

Stress Analysis Among Students: A Multi-Factor Approach

The report provides a comprehensive analysis of the key factors influencing stress levels among 112 students from various academic stages, including undergraduates, postgraduates, and scholars. The findings reveal that stress is influenced by a complex interplay of mental, physical, and environmental conditions. Mental health issues, such as anxiety, depression, and academic pressure, emerged as significant contributors to stress. Physical symptoms like fatigue, sleep disturbances, and headaches also play a critical role in exacerbating stress levels. Additionally, environmental factors, including living conditions, financial constraints, and social interactions, further compound these stressors. The report underscores the need for holistic support systems that address these multifaceted stressors, providing targeted interventions and resources to help students manage their stress effectively across different academic phases

1. Analysis of Self Reported Stress Levels based on Age

The line chart displays the maximum self-reported stress levels on a scale from 1 to 10, categorised by age. The X-axis represents the age of respondents, ranging from 15 to 25 years, while the Y-axis shows the maximum self-reported stress levels.

Analysis:

1. Overall Trend in Stress Levels by Age:

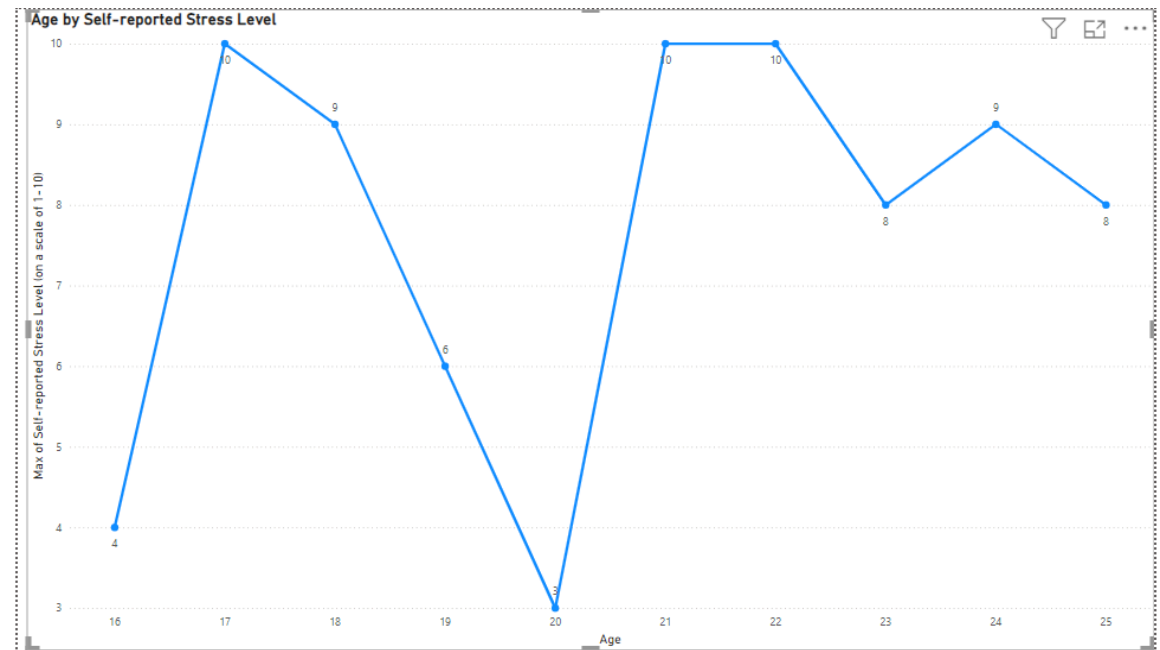
- The chart shows a fluctuating pattern of maximum stress levels reported by respondents across different ages.
- Stress levels increase rapidly, peak at certain ages, then decrease sharply, followed by another peak and gradual decline.

2. Age 15 to 17:

- At age 15, the maximum self-reported stress level starts relatively low at 4.
- Stress levels increase significantly to 10 at age 17, marking the highest stress level for this early age range. This sharp rise may indicate increased academic pressures or social stressors common during late teenage years.

3. Age 18 to 20:

- At age 18, the stress level drops to 9, showing a slight decrease from the peak at age 17.
- At age 19, the stress level further decreases to 6, showing a continued decline.
- At age 20, there is a dramatic drop to 0, indicating a period where respondents reported no stress. This could be due to a smaller sample size or a temporary reduction in stressors.



4. Age 21 to 22:

- Stress levels surge back to 10 at age 21, marking another peak. This is the second instance where stress reaches the maximum level of 10. This age could correlate with significant transitions, such as graduation or entering the workforce.
- At age 22, the stress level remains at 10, indicating sustained high stress during these early adulthood years.

5. Age 23 to 25:

- At age 23, stress levels decline to 8 but rise again to 9 at age 24, suggesting ongoing stress during these years.

- At age 25, stress levels decrease again to 8, suggesting a slight easing of stress as respondents approach their mid-twenties.

Key Findings:

1. Two Major Peaks at Ages 17 and 21-22:

- The most significant peaks in stress levels occur at ages 17 and 21-22, where the maximum stress level reported is 10. These peaks may be associated with critical periods in education (end of high school, beginning of college) and early career stages.

2. Stress Levels Drop Significantly at Age 20:

- Age 20 shows an unexpected sharp drop in stress levels to 0, which may suggest a gap year, a period of transition, or other factors leading to a temporary reduction in stress.

3. Fluctuating Stress Levels in Early Twenties:

- Ages 21 to 25 show fluctuating stress levels, with another peak at age 24 (9). This period likely involves significant changes, such as completing higher education, starting a job, or navigating personal responsibilities.

4. Overall High Stress During Late Teens and Early Twenties:

- The chart highlights that stress levels are generally higher during the late teens (17-18) and early twenties (21-24), which are crucial developmental and transitional stages in life.

5. Potential Need for Targeted Support:

- These insights suggest the need for targeted support mechanisms, such as counselling, stress management workshops, and mental health resources, especially for individuals around the ages of 17 and 21-22, where stress appears to be most intense.

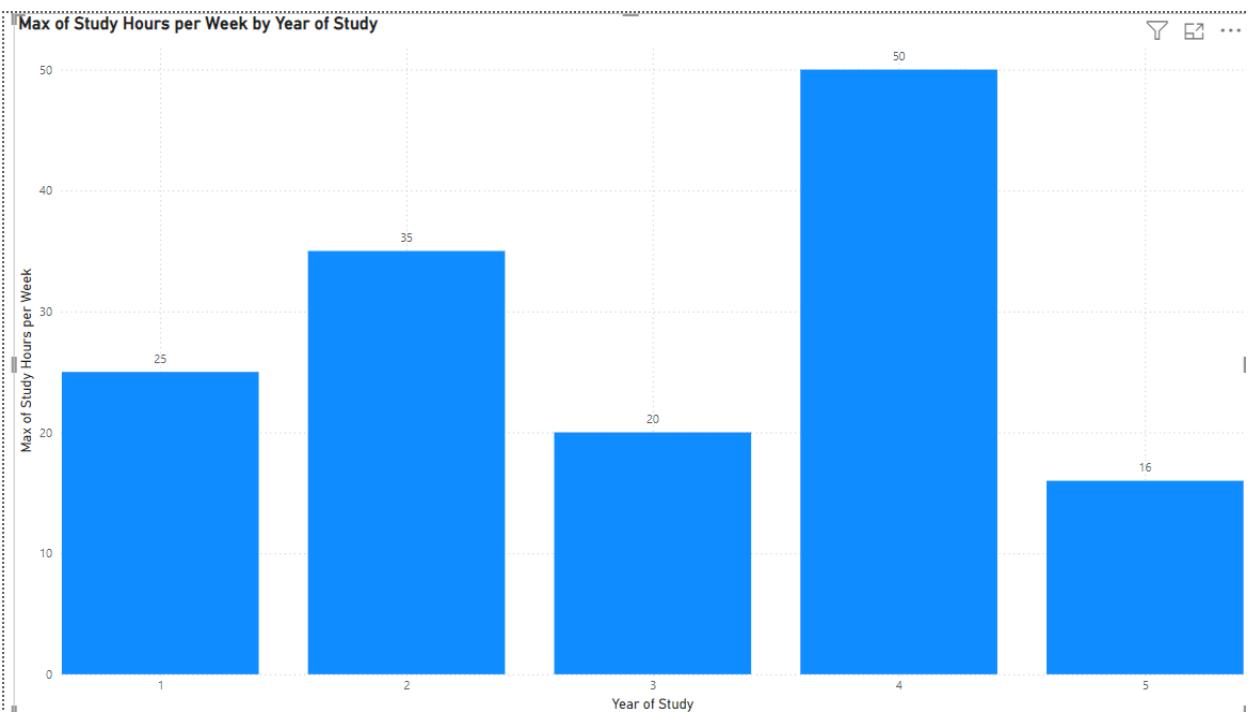
This analysis provides a comprehensive view of how self-reported stress levels vary with age, highlighting specific periods where stress management interventions could be most beneficial.

