



Exploring the Role of Teachers' Professionalism in Reducing Aggression and Fostering Resilience among University Students

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The study focused on exploring the role of teachers' professionalism in reducing aggression and fostering resilience among university students. The qualitative research design was followed to conduct this study. The sample of 15 students of MPhil and PhD (Edu) for semi-structured interviews was selected employing purposive sampling. A self-structured interview protocol was used for the collection of data. Qualitative data were analyzed through thematic analysis. The study revealed that particular teacher behaviors and practices can mitigate aggression and promote resilience among students. University teachers should formulate instructional strategies to boost student resilience, engage learners in problem-solving and project-based learning, and offer guidance and counseling services to address the violent conduct of students.



1. Introduction

The students at a university come across a number of problems, such as academic stress and hardships, interpersonal relationships, and personal troubles, which contribute to escalating aggression and decreased ability to cope with stress. Knowledge of what might lead to such behavioural and emotional outcomes is important to facilitate supportive learning conditions. The purpose of the present research is to examine the role of teachers' professionalism in reducing aggression and promoting the resilience of university students.

Teachers' professionalism refers to a set of competencies, ethics, attitudes, and behaviors that foster good teaching practice and healthy student relations (Gordon et al., 2021). The professionalism displayed in the educational processes not only determines the intellectual result of education but also serves as a major factor in the emotional and personality education of learners. The professional behavior of educators with students promotes a directory of the class environment, which significantly determines the feelings of the students in the class (Hattie, 2021).

Disruption in the class or other campus facilities, bullying or general student quarrels have raised concerns among faculties of universities. Some studies show that teaching professionalism can significantly decrease such aggressive activities by promoting conflict-solving, and understanding of the interests of other students (Ferguson et al., 2022). Nevertheless, there is a lack of research that would investigate in detail the relationship between teachers' professionalism and aggression levels in universities.

Resilience refers to the ability to cope and overcome adversity and change in the process of overcoming challenges and is now accepted as an important notion concerning student's ability to confront the struggles of university life (Masten & Motti-Stefanidi, 2022). Professionalism can also build up resilience by looking for, acknowledging, and promoting appropriate coping methods, and offering emotional support and a growth mindset (Davis et al., 2021). This research seeks to explore how professional educators enhance the concept of resilience with a view to enhancing students' outcomes.

Therefore, aggression and resilience are functions of each other; the students who experience low resilience are associated with high aggression, while high aggression impacts the students' resilience negatively (Chung et al., 2023). The completion of a vicious cycle for understanding the two constructs in the university setting was fulfilled by studying how teachers' professionalism can overcome the expression of aggression and foster resilience at the same time.

Given the current efforts of higher education institutions to enrich students' experiences, outcomes from this study can be useful in designing teacher education and staff development programmes. Understanding professional competencies that can safeguard against aggressive behaviour and enhance the resilience of educators means that universities would be well placed to equip educators with what they need to make education safe (Hattie & Donoghue, 2020). Such associations are thus harmonious to the teacher professionalism and student welfare in the development of supportive academic climates.

It is thus about time a research study addresses the issue of students acting aggressively and increasing resilience in higher learning institutions. Therefore, this study seeks to advance the literature by examining the relationship of teachers' professionalism with the outcomes, and offer practical implications for education stakeholders. Finally, it clarified how the experience of professional teaching practices may positively impact students so that new organizational learning conditions are healthier and more effective academically.

Today's university learner experiences various stressors, such as academic stress, social stress, and personal stressors which make the learners more aggressive and less orderly. Learning what causes these behavioral and emotional outcomes is important if educators are to foster positive environments at university. Therefore, this study aims to explore the role of teachers' professionalism in reducing aggression and fostering resilience among university students.

1.1 Objectives of the Study

The primary objectives of this qualitative study were:

1. To explore how university students perceive the professionalism of their teachers.
2. To explore the different aspects of resilience among university students.
3. To explore the different factors of aggression among university students.
4. To determine how teachers' professionalism contributes to reducing aggression and fostering resilience in students.

1.2 Research Questions

The study addressed the following research questions:

1. How do university students perceive the professionalism of their teachers?
2. In what ways do students believe in resilience levels?
3. What are the different factors of aggression among university students?
4. What specific professional behaviors and practices do students identify as effective in reducing aggression and fostering resilience in students?

