



Tecnológico de Monterrey

Happiness among Tec students GU

Keys to Happiness for Human Flourishing

(Group 602)

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Introduction

University life is often described as a transformative experience filled with both opportunities and challenges. As students progress through their academic journey, they encounter varying academic pressures, social dynamics, and concerns about their future careers. These factors can significantly influence their overall happiness and well-being. This study seeks to explore happiness levels by comparing students in their early semesters with those in their final semesters of university.

To examine this, we conducted a survey among university students from two distinct groups: those in the first to fourth semesters and those in the fourth to eighth semesters. A total of 50 students were surveyed, equally divided between these two groups. The questionnaire was designed to assess general happiness levels, sources of stress, future concerns, and academic satisfaction.

Question

Are first-semester students happier than later-semester students?

Hypothesis

Our hypothesis is that students in the early semesters of university (1st–4th semesters) report higher levels of happiness than students in the later semesters (4th–8th semesters). This assumption is based on the idea that early-semester students are generally less burdened by academic stress and career concerns, as they are at the beginning of their university journey. In contrast, students nearing the end of their degree may face greater academic pressure, job market uncertainty, and personal expectations, potentially leading to lower happiness levels.

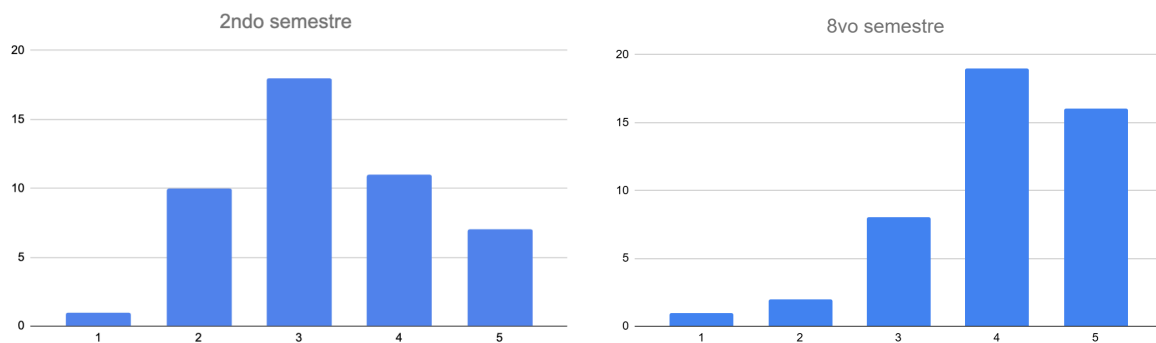
Research

To gather data for this study, we designed a structured survey consisting of both quantitative and qualitative questions. The survey included items to measure happiness levels, questions about academic satisfaction, perceived stress, and future-related concerns. It was distributed to a sample of 50 students, with 25 from the early-semester group (1st–4th semesters) and 25 from the later-semester group (5th–8th semesters).

The survey was anonymous to encourage honest responses. Data collection was conducted over a one-week period, and results were analyzed using basic statistical tools to compare average happiness levels and identify common themes in stress and satisfaction.