2. Analysis of Study hours per week by Year of Study :

The bar chart displays the maximum study hours per week (Y-axis) for students categorised by their year of study (X-axis). Here is the analysis based on the chart provided:

1. Study Hours by Year of Study:

- **1st Year (Freshman):** Students in their 1st year have a maximum of 25 study hours per week. This indicates a moderate level of study engagement among freshmen.
- **2nd Year (Junior):** Students in their 2nd year report a higher maximum of 35 study hours per week, suggesting an increase in study commitment as students progress in their academic journey.
- **3rd Year (Senior):** The maximum study hours drop to 20 for 3rd-year students. This decline could be attributed to various factors such as increased confidence in coursework or balancing other responsibilities like internships or research projects.



- **4th Year (Graduate):** Graduate students (Master's/Ph.D./Postgraduate) report the highest maximum study hours per week at 50. This reflects the more intensive study and research demands typically associated with graduate studies.
- **Other (5th Year or Special Cases):** Students categorised as "Other" have a maximum of 16 study hours per week. This is the lowest among all categories, indicating either lighter coursework or different academic focuses.

2. Trends and Observations:

- The data shows a noticeable increase in study hours from the 1st year to the 2nd year.
- A decline in study hours is observed in the 3rd year, possibly due to students adjusting their study strategies or balancing with other activities.
- Graduate-level study demands significantly more hours, with a sharp increase in study time.
- The "Other" category may include part-time students, working professionals, or those with special circumstances, which could explain the lower study hours.

Key Findings:

1. **Highest Study Hours for Graduate Students:** Graduate students have the highest maximum study hours per week, emphasizing the increased workload and study commitment required at this level.
2. **Drop in Study Hours in the 3rd Year:** There is a notable decrease in study hours for 3rd-year students, which could suggest a period where students might feel more confident in their studies or are balancing other aspects of their academic and professional life.
3. **Increased Study Hours in the 2nd Year:** The increase in study hours from the 1st to the 2nd year might indicate that students become more focused or courses become more demanding in the second year.
4. **Variation Among Categories:** The "Other" category shows the lowest study hours, likely due to differing academic requirements or personal circumstances affecting study time.

This analysis suggests that study habits and time commitment vary significantly across different years of study, with the most intensive periods being the graduate level. Understanding these trends can help in providing better academic support and resource allocation for students at different stages.

3. Number of roommates and stress level

Analysis:

The stacked bar chart illustrates the relationship with roommates by the number of roommates and self-reported stress levels. The Y-axis represents the count of relationships with roommates, while the X-axis shows the number of roommates. The different colours in each bar represent varying self-reported stress levels, ranging from 0 (no stress) to 10 (high stress).

1. Distribution of Roommates:

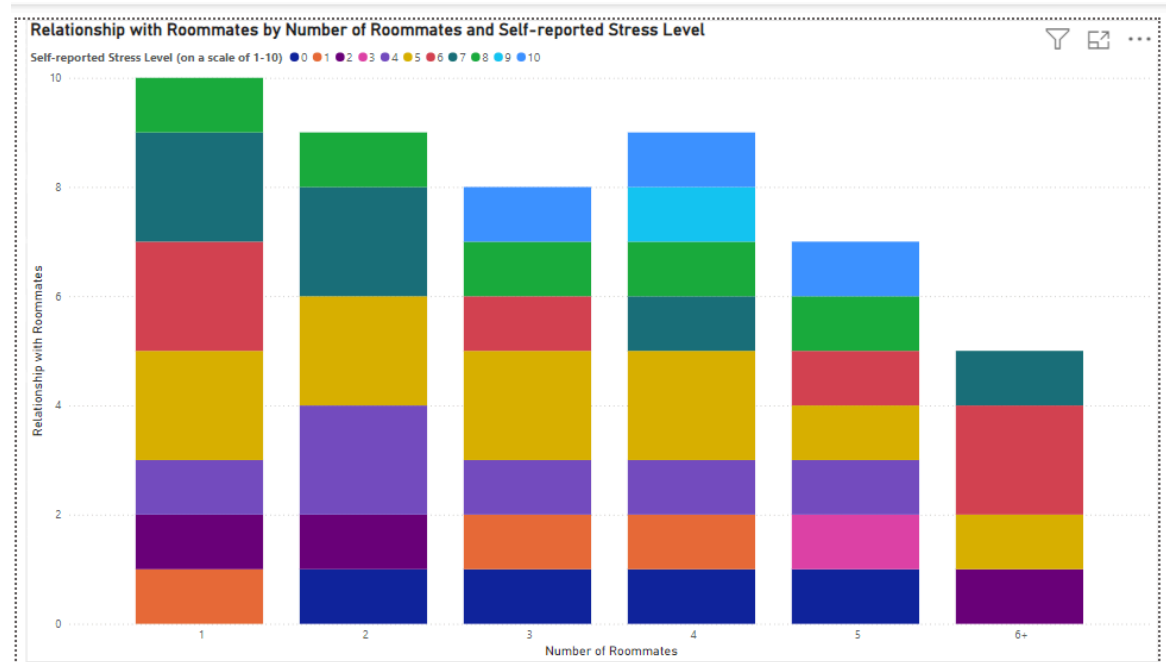
- The X-axis displays six categories representing the number of roommates: 1, 2, 3, 4, 5, and 6+ roommates.
- Each stacked bar is divided into sections that show the count of students' relationships with their roommates and is further color-coded by their self-reported stress levels.

2. Relationship with Roommates:

- Each section within the bars reflects the quality of the relationship with roommates (positive, neutral, negative).
- The count of relationships (Y-axis) varies across different numbers of roommates, indicating different dynamics in roommate relationships depending on the number of roommates.

3. Self-Reported Stress Levels Across Different Roommate Situations:

- Stress levels are represented by different colors within each bar, ranging from 0 (no stress) to 10 (high stress).



- Higher numbers of roommates (3 and 4) show a wide range of stress levels, indicating diverse experiences in shared living situations.
- Lower numbers of roommates (1 and 2) tend to have more balanced distributions, suggesting potentially more predictable or manageable roommate relationships.

4. Variation in Stress Levels:

- Bars for 1, 2, 3, and 4 roommates show a significant presence of medium to high stress levels (4 to 7), indicating moderate to high stress among these groups.
- The 6+ roommate category shows the least variation in stress levels, with fewer counts of high stress (7-10), suggesting either better coping mechanisms or less frequent stressful situations in larger groups.

Key Findings:

1. Stress Levels Vary Widely with Roommate Numbers:

- Students with 3 and 4 roommates show a broader distribution of stress levels, implying that moderate-sized groups may have more varied dynamics that affect stress.

2. Lower Stress with Fewer or Many Roommates:

- Students with either a low (1-2 roommates) or high (6+) number of roommates tend to report more consistent or lower stress levels, suggesting more stable or predictable living conditions in these cases.

3. Neutral Relationships Predominate Across Roommate Numbers:

- Neutral relationships with roommates are common across all categories, indicating that many students may have a manageable but not particularly positive or negative relationship with their roommates.

4. Higher Stress Levels Not Always Linked to More Roommates:

- The presence of high stress (levels 8-10) is not exclusively associated with more roommates; instead, it can occur in any roommate setting, showing that stress is influenced by factors beyond just the number of roommates.

Overall, this analysis reveals that while the number of roommates affects roommate relationships and stress levels, the type and quality of those relationships are equally important in understanding the stress dynamics among students living in shared spaces.

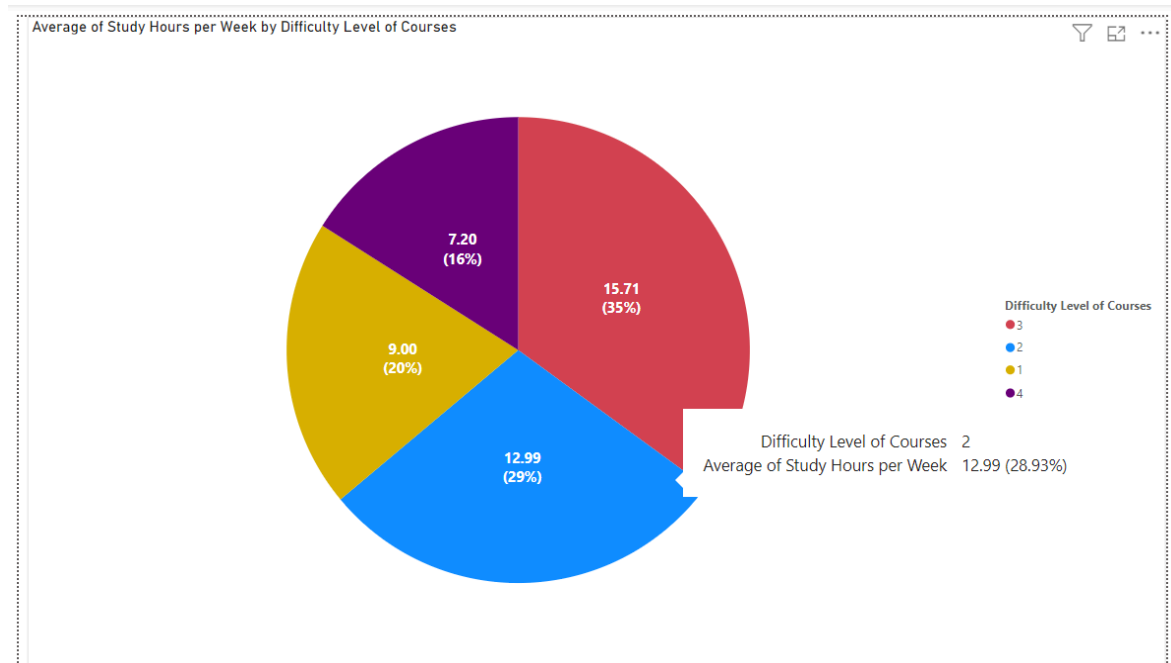
4. Average study hour by difficulty level of courses

Analysis:

The pie chart shows the average study hours per week categorised by the difficulty level of courses. The chart is divided into four segments representing different levels of course difficulty: Easy (1), Moderate (2), Difficult (3), and Very Difficult (4). Each segment indicates the average study hours required per week for that difficulty level, along with its percentage representation of the total responses.

