Initial Stress Analysis Report (Draft)

1. Introduction

This report presents the initial analysis of student stress levels based on a 15-question feedback survey conducted among 22 students. The survey focused on academic pressure, emotional well-being, daily habits, attendance, and lifestyle patterns that influence overall stress.

The purpose of this analysis is to understand the major stress factors and identify areas where support and improvements can be implemented.

2. Method of Analysis

Each question offered five response options:

Never = 0

Rarely = 1

Sometimes = 2

Often = 3

Always = 4

Scores were calculated by multiplying the number of students selecting each option with its score.

The total stress score was then converted into a percentage to classify the stress level.

3. Key Findings from Student Feedback

a. Academic Stress

- Many students feel that assignments are heavy, sometimes given on the same day.

- A large number of students find exams stressful.

- Several subjects (STE, DAN, OSY, etc.) are difficult for students to understand.

b. Classroom Experience

- Some students feel that classes become boring at times.

- Marks and academic performance cause noticeable worry.

c. Emotional Well-being

- Students reported feelings of sadness at times.

- Many students also feel scared about future jobs.

d. Lifestyle Factors

- A significant number of students feel tired and sleep less.

- Junk food consumption is high.

- Excessive mobile and reel usage is common.

e. Attendance & Study Habits

- Some students delay homework.

- Around half of the students rarely skip college, but some still miss classes.

- A few students avoid group study.

4. Stress Score and Classification

Total Stress Score: 553

Maximum Possible Score: 1320

Stress Percentage: 41.9%

Stress Level Classification:

0–25% = Low Stress

26–50% = Moderate Stress

51–75% = High Stress

76–100% = Severe Stress

The overall stress percentage of 41.9% places students in the Moderate Stress category.

5. Interpretation

A moderate stress level indicates that students experience pressure that is manageable but noticeable. Academic load, exam fear, subject difficulty, and lifestyle habits contribute to this stress. Emotional concerns such as sadness and job anxiety also play a role.

This means that while the stress level is not severe, interventions are necessary to prevent it from increasing and to improve student well-being.

6. Initial Recommendations

- Reduce assignment clustering and plan weekly schedules.

- Provide remedial classes for difficult subjects.

- Conduct exam preparation and stress-management sessions.

- Make classrooms more engaging through activities and group tasks.

- Offer career guidance and counseling.

- Educate students on healthy sleep, diet, and digital habits.

- Encourage time management and consistent study routines.

7. Conclusion

The initial stress analysis highlights several academic, emotional, and lifestyle factors contributing to student stress. With proper planning, supportive interventions, and improved teaching-learning practices, overall student well-being and performance can be significantly enhanced.