2. Literature Review

The professionalism of teachers consists of thousands of characteristics, which may concern subject mastery, teaching competencies, ethical standards, and interpersonal relationships with students and others involved in the learning process (Beauchamp & Thomas, 2022). In more recent research, the emotional intelligence of the teachers has been seen as part of professional competency that enhances their ability to reach out and meet the emotional needs of students as well (Zins & Elias, 2021). Professional teachers also teach reflectively in order to effectively address the myriad of students' challenges (Darling-Hammond et al., 2017).

Conduct incivility in the university can be manifested in different ways, which include cursing at one another, teasing, physical combats, and others. Research has indicated that courtesy of teachers can greatly help minimize such aggression in information products. In a study by Wubbels et al. (2023), it was discovered that aggression and conflicts can be reduced when



teachers behave friendly, respect students, and are able to understand class settings. When one has professional trainers preparing the students in a structured and professional manner, one is able to help control the students' emotions positively.

However, the social aspect offers also admits the indispensable part of teachers' professionalism as models of conflict-solving actions. In a study carried out by Ostoich et al. (2022), engaging content shows instructors who engage in communication, and besides overseeing the elimination of aggression cases in students, this approach also helps students learn interpersonal skills.

Therefore, resilience is the facet that describes a human's ability to recover from difficulty and adjust to a situation significantly (Masten, 2021). The distinct area in which teachers have a very important function that helps students to strengthen themselves is their professionalism. A study showed that supportive contact increases a student's perceived connectedness, and through the feeling of collective connectedness, students build resilience (Roffey, 2022). Reschly et al. (2023) identify the correlation between the level of supportive teachers' interactions and students' increased level of resilience at academic and personal challenges.

In addition, many professional teachers P-SEL teach students useful dispositions and unique management and conflict-solving abilities that are personal strengths to counter adversity (Durlak et al., 2021). SEL programs in higher education have also been described as effective by a meta-analysis conducted brings out the fact that students who participate in such programs benefit by achieving high levels of resilience and generally improved well-being. Mental health and well-being have an impact on university students' academic performance (Tabassum et al., 2024).

The connections between decreasing hostility and increasing resistance are mutually beneficial. Teachers and caregivers who succeed in preventing aggressive actions not only eliminate episodes with aggressive actions but also build resilient students. According to the study by Seibert et al. (2023), it is for this reason that students learn from a professional teacher's demeanor that those stressors that may breed aggression are waged off by actually developing healthy ways of handling stress.

Teachers' professionalism can minimize aggression and maximize resilience among university students. The implication of teachers' professionalism cannot be overstated in light of shaping university education. The present paper aims to explore the extent to which professional emotional and social competencies of educators affect the formation of students' emotional and social development. In this process, while universities keep struggling to manage the challenges of the student body and student life, enhancing teacher professionalism becomes a strategic priority for creating healthier students.

This literature review highlights to explores the role of teachers' professionalism in reducing aggression and fostering resilience among university students. Continued research and practical applications in this area remain crucial for fostering positive educational environments.



3. Methodology

3.1 Research Design

This study employed a qualitative research design, using semi-structured interviews to gather in-depth insights from participants.

3.2 Participants

Fifteen (10 MPhil and 5 PhD (Edu)) university students from public sector universities of Punjab, Pakistan, were recruited for this study, employing purposive sampling techniques that have significant interactions with their teachers. Those students who were enrolled at the Department of Education as MPhil and PhD students and willing to share experiences and perspectives regarding their teachers and classroom environments were included in this study. Those students who have not had direct interactions with their teachers or have not attended university courses in person (e.g., fully online students) within the last academic year were excluded from the study.

3.3 Data Collection

The data were collected through semi-structured interviews, which allowed for flexibility while ensuring that all relevant topics were covered and participants had the opportunity to discuss their experiences in detail. The interview protocol included open-ended questions that addressed the research questions, and it was developed and validated by the researcher. The following key concepts were included in the interview protocol:

- a) Definitions and perceptions of teacher professionalism.
- b) Examples of professional behaviors observed in teachers.
- c) Personal experiences related to aggression and resilience in the classroom.
- d) Recommendations for improving teacher-student relationships.

Each interview lasted between 40-60 minutes and was conducted in a private setting to ensure confidentiality. Interviews were audio-recorded (with participant consent) and transcribed for analysis.

4. Data Analysis

Thematic analysis is used to identify and interpret patterns within the data. Researchers read the transcripts several times to gain an understanding of the data. Initial coding was conducted to identify key themes and subthemes related to teachers' professionalism, aggression, and resilience. The codes were analyzed to develop broader themes that encapsulate participants' experiences and perceptions. Participants reviewed findings to ensure accuracy and resonance with their experiences.