1. Average Study Hours by Difficulty Level:

- **Very Difficult (4):** This category, represented by the largest segment (35%), shows an average of **15.71 hours** of study per week. It indicates that students spend the most time studying when courses are considered "Very Difficult."
- **Difficult (3):** Represented by 29% of the responses, this segment shows an average of **12.99 hours** per week. This indicates that students studying "Difficult" courses also commit a significant amount of time, although less than "Very Difficult" courses.
- **Moderate (2):** This category represents 20% of the responses, with an average of **9.00 hours** per week. It shows a moderate level of study engagement as the course difficulty decreases.
- **Easy (1):** Represented by the smallest segment (16%), students spend an



average of **7.20 hours** per week on "Easy" courses. This reflects the least amount of study time required compared to other difficulty levels.

2. Distribution of Study Hours:

- There is a clear incremental increase in average study hours as the difficulty level of courses rises. Students spend more time studying as the courses become more challenging.
- The proportion of students who reported higher study hours corresponds with the increasing difficulty level of courses.

3. Percentage Representation:

- The distribution of responses shows that the highest proportion of students (35%) is associated with "Very Difficult" courses, followed by "Difficult" (29%), "Moderate" (20%), and "Easy" (16%). This suggests a higher percentage of students perceive their courses to be "Difficult" or "Very Difficult."

Key Findings:

- 1. Higher Difficulty Courses Require More Study Hours:** As the difficulty level of courses increases from "Easy" to "Very Difficult," there is a corresponding increase in the average study hours per week. This indicates that course difficulty directly impacts the time students dedicate to studying.
- 2. Significant Proportion of "Very Difficult" Courses:** A large portion of the student responses (35%) falls under the "Very Difficult" category, highlighting a trend where many students are engaged in highly challenging coursework that demands substantial study time.
- 3. Least Time Spent on "Easy" Courses:** The "Easy" category has the lowest average study hours per week (7.20 hours) and the smallest percentage (16%), showing that students generally find these courses less time-consuming.
- 4. Moderate and Difficult Courses Make Up Half the Responses:** The combination of "Moderate" and "Difficult" courses constitutes a significant portion (49%) of the total responses, indicating a balanced mix of course challenges faced by the students.

Overall, this analysis highlights that students' study hours are closely related to the perceived difficulty of their courses, with more time dedicated to harder courses, suggesting the need for support strategies tailored to help students manage their study time more effectively based on course difficulty.

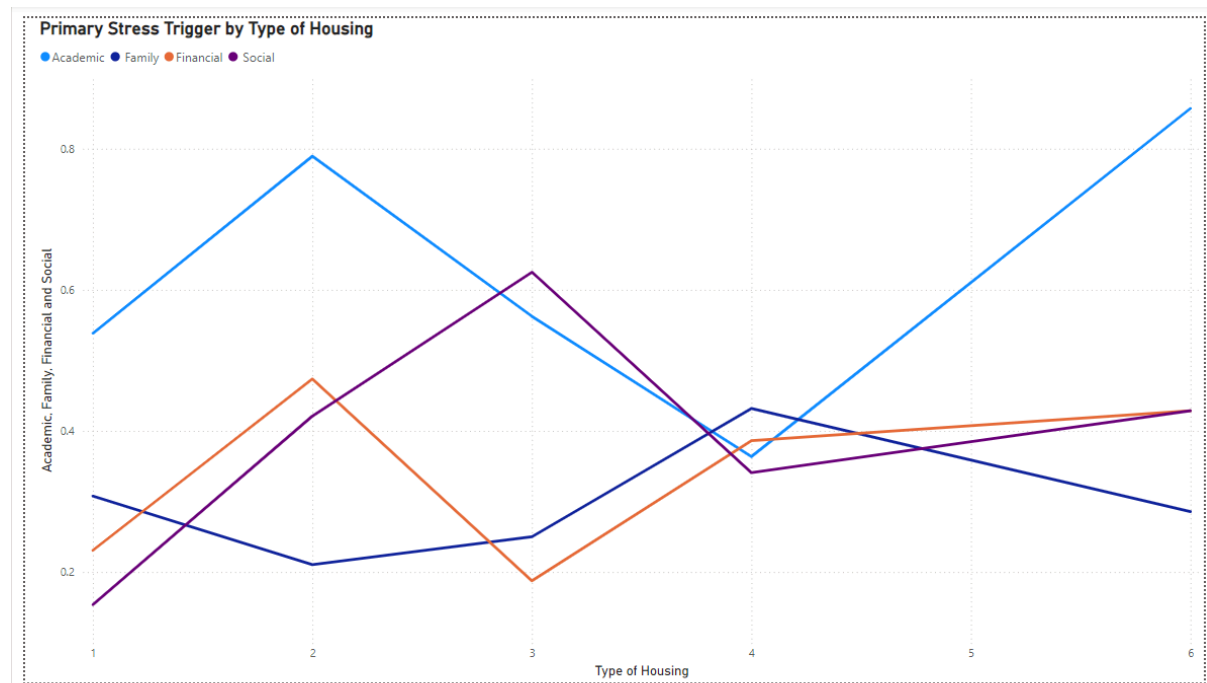
5. Primary stress triggers by type of housing

Analysis:

The line chart illustrates the primary stress triggers by type of housing among students. The X-axis represents different types of housing, while the Y-axis shows the proportion of responses for each primary stress trigger category (Academic, Family, Financial, Social). The lines on the graph represent different stress triggers, showing how their prevalence varies by housing type.

1. Academic Stress:

- Represented by the blue line, academic stress is the highest among students living in **off-campus apartments (Type 2)** and **other types of housing (Type 6)**, reaching a proportion of around 0.8.
- It is lowest for students in **co-op housing (Type 5)**, with a noticeable dip to around 0.2, indicating that students in co-op housing experience less academic-related stress.



2. Family Stress:

- Represented by the purple line, family-related stress peaks for students living **with family (Type 4)**, with a proportion of around 0.6. This suggests that staying with family may involve more familial stressors.

- The lowest family stress levels are reported among students living in **off-campus apartments (Type 2)** and **shared housing (Type 3)**, where the line dips to around 0.2.
- 3. **Financial Stress:**
 - Represented by the orange line, financial stress shows a notable peak for students in **shared housing (Type 3)**, reaching a proportion of around 0.6.
 - Financial stress is less prevalent among students in **other types of housing (Type 6)**, where the line stabilizes around 0.3, indicating fewer financial concerns in such arrangements.
- 4. **Social Stress:**
 - Represented by the dark purple line, social stress is highest for students in **shared housing (Type 3)**, with a proportion of around 0.6. This might be due to the dynamics and interactions involved in sharing living spaces.
 - The lowest levels of social stress are observed for students living in **on-campus dormitories (Type 1)** and **living with family (Type 4)**, where it drops to about 0.2.
- 5. **Overall Trends:**
 - The chart shows a variety of stress triggers that peak for different housing types. For example, academic stress is significant in off-campus settings, while social and financial stress peaks in shared housing. Family stress is most prevalent when living with family.

Key Findings:

1. **Academic Stress is Highest in Off-Campus and "Other" Housing Types:** Students living in off-campus apartments and "Other" housing types report the highest levels of academic stress, likely due to factors like commute time, study environments, or balancing academics with other commitments.
2. **Family Stress Peaks When Living with Family:** Unsurprisingly, family-related stress is highest for students who live with their families, indicating that home environments might introduce or heighten family-related stress factors.
3. **Shared Housing Leads to Higher Financial and Social Stress:** Students in shared housing report higher financial and social stress levels, suggesting that sharing costs and managing social relationships in such settings can be challenging.
4. **Co-op Housing Shows the Least Academic Stress:** Students in co-op housing report the least academic stress, which may indicate supportive environments or well-organized living arrangements that reduce academic pressures.

5. **Different Housing Types Correlate with Different Primary Stress Triggers:** The variation in stress triggers across housing types suggests that the choice of housing plays a significant role in influencing the primary stress factors for students.