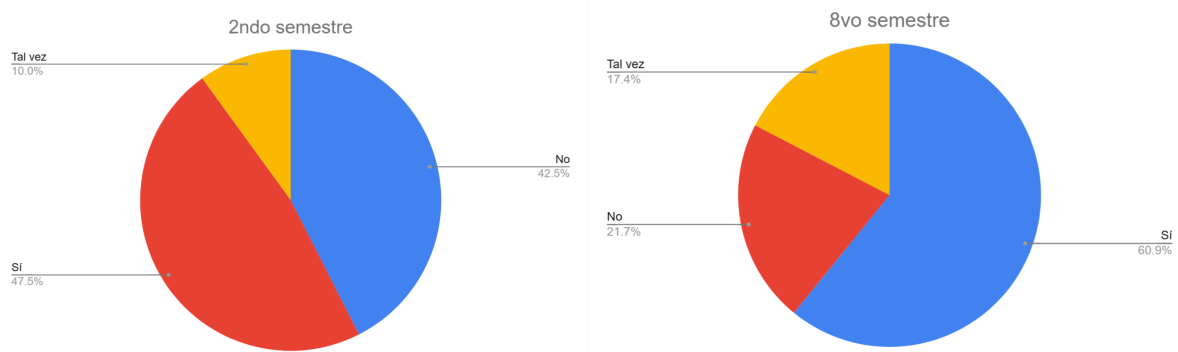
Results

1. On a scale of 1 to 5, how would you rate your current level of happiness?



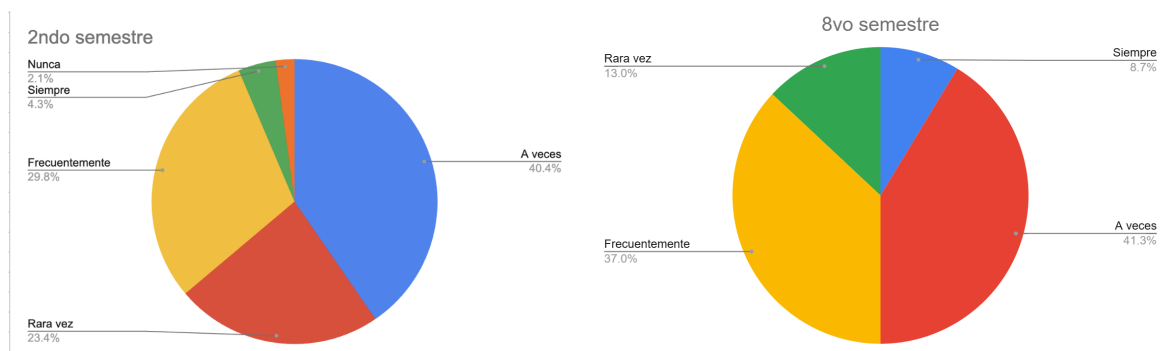
The graph shows that in second semester the majority of students that answer the survey consider themselves in a scaled from 1 to 5 in 3, in the other hand the majority of students consider themselves that they are in a level 4 of happiness, this can vary in each students reality but it gives a great insight on how they perceive their happiness in the specific stage of their life.

2. Are you feeling motivated about your university life?



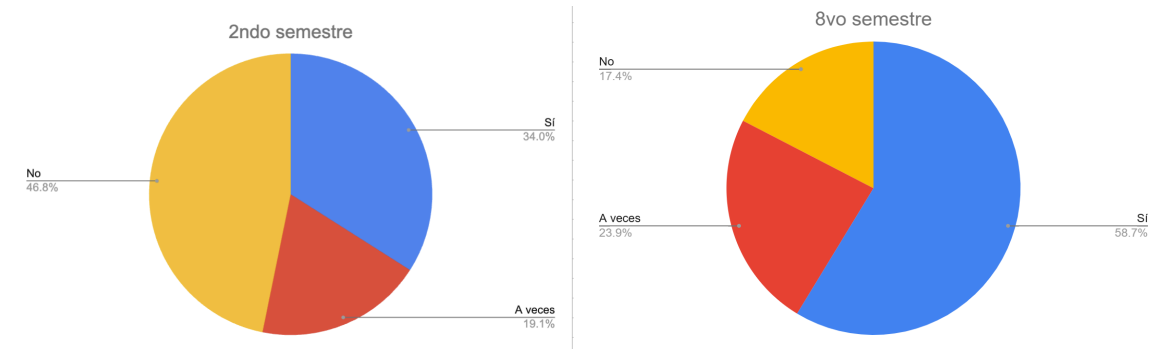
This graph shows that a majority of early-semester students report feeling motivated in their university life. In contrast, motivation appears to slightly decline among later-semester students. This suggests that as students progress in their academic journey, increased responsibilities and stress may affect their overall motivation

3. How often do you feel stressed about college?



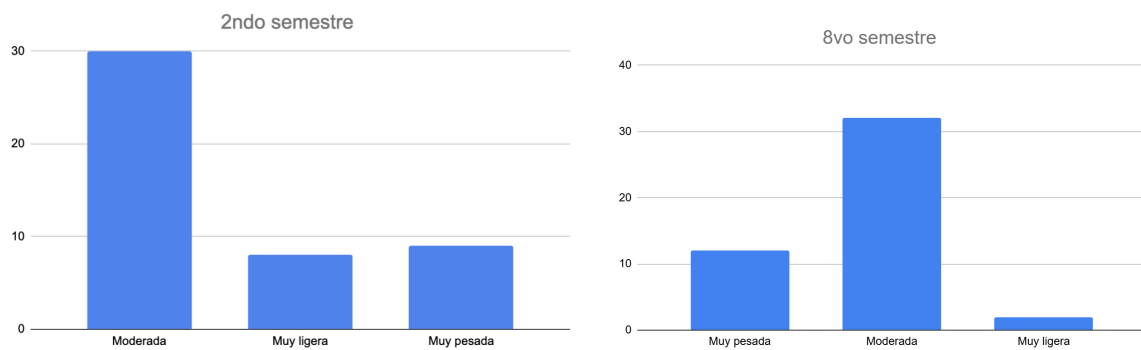
Second semester students feel stressed "sometimes" more often (40%), while 8th semester students experience frequent stress less (29% vs 37%). It looks like older students handle stress better as they gain experience