4.1 Ethical Considerations

Participants received information about the study, and written consent was obtained before participation. Data were anonymous, and personal identifiers were removed from transcripts to

protect participants' identities. Participants were informed of their right to withdraw from the study at any time without consequence.

4.2 Limitations

Findings may not be generalizable to all university contexts due to the qualitative nature of the study and the specific sample chosen. The subjective nature of qualitative research may introduce bias in participants' responses, which was mitigated by encouraging honest and open discussion.

4.3 Thematic Analysis Results

4.3.1 Teachers' Professionalism in Pakistan

Following are some of the key themes that emerged from the data:

4.3.1.1 Quality Education

Most of the students argued that their teachers ensure high standards in teaching and learning processes. One of the participants said, "*Teachers participate in professional development and continuous training for teachers to enhance their skills and knowledge, and they use innovative teaching techniques during teaching.*" However, the two students differed in opinion as one of them stated, "*Teachers utilize traditional teaching methods, such as lectures, and participate less in trainings.*"

4.3.1.2 Equity and Access

Many students' point of view was, "*Teachers address disparities in educational opportunities, especially in rural and underprivileged areas.*" They also said, "*Teachers advocate for marginalized courses to be offered to girls, disabled students, and those from the minority.*" Thus, regarding the fact that teachers retain equity and access in the course of the teaching-learning process, it could be firmly concluded that.

4.3.1.3 Teacher Autonomy

The majority of the students opined that his or her teachers had the autonomy to assume the driver's seat in the classroom and make choices in relation to the strategies and content to be taught. Additionally, they concluded that educational leadership mandate involves teachers and the latter are very proactive in policy-making.

4.3.1.4 Assessment

Overwhelmingly, they said, "*Teachers apply good practice in the assessment of their learning and achievements.*" But one student focused on a different kind than the others. He said, "*Thus, we have to review and change the approaches to assessment, prevent all unfair means solely to compete for good assessment, and secure fair assessments.*"



4.3.1.5 Ethical Standards

It is worth noting that the majority of the students consider teachers as professionals who embrace ethical practices and professionalism in the teaching fraternity. Moreover, they stated that teachers promote respect, responsibility, and professionalism between student-teacher, parents, and faculty members.

4.3.1.6 Collaboration

Some of the students opined that teachers ensure the cohesiveness of students and society to improve their educational achievements. Also, one of them mentioned that "*Teachers engage parents and members of the community in the learning process with a view of fostering a nurturing culture.*" However, one student was of a different opinion altogether in response to her teachers whom she said do not incorporate these community members in their teaching.

4.3.1.7 Curriculum Development and Innovation

According to the majority of students, "*Teachers are engaged in the development and continuous improvement of curricula that reflect local needs and global standards. Teachers employ innovative teaching practices and integrate technology into education.*"

4.3.1.8 Mental Health and Well-being

The majority of students argued that teachers maintain good mental health and effectively address student burnout and academic stress. In addition to this, they stated that universities provide resources to teachers with the aim of allowing them to balance their work in the universities and the rest of their lives.

4.3.1.9 Professional Recognition and Status

Most students agree that universities should acknowledge the teaching profession and its worth and fight for reasonable compensation and better incentives for teachers to improve their rank. However, two students have a dissimilar opinion; two students said that the universities do not recognize teachers and their contribution to society.

4.3.1.10 Fairness

Indeed, many students argued that their teachers were fairly strict towards them; however, there were two exceptions by the statement, "*Teachers did not treat me fairly, and they cut my marks due to bias.*"

4.3.1.11 Care of Students

Seven students argued that their teachers think about their care and they always treat them as their children. As they put it, "*My teacher cares about my career.*"

4.3.1.12 Help in Adversity

Most students described their teachers as helping them in times of adversity. As a student stated, "*My teacher helped me with an amount of money when I was in need.*" However, two

students said, "*Our teachers never help in adverse situations.*" Also, a student said, "*A teacher stamped me absent during a time I had flu and cleared my name from the roll.*"

4.3.1.13 Innovative Teaching Methods

Most students stated that their teachers employ strategies, which include discussion, debate, and project as approaches to teaching.

