovering and exploring identity and of becoming more exposed to conflicts with others (Arnett, 2015). This developmental stage is also marked by increased emotional sensitivity and role changes in social situations, factors that tend to shape aggressive expression in interpersonal situations.

Among the key discoveries of the research is the general degree of psychological and physical aggression amongst the sample. Most students noted moderate levels of psychological aggression, and almost a quarter of them exhibited high levels of psychological aggression. This is an interesting trend. Psychological aggression, such as verbal abuse, threats, emotional manipulation, and social exclusion, can be viewed as more common in emergent adulthood than physical aggression (Finkel, 2014). The average psychological aggression score (M = 3.12) indicates that these practices are relatively widespread among university students. This is consistent with the past studies suggesting that psychological aggression is more socially accepted and less prone to punishment in university campuses (Leadbeater et al., 2013). Psychological forms of aggression are not always obvious (as opposed to their physical counterparts). Still, they can be normalized and even justified by stress as students struggle with their academic and relationship issues.

On the other hand, there was a lower level of physical aggression, with the mean value of 2.58, and only 15% of the participants were in the high range. This result is aligned with studies that indicate that physical aggressiveness declines in the frequency with the shift of people between adolescence and adulthood (Moffitt, 2018). Higher levels of cognitive maturity and better impulse control may help to

reduce overt violence but covert or relational violence might not reduce. The medium degree of physical aggression observed in this sample indicates that despite the fact that severe violent behaviors are rare, pushing, hitting, and physical intimidation may still take place among groups of students, and the factors that may provoke them can be either conflicts with peers, academic stress, or drug use.

Comparisons of gender showed that differences in psychological aggression and physical aggression were statistically significant with the male student scoring high in both variables. These results are not new trends based on research on aggression. It is biological, social, and cultural factors that cause males to be more externalizing and have overt aggression (Archer, 2019). On the biological level, the greater the level of testosterone, the more aggressive a person can be, and the processes of socialization promote males to become assertive, dominant, and confrontational (Ferguson and Beaver, 2016). Conversely, females are usually advised to develop more emotionally vocal, relational coping styles which can lower their chances of indulging in physical aggression.

The observation that men also rated considerably higher in psychological aggression coincides with the literature that males could adopt psychological aggression to assert dominance or vent anger particularly in a competitive school or social setting (Straus, 2017). Nevertheless, it should be noted that females tend to exhibit fewer instances of overall aggression but may be more prone to relational aggression of gossiping, excluding and passive-aggressive behavior (Crick and Grotpeter, 1995). Since the current research involved general psychological aggression as opposed to relational aggression in particular, the increased male scores cannot be construed to mean that females do not engage in indirect aggression, but simply that the expression and manifestation of hostility is different.

Differences (according to age) showed that older students (24+) exhibited a little more psychological and physical aggression. This observation is a bit different as per the developmental expectations where aggression is expected to decline as one grows up. Nevertheless, contextualities can be behind this trend. Students of advanced age, especially senior university students on the last years of study or employment, usually have to face more academic stress, more confusion on career, as well as more financial burden (Misra and McKean, 2000). Such stressors could increase conflict and emotional response leading to high levels of aggression. Moreover, school-going children can be additional socially and academically engaged, and thus prone to interpersonal conflict with collaboration, competition, or workload allocation.

On the same note, the variation between academic years showed that aggression was on the rise between first year and fourth year students. Studies have indicated that as the students advance up the academic ladder and encounter more complicated academic requirements, the university atmosphere grows progressively stressful (Pritchard and Wilson, 2003). The fourth-year students also have to deal with stress associated with thesis writing, internship, future employment, and individual independence. This accumulated stress, when not well coped with, can be expressed in the form of aggressive communication, irritability or even physical fights. First-year students, in their turn, might be in the process of adjusting to the life in the university, and they might turn into a more reluctant group as they embrace academic and social conventions.

The fact that there is a positive correlation between the psychological and physical aggression highlights the interdependence of aggressive behaviors. The mean value of the correlation ($r = .47$) shows that psychological aggression is more likely to result in physical aggression. This association can be explained by the general aggression theory, which assumes that aggression in different forms is the result of close psychological processes, including impulsivity, lack of emotional control, and being in conflict situations (Anderson and Bushman, 2002). Psychological aggression can be a pre-emptive step to physical aggression particularly when verbal confrontations get out of hand. Also, those who often engage in psychological hostility embrace cognitive scripts that legitimize the use of aggression in interpersonal relationships and consequently, physical aggression is more probable.

The results are also applicable to the gender role and social learning theories. According to social learning theory, aggressive behaviors are acquired by observing, being reinforced and modelled (Bandura, 1978). Aggressive behaviors may be learned by students who observe them in other students, in families and in media depictions, particularly when they seem to be effective in conflict resolution or social ascendancy. Another lens is the gender role theory, which explains how the expectations of society influence the way that men and women can demonstrate aggression (Eagly and Wood, 2013). The elevated rate of aggression in males can be an example of internalized masculinity norms of assertiveness and dominance, and females are conditioned with relational forms of aggression, not overt.

The next implication that is significant is the moderate level of aggression in the research. Although they are not signs of crisis-level violence, these results indicate that the environment of the university has significant amounts of interpersonal hostility. This aggression can influence the mental health, educational success, social life, and culture of students. In its turn, psychological aggression has been associated with anxiety, depression, and reduced academic activity (Shorey et al., 2011). Even moderate physical aggression may induce fear, stress and social withdrawal in peers.