4. Do you feel you have a good balance between your academic and personal life?



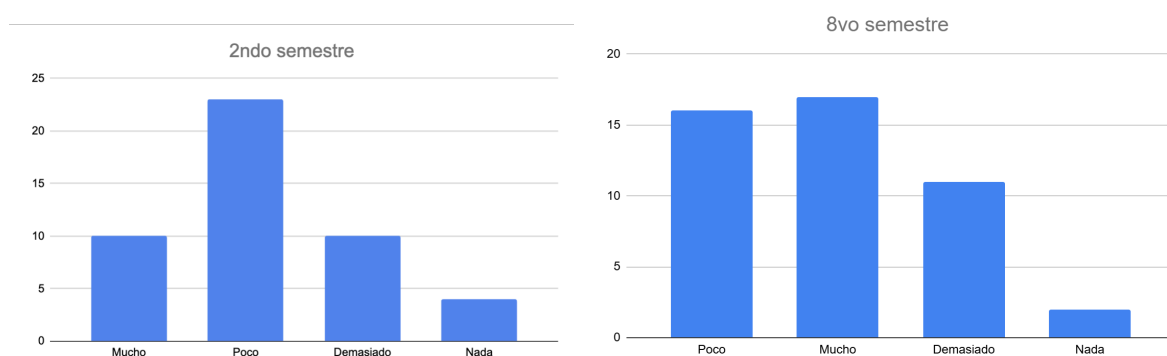
34% of second semester students feel balanced compared to 59% of 8th semester students. Nearly half of second semester students (47%) struggle with balance versus just 17% of 8th semester students.

5. How would you describe your academic load?



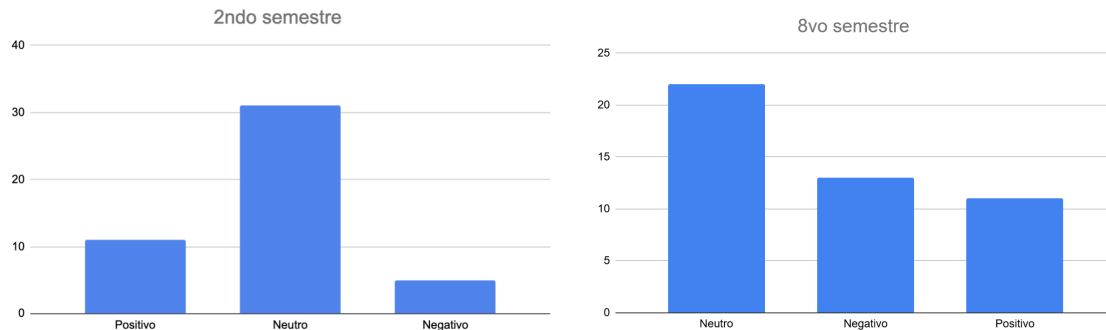
Most of the second semester students describe their workload as "moderate," while 8th semester students are split between "moderate" and "very heavy." The workload may affect directly the levels of happiness when handling academic load.

6. Are you worried about your professional future?



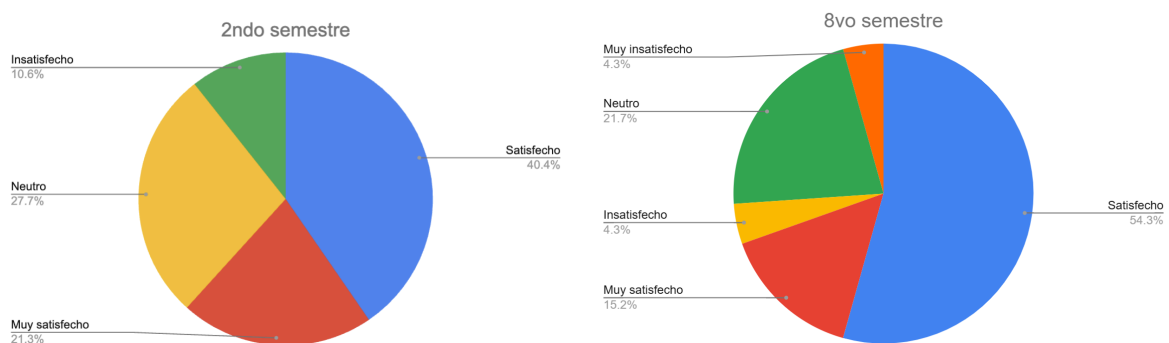
Second semester students mostly worry "a little" about their future, but 8th semester students are evenly split between worrying "a little" and "a lot." The anxiety of the future becomes higher when you are about to graduate.