This analysis highlights the complex interplay between housing type and various stress triggers among students, providing insights that could inform housing policies and student support services.

6. self -reported stress level by a social support system for each gender

Analysis:

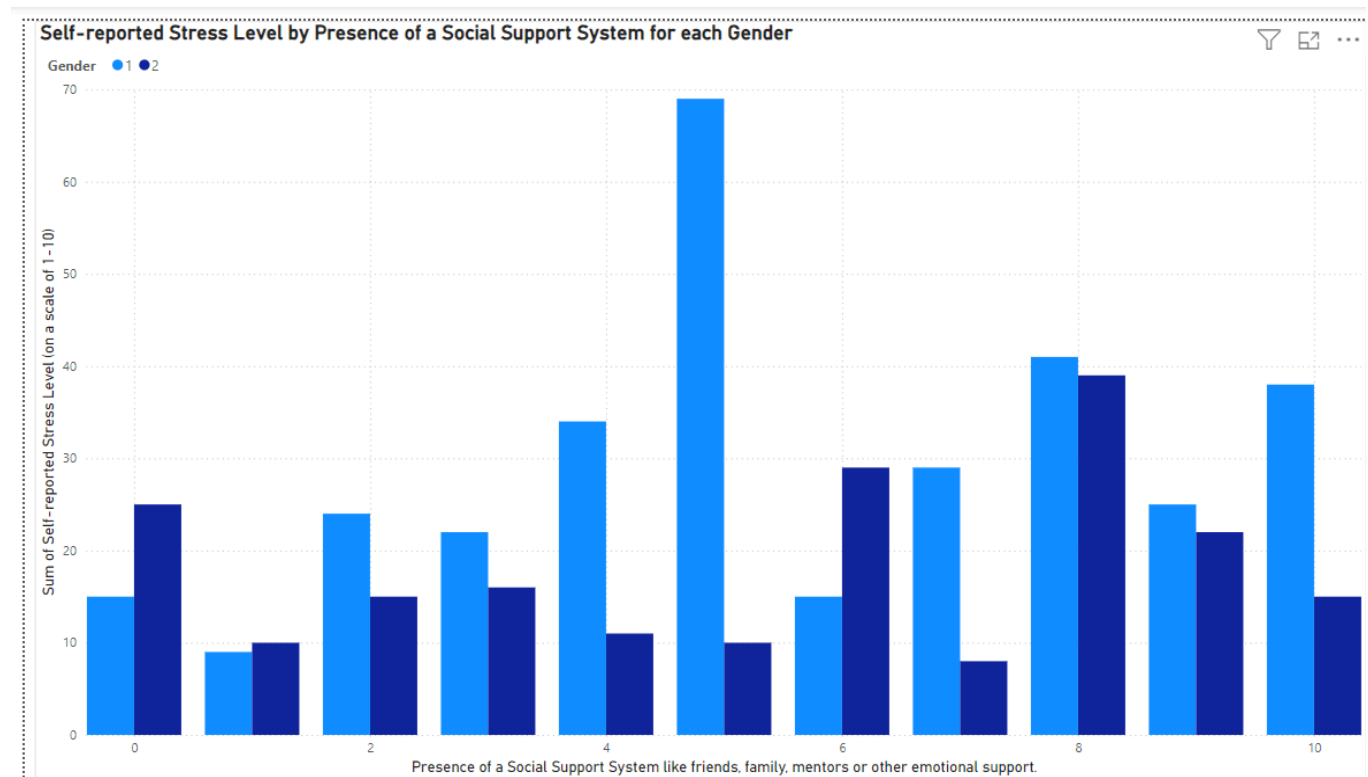
The bar chart illustrates the sum of self-reported stress levels (Y-axis) against the presence of a social support system (X-axis) for each gender. The X-axis represents the presence of a social support system (ranging from 0 to 10), while the Y-axis represents the sum of self-reported stress levels on a scale of 1 to 10. The chart differentiates between two genders using different shades of blue bars.

1. Distribution of Social Support Presence:

- The X-axis represents the degree of the presence of a social support system, ranging from 0 (None) to 10 (Full support). This could include support from friends, family, mentors, or other emotional supports.

2. Stress Levels by Presence of Social Support:

- For lower levels of social support (0-2), both genders report relatively high sums of stress levels, particularly when there is almost no support (0), where stress levels range between 10 to 30.



- The sum of stress levels tends to vary significantly as the presence of social support increases. For instance, when the support level is at **4**, the stress level sum is considerably lower for both genders.
- When social support reaches **6**, the stress levels again see a notable drop for both genders, indicating that even moderate levels of support can significantly alleviate stress.

3. Peak Stress Levels:

- A significant spike in stress is observed at the **8** level of social support for one of the genders (light blue bar), suggesting that even with relatively high support, certain factors might cause heightened stress levels for this group.
- Stress levels appear to decrease for both genders as social support reaches its maximum (10), indicating that the most robust support systems are effective in reducing stress.

4. Gender Differences:

- There are differences in stress levels between the two genders across varying levels of social support. For example, at the extreme level of **8** support, one gender (light blue) shows a significantly higher sum of stress levels compared to the other.
- At other points, such as **0, 4, and 10**, the stress levels are more comparable between genders, suggesting that specific levels of support may have differing impacts based on gender.

Key Findings:

1. Higher Stress with Low or Mid-Level Support:

- Students who report having no (0) or low (1-2) levels of social support tend to have higher sums of stress levels, indicating the critical role of a support system in mitigating stress.

2. Moderate Support Levels Show Variability:

- Stress levels fluctuate at moderate support levels (4-6), with occasional drops and peaks, indicating that the quality, rather than the quantity, of support might play a role.

3. Stress Peaks at High Support Levels (8):

- A notable finding is the sharp increase in stress levels at the support level of **8** for one gender, suggesting that some students might face unique stressors even when they perceive themselves to have a strong support system.

4. Maximum Support Lowers Stress Across Genders:

- At the highest level of social support (10), stress levels decrease for both genders, reaffirming the importance of robust social support systems in managing stress.

This analysis highlights the complex relationship between perceived social support and stress levels, emphasizing that both the presence and quality of support systems are critical in influencing student well-being. It also suggests that tailored support interventions may be needed for different genders to more effectively reduce stress.

7. Financial Stress Level by Monthly Housing Cost

Analysis:

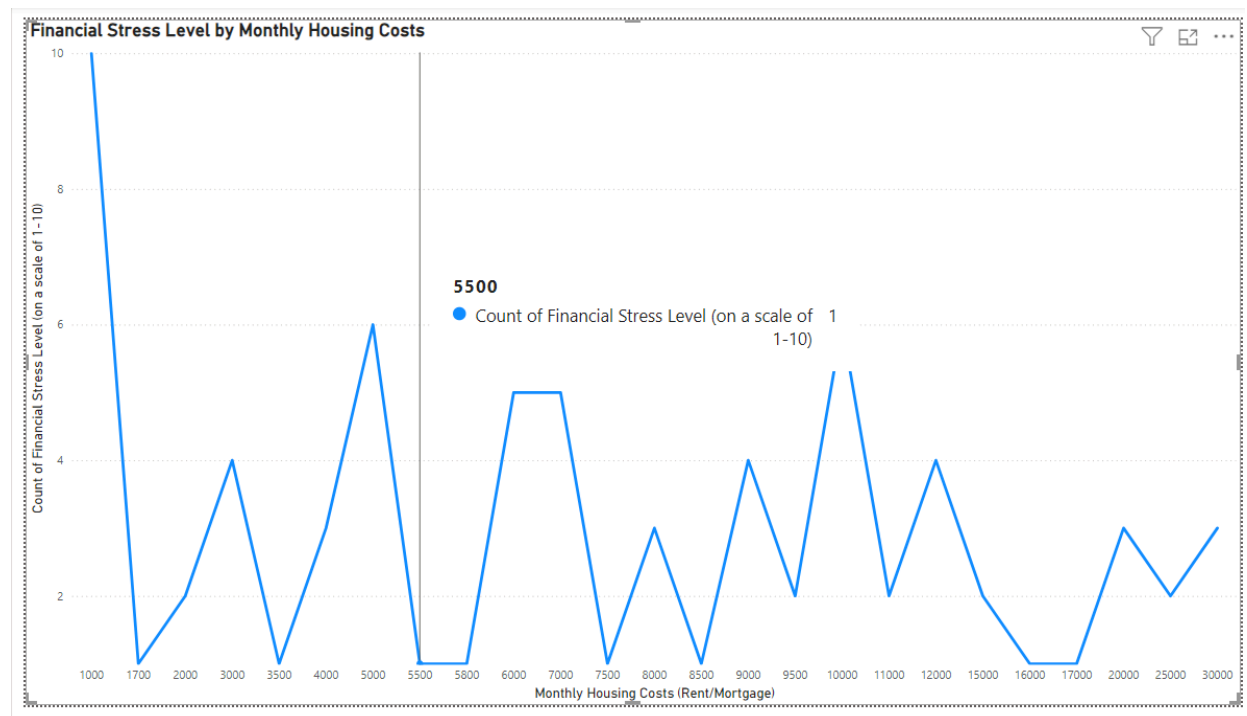
The line chart shows the relationship between monthly housing costs (X-axis) and the count of financial stress levels (Y-axis) on a scale from 1 to 10. Each point on the chart represents the number of students who reported a particular level of financial stress corresponding to their monthly housing expenses.