The outcomes indicate the necessity of preventive action and institutional reactions. To curb aggression, universities may use conflict-resolution training, emotional regulation training and peer mediation programs. Aggressive tendencies can also be alleviated with the help of programs that offer approaches to stress management, mental health, and interpersonal communication. Intervention based on gender can also be considered as the result is that males were found to be more aggressive. An example of this is healthy masculinity, emotional processing, and anger management workshop that will deal with some of the underlying factors that cause male aggression. Relational aggression awareness should also be encouraged among women students even in the case that general aggression levels are lower.

The difference in age and academic years also implies that senior students should be targeted as they tend to be more aggressive under stress. Older and graduating students might be burdened with pressure but counselling, career advice and academic mentoring would help them. As there is a high correlation between aggression of the different types, the decrease in psychological aggression might indirectly lead to the decrease in physical aggression, which proves the appropriateness of the early intervention in the first or second year of study.

CONCLUSION

The results align with the global research, which suggests that aggression among university students is a complex phenomenon based on gender, age, academic pressures, and other psychological processes. Demographic, psychological, and behavioral factors have been combined to develop a comprehensive picture of campus aggression. Although the levels identified in the current study are not high, they suggest significant institutional demand and active efforts to promote safer, healthier learning environments.

Recommendations

- Develop gender-sensitive interventions to reduce aggression on campus.
- Integrate anger and stress management programs into university counseling services.
- Promote awareness campaigns on the impact of aggression on mental and physical health.
- Encourage peer support groups to address and reduce aggressive behaviors.
- Conduct regular workshops on conflict resolution and emotional regulation skills.

REFERENCES

Anderson, C. A., & Bushman, B. J. (2002). Human aggression. *Annual Review of Psychology*, 53, 27–51.

Archer, J. (2004). Sex differences in aggression in real-world settings: A meta-analytic review. *Review of General Psychology*, 8(4), 291–322.

Archer, J. (2019). The reality and evolutionary significance of human psychological sex differences. *Biological Reviews, 94*(1), 138–167.

Arnett, J. J. (2014). *Emerging adulthood: The winding road from the late teens through the twenties* (2nd ed.). Oxford University Press.

Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall.

Bandura, A. (1978). Social learning theory of aggression. *Journal of Communication*, *28*(3), 12–29.

Banyard, V. L. (2014). Improving college campus-based prevention of violence against women: A strategic plan for research built on multipronged practices and policies. *Trauma, Violence & Abuse*, 15(4), 339–351.

Barlett, C. P., & Coyne, S. M. (2014). A meta-analysis of sex differences in cyber-bullying behavior. *Aggression and Violent Behavior*, 19(5), 406–414.

Björkqvist, K. (2018). Gender differences in aggression. *Current Opinion in Psychology*, 19, 39–42.

Carré, J. M., & Archer, J. (2018). Testosterone and human aggression. *Current Opinion in Psychology*, 19, 149–153.

Crick, N. R., & Grotpeter, J. K. (1995). Relational aggression, gender, and social-psychological adjustment. *Child Development*, 66(3), 710–722.

Eagly, A. H., & Wood, W. (2016). Social role theory of sex differences. In J. Worrell (Ed.), *The encyclopedia of gender and sexuality studies*. Wiley-Blackwell.

Ferguson, C. J., & Beaver, K. M. (2016). Aggressive behavior and personality. *Personality and Individual Differences, 101*, 61–67.

Finkel, E. J. (2014). The I³ model: Metatheory, theory, and evidence. *Psychological Review, 121*(4), 1–29.

Kowalski, R. M., Giumetti, G. W., Schroeder, A. N., & Lattanner, M. R. (2014). Bullying in the digital age: A critical review and meta-analysis of cyberbullying research among youth. *Psychological Bulletin*, 140(4), 1073–1137.

Leadbeater, B. J., Banister, E. M., Ellis, N., & Yeung, R. (2013). Quality of the parent–adolescent relationship and adolescent aggression. *Journal of Youth and Adolescence, 42*(2), 167–178.

Lee, Z., Hesketh, T., & Daneback, K. (2015). Cultural factors associated with aggression in East Asian societies. *International Journal of Psychology*, 50(4), 279–285.

Misra, R., & McKean, M. (2000). College students' stress and its impact on well-being and academic performance. *Journal of the American College Health Association, 48*(4), 183–190.

Moffitt, T. E. (2018). Male antisocial behavior in adolescence and beyond. *Nature Human Behaviour, 2*(3), 177–186.

Pritchard, M., & Wilson, G. (2003). Using emotional and social factors to predict student success. *Journal of College Student Development, 44*(1), 18–28.

Shorey, R. C., Cornelius, T. L., & Bell, K. M. (2011). Psychological aggression and mental health problems. *Partner Abuse, 2*(2), 147–167.

Straus, M. A. (2008). 30 years of research on gender symmetry in physical assaults. *Partner Abuse*, 1(4), 343–362.

Straus, M. A. (2017). Conflict tactics and aggression in intimate relationships. *Violence and Victims, 32*(6), 887–906.

Underwood, M. K. (2003). *Social aggression among girls*. Guilford Press.

Werner, N. E., & Crick, N. R. (2004). Maladaptive peer relationships and the development of relational aggression. *Social Development*, 13(4), 495–514.