7. How does your academic load affect your emotional well-being?



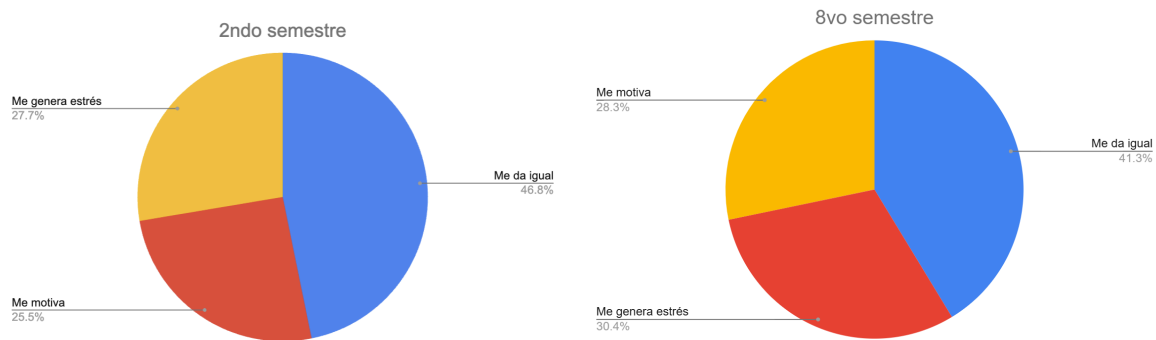
The graph reveals that students in later semesters are more likely to report a negative impact of academic workload on their emotional well-being compared to early-semester students. While some early students also experience stress, it is notably less intense, indicating that workload pressure intensifies in the final years of university.

8. How would you describe your levels of satisfaction with life in general?



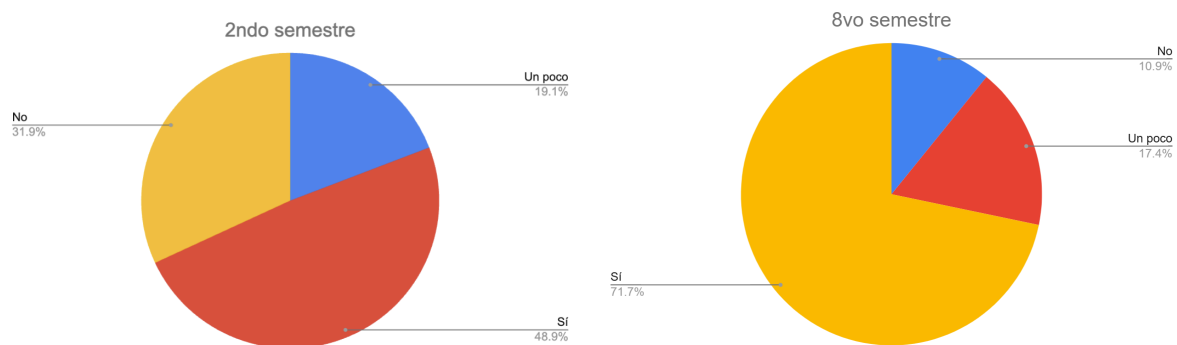
This chart shows that eighth semester students are generally happier with their lives than second semester students. The older students have more people in the "satisfied" categories (69.5%) compared to second semester students (61.7%). Fewer eighth semester students are neutral or dissatisfied, this means that life satisfaction becomes higher when you're going through later semesters.