4.3.1.14 Conducive Learning Environment

Many students stated that their teachers create a favorable learning environment during class, which aids in their effective learning. One student expressed, "*I never feel stressed during my class, and I enjoy and learn effectively.*"

4.3.1.15 Holistic Development

The majority of respondents claimed that their teachers care about their moral, emotional, and social aspects in the process of using innovations in the classroom. They said, "My teacher focuses on the moral, emotional, and social growth of a learner."

4.3.1.16 Patience

Many students described their teachers as always demonstrating patience, even in challenging situations. However, a student said that some teachers show aggression in class and want revenge on students.

These themes help to provide insights into the nature of teacher professionalism in Pakistan and point to a system of treatment needed for the improvement of education at Pakistani universities. These problems, thus, ought to be solved with the support and contributions of the government, universities, faculty, and the public.

4.4 Resilience of University Students

Following are some of the main themes associated with resilience in university students:

4.5 Coping Strategies

All the students stated that they used coping strategies in an effort to deal with stress and adversity. In support of this, students stated that they employ both problem and emotion-based coping to deal with academic demands.

4.6 Social Support Networks

All of the learners highlighted the fact that they construct such interpersonal relations as positive interpersonal relations among students, parents, as well as teachers who offer support in the form of emotions and actions. University faculty fosters a community to create or reinforce perceptions of togetherness and protection. In one, source student said, "I have many friends at university; thus pleasant relationships with peers give me emotional and practical support." Also, a student said, "Teachers help me to build community at our department, to make the university a homely place for me."



4.7 Adaptability and Flexibility

Many students claimed that they can adjust to changing circumstances, such as shifts in academic workload or personal life challenges." Furthermore, a student expressed that they demonstrate an openness to new experiences and a willingness to adapt when faced with obstacles.

4.8 Self-Efficacy and Confidence

A lot of students stated that they are confident in their skills in academic assignments and in facing challenges. A group of students published some arguments saying that their teachers help them to have a growth relationship and demonstrate that failures are opportunities to grow, hence the development of resiliency.

4.9 Goal Setting and Motivation

Many students pointed out that they make practical and attainable academic and personal goals that give meaning and purpose. Enumerated by some of the students were continued by teachers' offers of both intrinsic and extrinsic motivation for their determination in dealing with various challenges.

4.10 Emotional Regulation

Many students stated that they can manage and express emotions effectively, which minimizes the impact of negative emotions on their performance. Furthermore, they asserted that teachers cultivate skills in mindfulness and emotional awareness to improve students' focus and concentration on academic subjects.

4.11 Academic Skills and Competence

Several students asserted their learning how to study, time management, and other organizational habits that are necessary for academic success. They said, "Teachers encourage learning and proficiency development of academic skills that foster confidence and personal characteristics such as perseverance among the students."

4.12 Experiential Learning and Challenges

A vast majority of the respondents indicated that their university offers them ways via which they can gain experiential learning through internships, volunteering, or extracurricular activities through which the student prepares to bounce back in such challenges. They reflect on experiences as a way to learn and grow from adversity.

These themes highlight the multidimensional nature of resilience among university students and highlight the importance of support systems, personal attributes, and coping strategies in fostering resilience in the face of academic and personal challenges. For academic success, well-being, and future success, students must develop resilience.

4.13 Aggression among University Students

Here are some key themes that emerged from the data.

4.13.1 Verbal Aggression

Most students argued that they express their aggression verbally. Students have expressed that they are unable to control their aggression, leading them to either verbally or physically attack others. As some of the students claimed, *"I can hit someone verbally or physically if he/she abuses me."*

4.13.2 Stress and Academic Pressure

Most students expressed that their high levels of stress are caused by academic demands, exams, and competition, which in turn lead to increased frustration and aggression among them. The pressure to achieve their desired goals is the source of their aggression.

4.13.3 Social Dynamics and Peer Influence

Some students stated, *"The social environment in universities, including peer relationships and group dynamics, creates aggression among them." One student stated, "Bullying, social exclusion, and competition for social status are the reasons for his aggression."*

4.13.4 Cultural and Societal Influences

The vast majority of the students opined that aggression arises from a need to perform cultural roles and meet social responsibilities. Comparing the results of two groups of participants, we can state that the upbringing environment and the context that encompasses students from different cultural backgrounds might affect their point of view on appropriate types of aggression.

4.14 Cyber Aggression

Some students said the following, *"It angers people when they spend a lot of time on social and other forms of electronic communications."* Hence, implementing aggression with university students, social media, and online communication brings concerns that present fresh problems in studying aggression within a particular population group.