1. Distribution of Financial Stress by Monthly Housing Costs:

- The X-axis represents the range of monthly housing costs (rent or mortgage) from 1,000 to 30,000. The Y-axis shows the count of responses for financial stress levels (ranging from 0 to 10).

2. High Initial Stress Levels:

- At the lower end of the housing cost spectrum (around 1,000 to 1,500), there is a high count of financial stress levels reported (close to 10). This indicates that even at lower housing costs, some students experience significant



financial stress, possibly due to low income or other financial obligations.

3. Fluctuating Stress Levels Across Housing Costs:

- As housing costs increase beyond 2,000, the count of reported financial stress levels drops significantly and then begins to fluctuate.
- There are several peaks and troughs, suggesting variability in financial stress perception at different housing cost levels. Notably, around 3,500 and 9,500, the stress levels peak again, showing increased financial concerns at these cost points.

4. Stress Peaks and Dips:

- There are notable peaks at housing costs of around 3,500, 5,500, 8,500, and 11,000, where stress levels rise sharply. This indicates that at these price points, a significant number of students experience elevated financial stress.
- Dips are observed at housing costs of 2,000, 4,500, and around 17,000, where the count of reported financial stress levels drops to nearly zero. This could suggest that students in these brackets either have better financial stability or access to resources that mitigate stress.

5. Minimal Stress at Higher Costs (16,000 to 30,000):

- At higher monthly housing costs (16,000 to 30,000), the stress levels vary but remain generally lower compared to the lower end. This may indicate that students with higher housing costs are likely to have higher incomes or better financial planning, reducing perceived stress.

Key Findings:

1. High Stress Even at Lower Housing Costs:

- A significant number of students report high financial stress even with lower monthly housing costs (around 1,000 to 1,500). This suggests that students may be struggling with financial burdens beyond just housing costs, such as tuition, daily expenses, or limited income.

2. Peaks of Financial Stress at Certain Cost Points:

- Financial stress levels peak around specific monthly costs (3,500, 5,500, 8,500, 11,000), which may represent common price points where students are stretching their budgets or lack sufficient financial support.

3. Lower Stress at Mid-Range Costs:

- There are certain mid-range cost points (around 2,000 and 4,500) where financial stress counts drop significantly, suggesting that these levels may represent a balance between affordability and quality of housing for some students.

4. Less Stress at Very High Housing Costs:

- At higher monthly costs (16,000 to 30,000), financial stress appears to decrease or fluctuate at lower levels, indicating that students who can afford such high housing costs may have higher financial stability, scholarships, or external support.

This analysis reveals a complex relationship between housing costs and financial stress among students, with varying impacts based on specific cost points and potentially underlying factors like income, financial planning, and additional financial responsibilities.

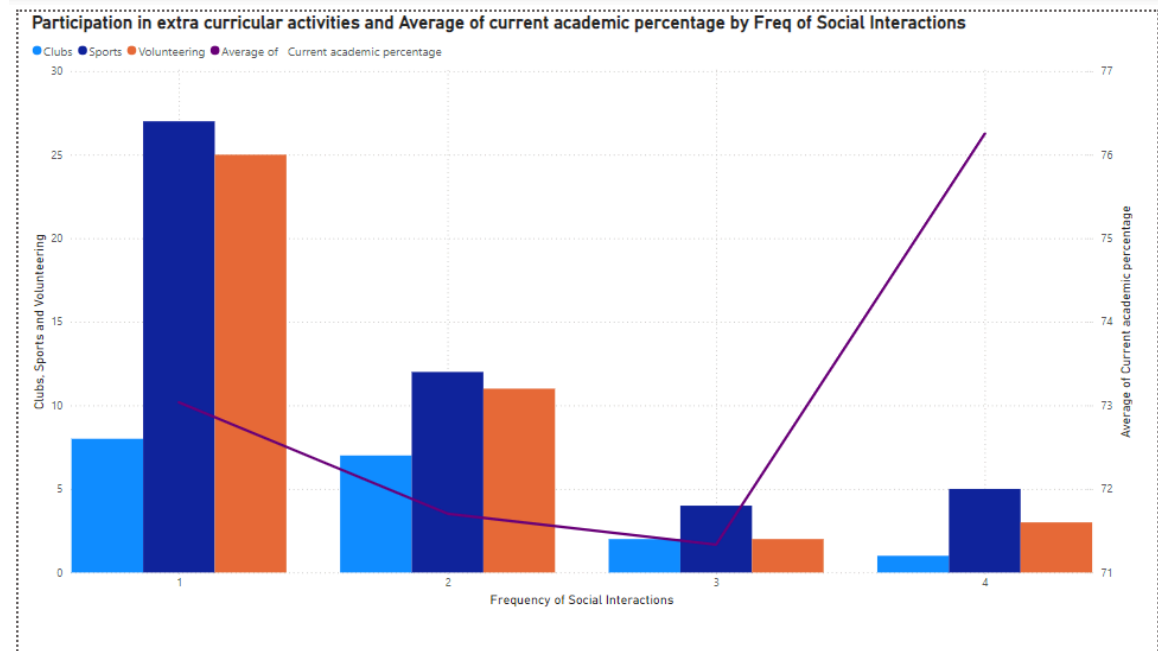
8. Impact of Extracurricular Participation and Academic Performance on Social Interaction Frequency

The chart shows how the frequency of social interactions relates to extracurricular participation and average academic percentage. The X-axis indicates social interaction frequency, while the Y-axis displays extracurricular activity count. A line plot shows the average academic percentage for each interaction frequency level.

Analysis:

1. Participation in Extracurricular Activities:

- The chart has three bars for each frequency of social interaction, representing participation in **Clubs** (blue bar), **Sports** (dark blue bar), and **Volunteering** (orange bar).
- **Daily Interactions (1)**: Students who socialize daily have the highest participation rates in both clubs (25) and sports (almost 30), followed by volunteering (just above 20). This indicates that students with daily interactions are highly engaged in various extracurricular activities.
- **Weekly Interactions (2)**: Participation in extracurricular activities decreases compared to daily interactions, with clubs and sports seeing a slight drop to around 15-20, and volunteering dipping below 15.



- **Monthly Interactions (3):** There is a significant decrease in participation for all activities when social interactions are monthly, with participation counts dropping to around 5-10 across all categories.
- **Rarely Interactions (4):** Participation rates are lowest for those who rarely interact socially, with counts for clubs, sports, and volunteering all staying below 10.

2. **Average of Current Academic Percentage:**

- Represented by the purple line, the average academic percentage shows a decreasing trend initially as the frequency of social interaction decreases from daily (1) to monthly (3).
- The average academic percentage begins at around 71% for students with daily interactions and gradually declines, reaching its lowest point at around 71% for monthly interactions.
- Interestingly, the average academic percentage spikes sharply to around 76% for students who rarely socialize, suggesting a possible correlation between less frequent social interactions and higher academic performance.

3. **Trends and Observations:**

- There is a noticeable trend that more frequent social interactions correlate with higher participation in extracurricular activities.
- However, less frequent social interactions (especially "Rarely") correlate with a higher average academic percentage. This could indicate that students who prioritize academics may engage less in social interactions or extracurricular activities.

Key Findings:

1. **Higher Social Interactions Lead to Greater Extracurricular Participation:**

- Students who socialize daily or weekly are more likely to participate in extracurricular activities like clubs, sports, and volunteering. This suggests a strong relationship between social engagement and involvement in extracurriculars.

2. **Lower Social Interaction Frequency Linked to Higher Academic Performance:**

- The significant increase in academic performance for students who socialize "Rarely" indicates that students who focus more on academics may limit their social and extracurricular engagements. This could be due to more time being available for studying or other academic-related activities.

3. **Balance Between Social Interactions and Academics:**

- While daily and weekly interactions promote extracurricular involvement, they may come at the cost of slightly lower academic performance compared to those who socialize less frequently. This suggests that finding a balance between social life and academics could be crucial for holistic student development.

4. Implication for Student Support Programs:

- These findings could guide student support programs to encourage balanced social interactions that promote both academic success and well-rounded personal development through extracurricular activities.

"This analysis highlights how social interaction frequency affects extracurricular participation and academic performance, suggesting tailored strategies for different student groups."

9.Mental and Emotional Well Being by Gender

Analysis:

The treemap chart shows the distribution of mental and emotional well-being responses categorized by gender. The chart is divided into sections representing different mental and emotional well-being states for each gender: Female (1) and Male (2). Each section's size indicates the proportion of respondents reporting a specific condition.

1. Gender Distribution:

- The chart is divided into two main sections, representing two genders: Female (represented in blue) and Male (represented in pink).