9. How does academic performance affect your mood?



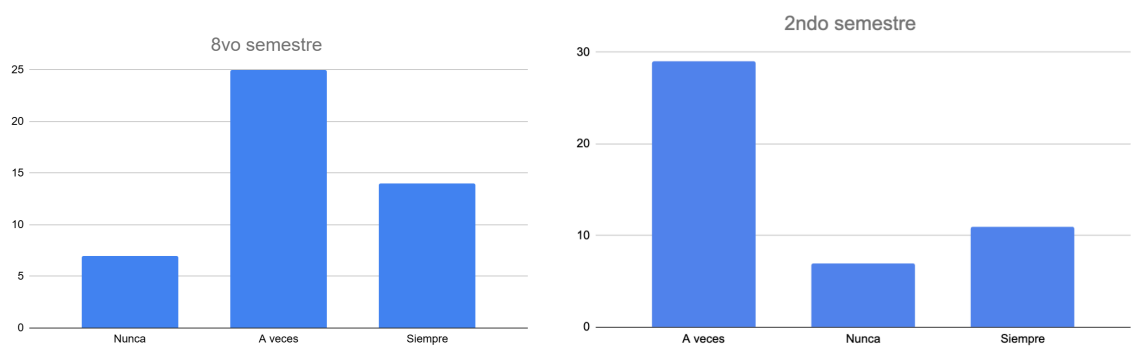
About 40% of students in both semesters say grades don't really affect their mood, while roughly equal percentages either get motivated or stressed by their performance. This means that It doesn't change throughout the semesters, but maybe it depends on other factors.

10. Do you have a group of friends at university that you feel supported by?



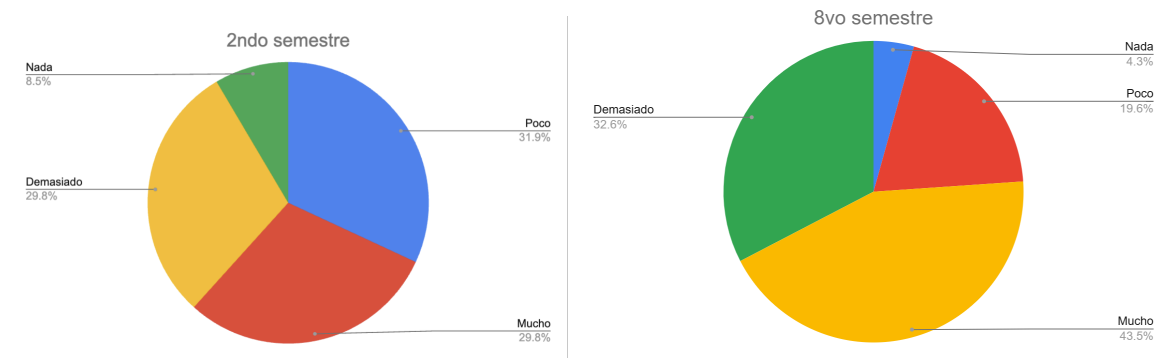
Second semester students struggle more with finding supportive friendships than eight semesters. The reason could be that they are entering university and they haven't got the time to have a well established group of friends.

11. How often do you participate in extracurricular or social activities?



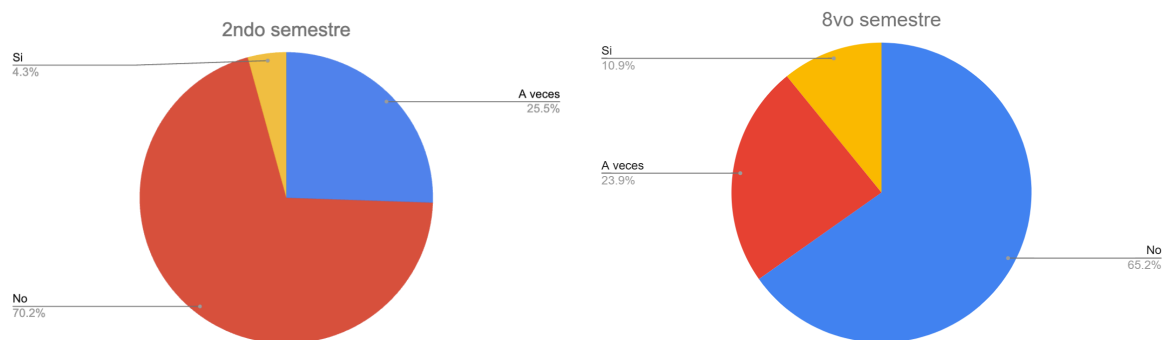
This graph looks the same, meaning that both of the groups mostly participate “a veces” in an extracurricular activity. This could possibly mean that happiness is not a factor in having or not having an extracurricular activity or that it depends on the person that is being questioned.