Knowledge of these themes may assist universities in designing specific strategies and early interventions to counteract aggression and improve a health-promoting environment conducive to weakened student strength.

4.15 Discussion

This study, therefore, confirmed that university students in Pakistan appreciate the professionalism of teachers who undertake professional learning and use instructional strategies. The lecturing method ranks among the least effective in delivering equal and accessible education, as intended by the system. Teachers show professional accountability and ethical standards, knowledge of collaboration, and community leadership. The authorities of Pakistani universities should recognize the teaching profession and raise pay and incentives for teachers, besides stressing the importance of patience and the creation of new learning methodologies. Like Refdelina and Handican (2023), learners consider competencies, content knowledge, as well as the communication skills of instructors. Also, they expect their teachers to have a positive attitude, a fair method of assessment, as well as teaching that embraces students with learning difficulties (Refdelina & Handican, 2023). The promotion of order and discipline within the classroom,



utilization of multiple approaches to teaching and learning, and incorporation of the use of technology are considered professional (Refdelina & Handican, 2023).

On the other hand, performance and external facilitators dominate the self-constructed PSOs of pre-service teachers, overshadowing their awareness of the multifaceted nature of teaching (Shin et al., 2012). According to Jena (2015) assertion, student perceptions could be predictors of teachers' professional well-being. This goes a long way in supporting faculties' content knowledge, teaching approach, and the manner in which they assess learners with learning disabilities. Another reason for teacher education programs is to offer prospects for the acquisition of appropriate attitudes as well as enhanced professionalism (Shin et al., 2012).

This paper demonstrates that university students exhibit various aspects of resilience, including coping strategies, social support, recovery, self-reliance, planning, emotional self-management, academic pursuits, and experiential learning. Teachers play a major role in fostering a sense of community fostering a sense of connection, providing both intrinsic and extrinsic rewards, and providing reinforcement. Internships and volunteering also advance experiential learning, which triggers resilience by embracing real-life hardships. Other research on the use of resilience in university students focuses on the importance of practising resilience in order to manage stressors within academics and maintain students' well-being. In essence, findings show that students with high resilience have a lower level of psychological distress, and a higher level of mindfulness as compared to students with low resilience (McGillivray & Pidgeon, 2015). From the literature, resilience has established antecedents like perceived social support, campus connectedness, optimism, adequate sleep, and self-esteem (Pidgeon et al., 2014; Gómez Molinero et al., 2018; Al Omari et al., 2023). There are correlations between resilience and both better psychological health and a better ability to cope with aspects of university life (Pidgeon et al., 2014; McGillivray & Pidgeon, 2015). A significant number of students may exhibit low resilience; a study conducted by (Al Omari et al., 2023) revealed that the proportion of students with low resilience was 45.3%. The study highlights the necessity for universities to implement specific measures and strategies that equip students with coping mechanisms, thereby improving their academic performance and overall well-being.

This study also found that university students display aggression because of psychological, social, or the context in which they operate. However, academic threats are the primary cause of verbal aggression. Aggression results from social context factors, pressure from friends, teasing, rejection, rivalry, culture, and social norms, and social networking sites. Researchers conducting similar studies on aggression among university students have identified several related factors. Another factor that has an impact on aggression levels is sex since male barriers tend to be more aggressive than females (Keskin & Akdeniz, 2018). Cultural variables related to the family include the composition and structure of the family, the attitudes of the parents, and other aspects of the childhood environment, such as exposure to domestic violence, all of which can influence aggression (Keskin & Akdeniz, 2018). Numerous studies suggest that socioeconomic status, such as family income and the occupation of the mother, contributes to the levels of aggression (Keskin



& Akdeniz, 2018). Several of the learning arrangements, as well as the nature of the university attended, can be said to directly influence aggression. The elements of aggression include drinking alcohol, playing sports, and observing community violent acts (Keskin & Akdeniz, 2018). The presented works depict the complex multi-level interplay of person-level, family-level, and community-level influences on aggressive behavior among university students.

