An Investigation into the Determination of Stress among Undergraduates at the Faculty of Science, University of Kelaniya.

STAT 22632-Survey Methods & Sampling Techniques

Department of Statistics & Computer Science

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By

Group Number 01

Acknowledgement

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Introduction

It was noticed that the influence of stress has now become a serious concern on the academic performance, mental health and general well-being of university students, especially for the Faculty of Science undergraduates at University of Kelaniya. To efficaciously address this issue, it is vitally important to comprehend the particular factors that contribute to stress and how they affect the undergraduates so that the coping mechanisms and targeted interventions can be executed.

A survey was conducted for the undergraduates at Faculty of Science, University of Kelaniya to gather information on the stress level and the factors affecting that. The target population was all four-year Faculty of Science undergraduates. All the undergraduates who participated in the survey have provided self-reported data and it should be mentioned that the accuracy of collected data may be influenced by the respondents' level of awareness.

Objectives

- Determining the stress level of undergraduates at Faculty of Science, University of Kelaniya.
- Identifying primary stressor: Systematically analyze and categorize the major sources of stress experienced by Physical Science undergraduates, focusing on specific factors such as:

    - Academic pressures: Exam anxiety, workload demands, time management challenges, fear of failure.
    - Financial concerns: Living expenses, student loans. Etc.

- Relationship difficulties: Family conflicts, romantic partner issues, lack of social support.
- Sleep disturbances: Insomnia, poor sleep quality, irregular sleep Schedules.
- Additional factors: Personal health concerns, career anxieties, existential Worries.

Methodology

Pilot survey

A pilot survey was conducted in order to get a better understanding of the survey and to identify any issues associated with it. The below bar chart represents the participation of undergraduates in the pilot survey categorized based on their gender and academic year and the main stress factor which was chosen by the undergraduates categorized based on their academic year.

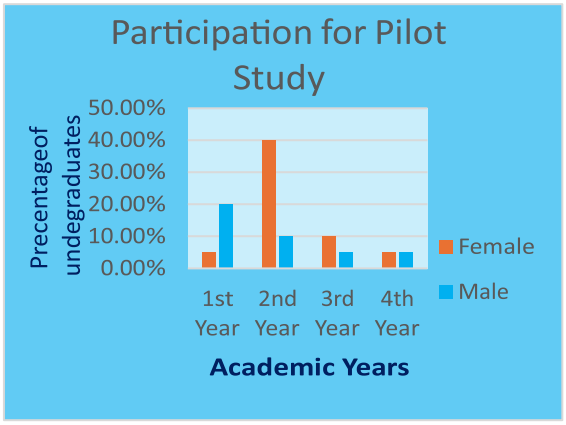


Figure 1-Participation percentage of undergraduates in the pilot survey.

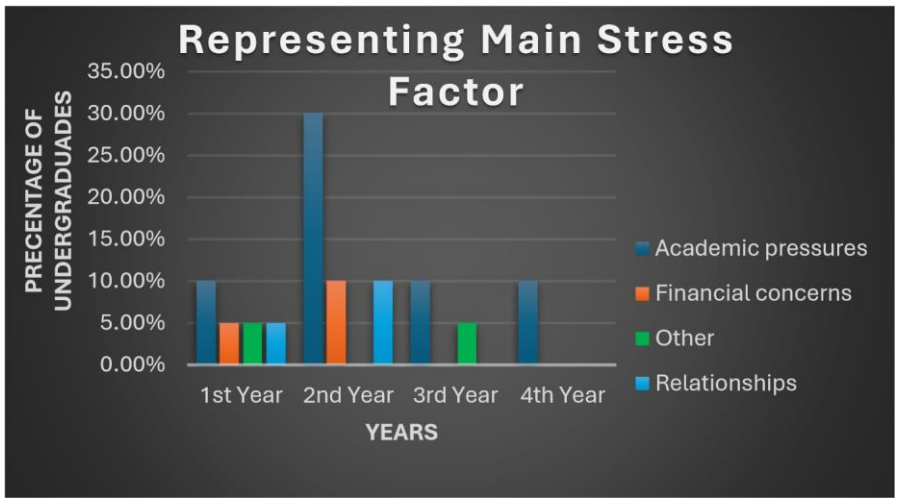


Figure 2- Representing Main Stress factor.