12. How important do you consider your social life to your happiness at university?



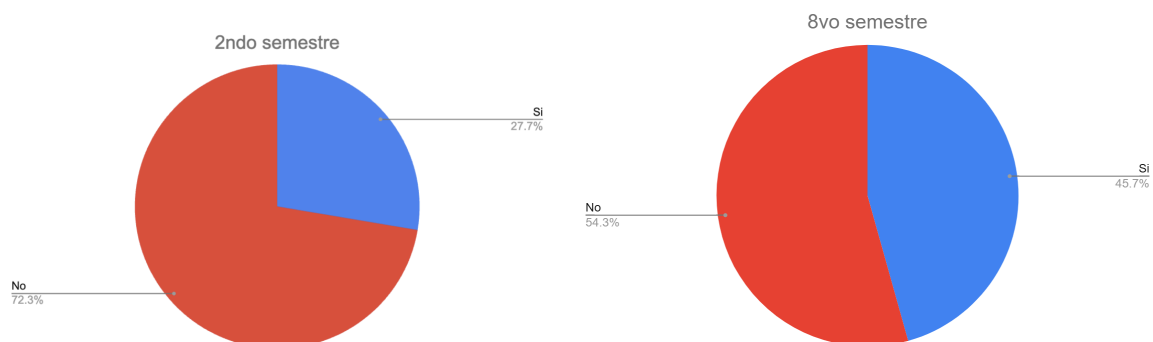
Eighth semester students value their social life more than second semester students. This can be related to the other graph where most 8th semester students have a friend group while 2nd don't. Here second semester students are split almost evenly across all categories but 8th semester increases in “demasiado” and “mucho”.

13. Do you have financial difficulties that affect your university experience?



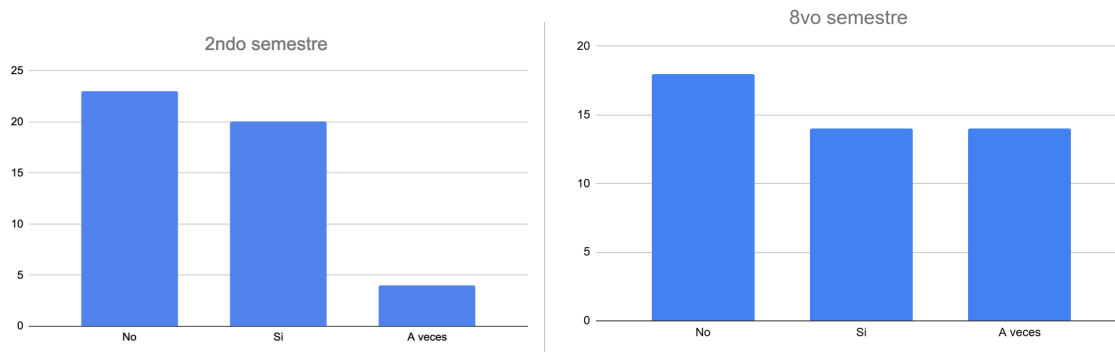
Most second semester students don't have financial problems, but by eighth semester this drops to 65.2%. More eighth semester students report definite financial difficulties compared to just 4.3% of second semester students, suggesting money problems increase as students progress.

14. Do you have a job while studying?



The work situation completely flips during this comparison. Most eighth semester students have a job while most second semester students don't have one. Older students are much more likely to need or want employment alongside their studies

15. Have you experienced anxiety or depression due to university?



This graph indicates that a higher percentage of later-semester students have experienced anxiety or depression related to university life. Early-semester students reported lower occurrences of these emotional struggles, highlighting how academic and career-related pressures may accumulate over time, affecting mental health.

Conclusion

The results obtained in this study were unexpected, as the initial hypothesis assumed that students in the early semesters of university would report significantly higher levels of happiness compared to those in later semesters. However, the data revealed a more balanced outcome than anticipated.

In some areas, early-semester students did report higher levels of happiness; however, in other aspects, students in advanced semesters demonstrated greater levels of happiness. These findings suggest that happiness during university life does not follow a strictly linear pattern. Factors such as adaptation to the academic environment, a sense of personal achievement, and greater clarity about future career paths may contribute positively to the well-being of students in the later stages of their studies.

Based on the results, it can be concluded that the initial hypothesis was not entirely confirmed. Nonetheless, it is encouraging to observe that happiness does not necessarily decline in the final semesters. On the contrary, it can be sustained or even strengthened over time. This conclusion offers a hopeful outlook on the emotional well-being of university students throughout their academic journey and highlights the importance of continuing to explore the factors that influence student experiences at each stage of higher education.