2. Mental and Emotional Well-Being States:

- The responses are categorized into several mental and emotional well-being states:
 - **I often feel anxious or worried**
 - **I experience feelings of sadness or depression**
 - **I have sought support from counseling or mental health services**
 - **I do not experience any of the above**

3. Female Respondents (Gender = 1):

- A significant portion of female respondents (represented in blue) reported experiencing **feelings of sadness or depression (35.0)**. This is the largest segment, indicating a high prevalence of this emotional state among females.
- Another large segment among females is **feeling anxious or worried (32.0)**, which also indicates a considerable number of females experiencing anxiety or worry.

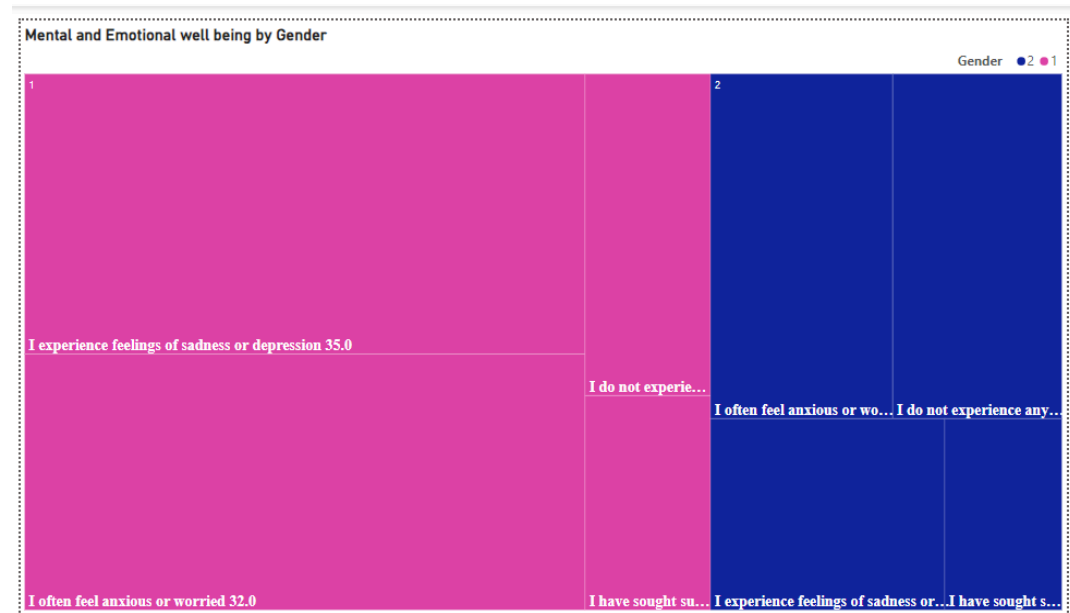
- There is a smaller segment for females who have **sought support from counseling or mental health services**, suggesting some level of engagement with mental health resources.
- A relatively small portion of females reported that they **do not experience any of the above** issues.

4. Male Respondents (Gender = 2):

- For male respondents (represented in pink), the distribution is more varied.
- The largest segment shows males who **do not experience any of the above** mental health issues. This suggests a relatively lower reporting of mental health challenges among males.
- However, there is a noticeable segment for males who **often feel anxious or worried**, indicating some level of anxiety.
- Smaller segments show males who **experience feelings of sadness or depression** and those who **have sought support from counseling or mental health services**, suggesting some engagement with mental health issues but to a lesser extent compared to females.

5. Overall Observations:

- Female respondents show a higher prevalence of reporting feelings of sadness, depression, anxiety, or worry compared to male respondents.
- Male respondents are more likely to report not experiencing any mental health challenges, indicating possible gender differences in either the experience or reporting of mental health issues.



Key Findings:

1. Higher Reporting of Depression and Anxiety Among Females:

- A significant proportion of female respondents report experiencing feelings of sadness or depression and anxiety. This could suggest that females are more likely to experience or report these emotional states, highlighting the need for targeted mental health support.

2. Males Report Fewer Mental Health Challenges:

- A larger segment of male respondents reported not experiencing any mental health issues. This could indicate either lower levels of mental health challenges or potentially underreporting due to social or cultural factors.

3. Engagement with Mental Health Services:

- Both genders have segments indicating engagement with mental health services, though the proportion is relatively small. This suggests that while some students are seeking help, many may not be accessing available resources.

4. Gender Differences in Mental Health Experience:

- The data reveals clear gender differences in reported mental health experiences, with females more frequently reporting emotional distress. This highlights the importance of considering gender-specific approaches to mental health support and intervention.

Overall, this analysis points to the importance of understanding gender-specific mental health needs and developing appropriate support systems to address the varying challenges faced by male and female students.

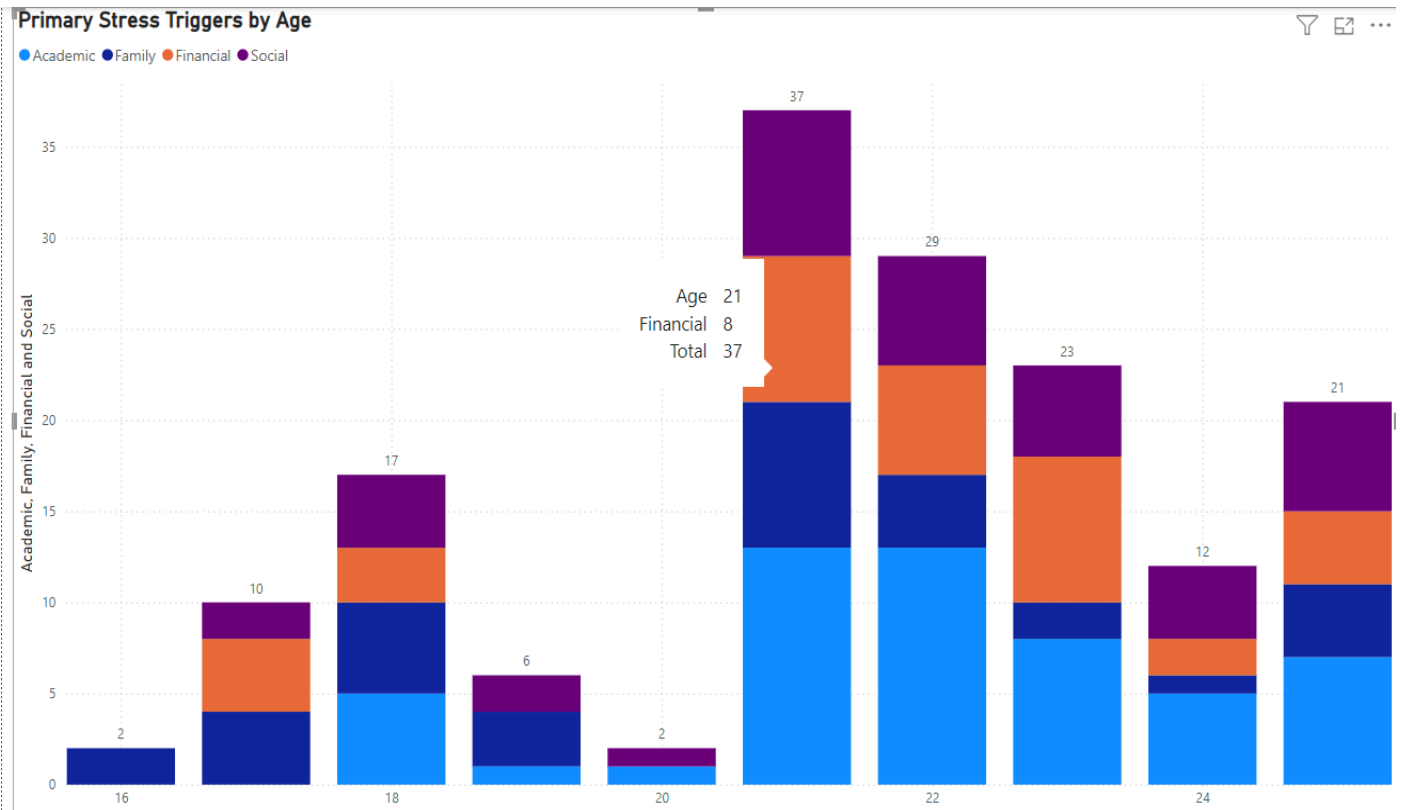
10. Primary Stress Triggers By Age

Analysis:

The stacked bar chart illustrates the primary stress triggers categorised by age. Each bar represents a specific age group, with different colors indicating various types of stress triggers: **Academic (blue)**, **Family (dark blue)**, **Financial (orange)**, and **Social (purple)**. The height of each bar represents the total count of stress triggers reported for that age group.

1. Primary Stress Triggers by Age:

- The X-axis represents the age of respondents, ranging from 16 to 24 years.
- The Y-axis shows the count of different primary stress triggers for each age group, with each color representing



a different type of stress trigger:

- **Academic (blue)**
- **Family (dark blue)**
- **Financial (orange)**
- **Social (purple)**

2. **Age 16:**

- The youngest age group (16) has a very low count of stress triggers, with only **2** instances, primarily related to **Academic** stress. This suggests that academic stress is a key concern even at this early stage.