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5. Conclusions

The following conclusions were drawn on the base of an in-depth analysis of qualitative data. The first research question of the study was to establish how university students understand the professionalism of their teachers. Students express satisfaction with the professionalism of their teachers and emphasize those inadequate requirements for teaching methods and teachers can exacerbate the issue of educational inequality. Teachers engage in professional development, continuously undergoing training to enhance their skills and knowledge and employ innovative teaching methods. Nevertheless, some students assert that they perceive traditional methods of knowledge transfer—lecturing, specifically—as less supportive of equity and access for students than one might anticipate. Teachers also self-organize and empower themselves to take action in the classroom, including making decisions on strategies and lessons to pursue. Holding and checking are crucial, as teachers utilize various assessment methods to evaluate their students' learning achievements. Teachers uphold ideal standards of behavior, ensuring academic professionalism, respect, and responsibility in their interactions with students, parents, colleagues, and subordinates. Other factors such as entertainment, training, assessment, collaboration, and community involvement are also utilized by teachers to foster collaboration among students and the community, thereby enhancing educational outcomes. We encourage Pakistani universities to respect the teaching profession and advocate for fair salaries for educators. Some students



complain that the university does not acknowledge the role, task, and worth of teachers. Discussion, debate, and project-based teaching methods have garnered positive feedback from students. Students also value a comfortable teaching environment and respect for human rights in their development. Finally, the third element that characterizes the professionalism of the teachers is patience.

The second research question was, what are the aspects of resilience that university students have? Resilience is marked in organizing, on a coping style basis, students of different universities, support systems, flexibility, self-empowerment, planning, mood regulation, academic performance, and overall learning from experiences. Stress and adversity are dealt with using problem-oriented and emotional-oriented coping mechanisms, and students also have support systems to offer emotional assistance or practical help. In the context of enacting curriculum, teachers are the key contributors to the construction of community, of the fundamental feeling of connection and safety that is community. They are also receptive when it comes to getting new experiences and agree that they can change their strategies when encountering challenges. Among learners, goal setting is significant for them; tutors give internal and external motivations to the learners. Mindfulness is essential for students because teachers train them to be emotionally intelligent to aid concentration on academic work. There are internships and volunteering, which are also strong in building up resilience due to existing experiences that change through challenges.

The third research question was to look at the various potential causes of aggression among university students. This paper aims to present the reasons for university students' aggression in psychological, social, and contextual conditions. The first type of bullying is verbal bullying, and the most common reason for it is high academic pressure and a stressful situation. Aggressiveness is influenced by social factors that include bullying, social rejection, and competition for status in society. Cultural and societal factors also play a part in the kinds of aggression done; different student backgrounds have different beliefs about what type of aggression is acceptable. They also observed that social media and other online communication causes aggressive attitudes among people. Knowledge of these areas can be useful for designing specific prevention and intervention measures in universities.

The fourth question was to look at the professionalism of teachers in reducing aggression and strengthening resilience among students. The flexibility of university students covers different topics that speak of their power to manage demanding situations and succeed in studying. Most university graduate students stated that their teachers' professionalism plays a significant role in eliminating aggression and enhancing their abilities. Some of them said that their teachers build a growth mindset for them and make them perceive aversive stimuli as developmental assets, which makes them more resilient.

5.1 Recommendations

The following recommendations were suggested based on the results of this study.

1. University students, in general, are fairly resilient but more could always be done in the



way of building on this.

2. Students display much aggression, and this is seen as the need to come up with additional strategies to prevent it.
3. Teacher professionalism is impressive, but still, one finds an obvious want for more teaching plans and strategy, of innovative techniques.
4. Methods of teaching that teachers should consider when facilitating learning include problem-solving, project work, discussion, and debates.
5. That is why top and supplemental provisions for guidance and counseling services should be included in order to fight aggressiveness.
6. This study only sought to show that training workshops and seminars can strengthen resilience.
7. There should be the availability of counseling and other related services so that people manage stress.
8. Now, a friendly environment and organizational stress-coping intervention programs help in the healing process.
9. Self-care should be promoted.
10. Teachers should make peer, faculty, and mentor interactions possible.
11. Services like academic aiding, teaching, or study buddies and groups could also be offered.
12. To that end, teachers should help their students set achievable academic and personal goals.
13. Availability or flexibility should be promoted.
14. More promotion of community service and building up of resilience.

5.2 Suggestions for Future Research

Future research should consider the following recommendations.

1. Patterns of study could be repeated with other groups of students.
2. Other departments that can also be replicated include; physical sciences, business, engineering as well as medical sciences.
3. All universities in other provinces of Pakistan could replicate the study.
4. Such potential variables as family background, economic status, teachers' strengths, parents' contributions, and curriculum functions could be investigated.
5. It would be possible to expand the study to confirm the results with the state-of-art for other countries' resilience.
6. If more depth is required, then the perspective of the teachers could be taken through interviews or observational study.
7. Quantitative methods might further improve study implications in education.

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