3. **Age 18:**

- At age 18, the total count of stress triggers increases significantly to **17**. The stressors are more evenly distributed among **Academic**, **Financial**, and **Social** categories, with **Social stress** being slightly more prominent. This reflects a diverse range of stressors that affect this age group, likely due to transitions related to early adulthood.

4. **Age 21:**

- Age 21 has the highest total count of stress triggers, with a peak of **37**. This group reports high levels of **Financial** and **Social** stress, followed by **Academic** stress. This suggests that financial pressures and social dynamics are particularly challenging for individuals at this age, possibly due to educational expenses, job market entry, or social expectations.

5. **Ages 22 to 24:**

- **Age 22** shows a slight decline in total stress triggers to **29**, with a more balanced distribution across **Academic**, **Financial**, and **Social** stress. This indicates that while stress levels remain high, there is a slight reduction compared to age 21.
- **Age 23** continues this downward trend, with a total count of **23** stress triggers. **Academic** and **Financial** stressors are still prominent, but the reduction suggests some adaptation or improved coping mechanisms.
- **Age 24** shows a further decrease in stress triggers to **12**, with a more balanced distribution among the different categories, implying a possible stabilization of stress factors as individuals gain more experience and stability.

6. **Dominant Stress Types Across Ages:**

- **Academic stress** is consistently present across most age groups but tends to decrease as the age increases. It remains relatively significant in early adulthood.
- **Financial stress** is most prominent around age 21 and 22, indicating that financial burdens (possibly related to education, living expenses, or early career challenges) are more acute in these years.

- **Social stress** peaks around age 21 and declines thereafter, suggesting that social pressures are particularly intense around this age.

Key Findings:

1. Highest Stress at Age 21:

- Age 21 emerges as the peak age for stress triggers, particularly due to **Financial** and **Social** stress. This suggests this age group faces significant financial challenges, potentially from educational costs or the beginning of their professional lives.

2. Academic Stress Decreases with Age:

- There is a general trend of decreasing **Academic** stress as respondents age from 16 to 24. This may indicate increased coping strategies, academic confidence, or a shift away from purely academic pressures towards other stressors like finances or social life.

3. Financial Stress Peaks in Early Twenties:

- **Financial stress** is notably high between ages 21 and 22, suggesting that these years may be financially taxing for many individuals. It could reflect the period when students graduate, start managing their finances independently, or enter the job market.

4. Social Stress Fluctuates:

- **Social stress** appears to fluctuate with age, peaking at age 21. This could be due to social expectations, relationship dynamics, or networking pressures that are heightened during this stage.

5. Stress Levels Decrease After Age 22:

- After peaking at age 21, the total number of stress triggers starts to decline, suggesting a possible adjustment phase or stabilization of stress factors as individuals gain more life experience and develop coping mechanisms.

This analysis highlights the dynamic nature of stress triggers across different ages, providing valuable insights for targeted mental health and support strategies for different age groups.

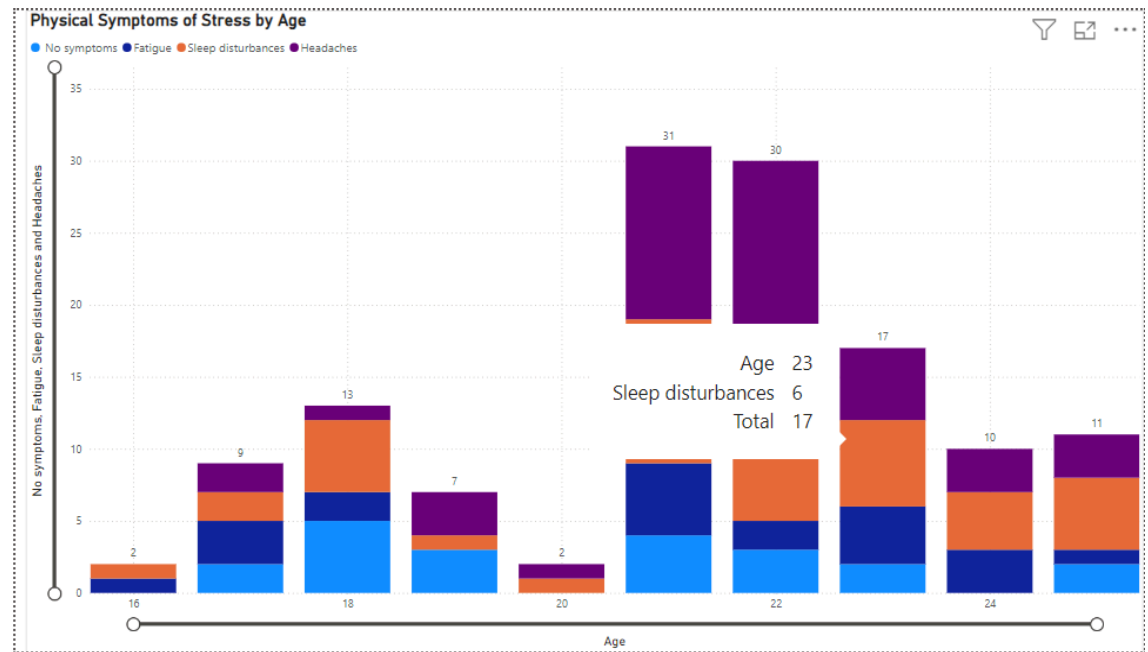
11. Physical Symptoms Of Stress By Age

The stacked bar chart illustrates the distribution of physical symptoms of stress categorized by age. Each bar represents a specific age group, with different colors indicating various physical symptoms: **No symptoms (blue)**, **Fatigue (dark blue)**, **Sleep disturbances (orange)**, and **Headaches (purple)**. The height of each bar represents the total count of responses for physical symptoms of stress reported for that age group.

Analysis:

1. Physical Symptoms of Stress by Age:

- The X-axis represents the age of respondents, ranging from 16 to 24 years.
- The Y-axis shows the count of different physical symptoms of stress for each age group, with each color representing a different type of symptom:
 - **No symptoms (blue)**
 - **Fatigue (dark blue)**
 - **Sleep disturbances (orange)**
 - **Headaches (purple)**



2. **Age 16:**

- The youngest age group (16) has a low count of stress symptoms, with a total of **2** responses. This group reports mostly **No symptoms**, indicating minimal physical stress symptoms at this early stage.

3. **Age 18:**

- At age 18, there is a noticeable increase in reported physical symptoms, with a total count of **13** responses.
- **Fatigue** and **Sleep disturbances** are the most commonly reported symptoms, followed by **Headaches**. This suggests that physical stress symptoms become more prominent as students transition into adulthood, likely due to increased academic or social pressures.

4. **Age 20:**

- There is a decrease in reported symptoms at age 20, with only **2** responses. This could indicate a temporary reduction in stress symptoms or underreporting for this age group.

5. **Age 22:**

- Age 22 shows a notable rise in the total count of stress symptoms, reaching **17** responses.
- **Fatigue** and **Sleep disturbances** remain prevalent, with a slight increase in the reporting of **Headaches**. This indicates that physical stress symptoms continue to be significant at this age.

6. **Age 23:**

- Age 23 exhibits the highest total count of stress symptoms, with a peak of **31** for **Headaches** and **30** for **Fatigue**, suggesting that this age group experiences the most intense physical stress symptoms, particularly headaches.

7. **Ages 24 and Above:**

- Ages 24 and above show a decline in the total count of stress symptoms, with **17** for age 24 and **11** for age 25. The decrease indicates that physical stress symptoms may stabilize or reduce as individuals age beyond their early twenties.

Key Findings:

1. **Peak Physical Stress Symptoms at Age 23:**

- Age 23 stands out as the peak age for reporting physical symptoms of stress, particularly **Headaches** and **Fatigue**. This suggests that students or young adults at this age may face heightened stress levels, potentially due to academic, social, or career pressures.

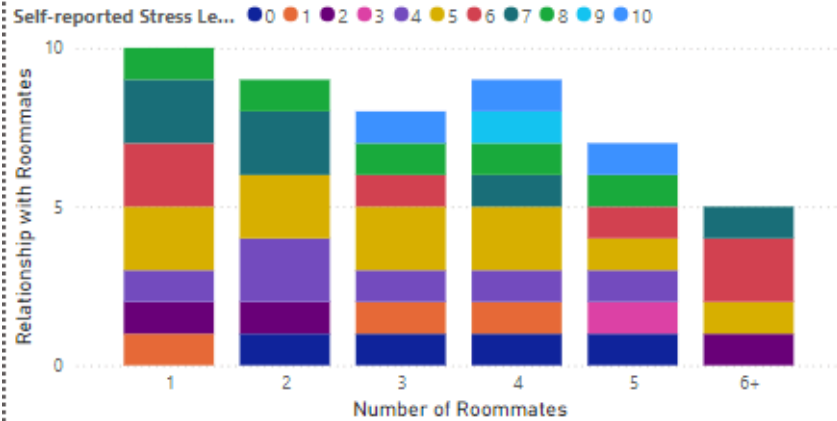
2. **Fatigue and Sleep Disturbances are Common Across Most Ages:**

- **Fatigue and Sleep disturbances** are the most frequently reported physical symptoms across most age groups. These symptoms likely reflect the impact of stress on sleep patterns and energy levels.
- 3. **Headaches Increase Significantly in Early Twenties:**
 - **Headaches** become more pronounced as individuals approach their early twenties, peaking at age 23. This could indicate that stress management and coping mechanisms need to be emphasized for this age group.
- 4. **Minimal Physical Symptoms Reported at Younger Ages:**
 - Younger age groups (16 and 18) report relatively fewer physical symptoms of stress, with more responses indicating **No symptoms**. This could be due to lower levels of stress or fewer stressors at this stage of life.
- 5. **Reduction in Symptoms After Age 23:**
 - There is a noticeable decline in the total count of stress symptoms after age 23, suggesting that either stress levels decrease, or individuals develop better coping strategies as they mature.

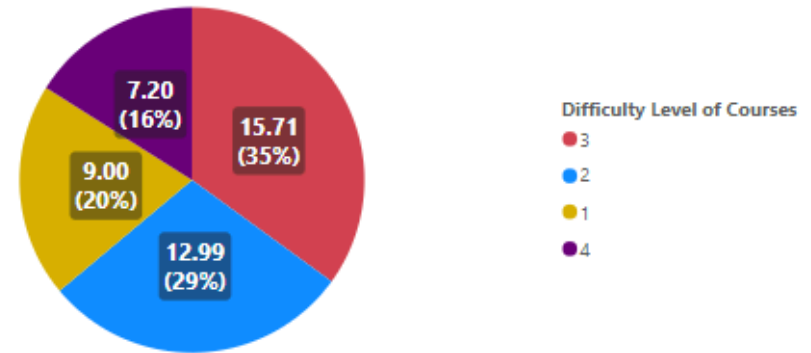
This analysis highlights the prevalence and variation of physical stress symptoms across different age groups, providing insights into age-specific stress management needs and interventions.

Dashboard

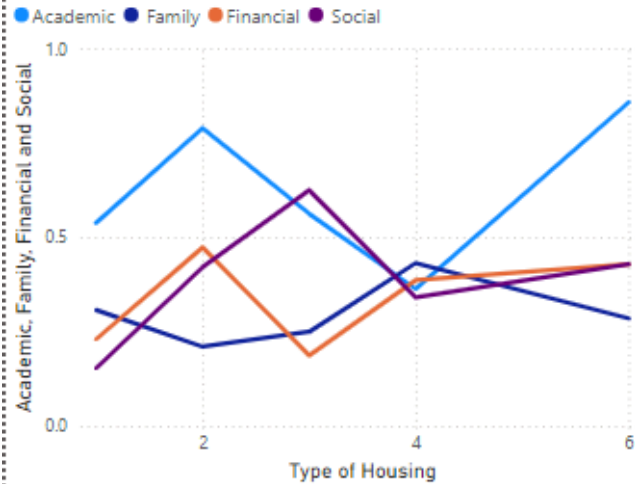
Relationship with Roommates by Number of Roommates and Self-reported Stress Level



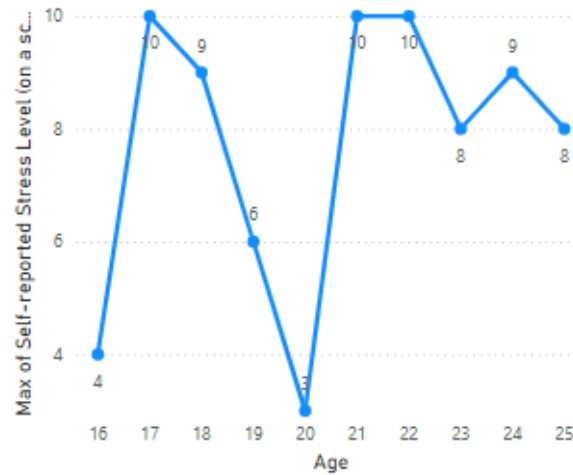
Average of Study Hours per Week by Difficulty Level of Courses



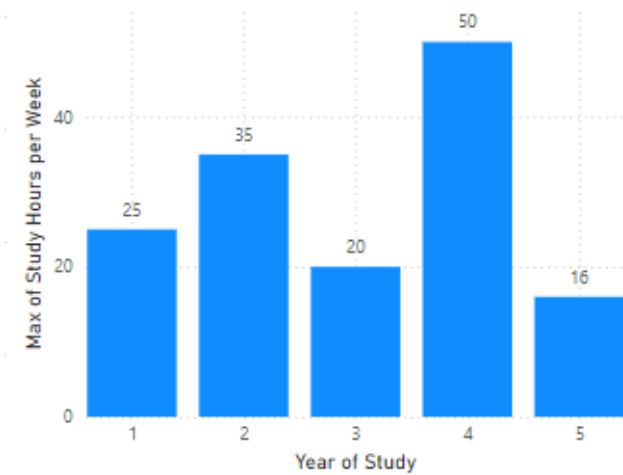
Primary Stress Trigger by Type of Housing



Age by Self-reported Stress Level

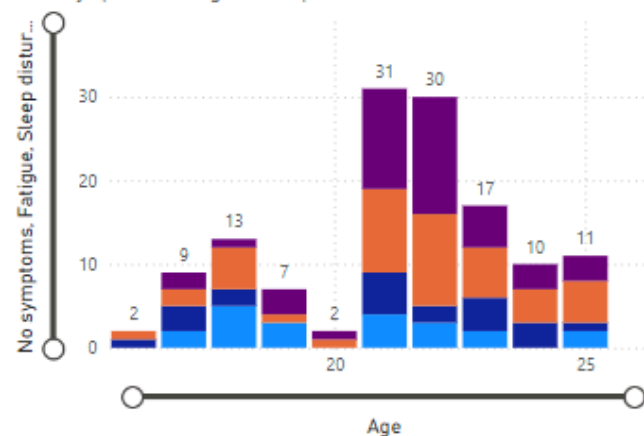


Max of Study Hours per Week by Year of Study



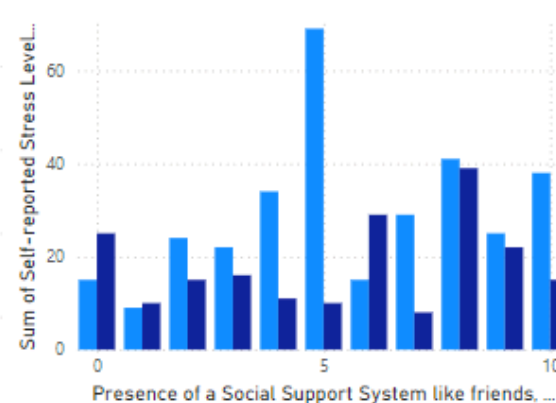
Physical Symptoms of Stress by Age

● No symptoms ● Fatigue ● Sleep disturbances ● Headaches



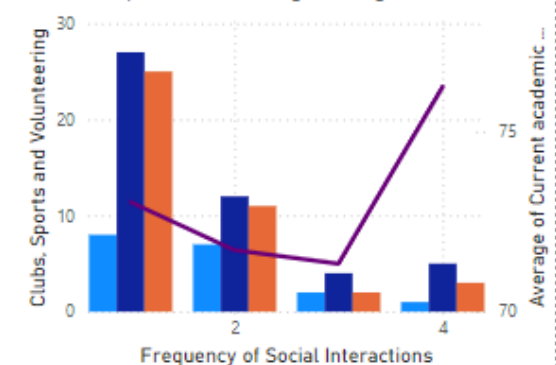
Self-reported Stress Level by Presence of a Social Support System for each Gender

Gender ● 1 ● 2



Participation in extra curricular activities and Average of current academic percentage by Freq of Social ...

● Clubs ● Sports ● Volunteering ● Average of Current ac...

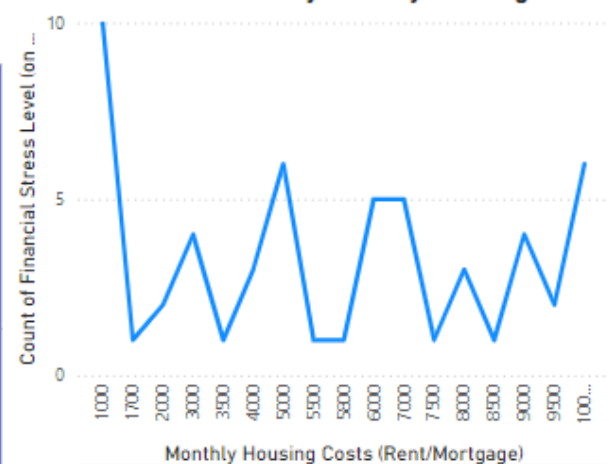


Mental and Emotional well being by Gender

Gender ● 2 ● 1



Financial Stress Level by Monthly Housing Costs



Primary Stress Triggers by Age

● Academic ● Family ● Financial ● Social