According to the above charts, a significant proportion of participants in the pilot study are female students in their second year of study. Furthermore, a consensus emerges among these participants, as they have selected "Academic pressure" as the predominant stressor affecting them. This alignment underscores the importance of addressing academic stressors, particularly among second-year female students, in devising effective interventions to support their well-being and academic success.

According to the table below all the undergraduates have an average stress score within moderate stress level as per the pilot study.

Years	Average of Stress Score	Stress Level
1st Year	19.4	moderate
2nd Year	20.9	moderate
3rd Year	17	moderate
4th Year	23	moderate

Table 1- Average stress score and stress level.

Population and sampling techniques

Introduction

As it was impractical to conduct the study considering the entire population, we used a probability sampling technique to sample the undergraduates at Faculty of Science, University of Kelaniya.

Population

The undergraduates in the Faculty of Science, University of Kelaniya make up the population under this study.

Sampling technique

Stratified sampling was chosen as the sampling technique for this study. Stratified sampling involves dividing the population into homogeneous subgroups, or strata, based on certain characteristics that are relevant to the research objectives. Each stratum is then sampled independently, and the samples from each stratum are combined to form the complete sample. For this study, four strata were identified based on the academic years.

1. First year
2. Second year
3. Third year
4. Fourth year

Justification for stratification

Stratified sampling was deemed appropriate for this study for several reasons.

- Homogeneity within Strata: Students within the same academic year are likely to have similar academic experiences, interests, and characteristics. Stratifying the population based on academic year ensures that each stratum is more homogeneous, allowing for more accurate analysis within each group.
- Precision: By sampling within each stratum, we can ensure that we capture the variability present within each academic year. This increases the precision of our estimates and allows for more reliable generalizations.
- Representation: Stratified sampling helps to ensure that each subgroup of students is adequately represented in the sample, preventing any one group from being over- or under-represented in the final analysis.

Sample size calculation.

When D=0.000625

N=3151

Standard deviation in each stratum=0.2222

p=0.3333 q=0.6667

variance=pq=0.2222, this gives the

sample size n=320

$$n_i = n\left(\frac{N_i}{\sum_{i=1}^{l} N_i}\right) = n\left(\frac{N_i}{N}\right)$$

$$n = \frac{\sum_{i=1}^{l} N_i \sigma_i^2}{ND + \frac{1}{N}\sum_{i=1}^{l} N_i \sigma_i^2}$$

proportional allocation equation is used for calculating sample size.

1st Year = $n \times \left(\frac{N1}{N}\right) = 320 \times \left(\frac{1012}{3151}\right)$ = **103**

2nd Year = $n \times \left(\frac{N2}{N}\right) = 320 \times \left(\frac{1062}{3151}\right)$ = **108**

3rd Year = $n \times \left(\frac{N3}{N}\right) = 320 \times \left(\frac{802}{3151}\right)$ = **81**

4th Year = $n \times \left(\frac{N4}{N}\right) = 320 \times \left(\frac{275}{3151}\right)$ = **28**

Strata	Population Size	Sample Size
1.First Year	1012	103
2.Second Year	1062	108

3.Third Year	802	81
4.Fourth Year	275	28

Table 2- Calculated sample sizes.

Questionnaire

https://forms.gle/zMKFaME2D59sFafY6

1.Participant Information

Sex *(Please indicate your gender)* *

- ◯ Male
- ◯ Female

Permanent District of Residence *(Please select your district of permanent residence)* *

Choose

Where do you reside currently? *

- ◯ At home
- ◯ At the hostel
- ◯ At a boarding house
- ◯ Other:

Frequency of Stress Experience *(How often do you experience stress?)* *

- ◯ Rarely
- ◯ Occasionally
- ◯ Frequently
- ◯ Always

Rating of Main Stress Factors *(Please rank the following main factors that contribute to your stress on a scale of 1 to 5) (1 being the lowest and 5 being the highest, **one column can have one response only**)* *

Ex: Relationships (Stress Factor) can't have both 1 (Highest) and 5 (Lowest)

	Academic pressures	Financial concerns	Relationships	Sleep disturbances	Other
1 (Highest)	◯	◯	◯	◯	◯
2	◯	◯	◯	◯	◯
3	◯	◯	◯	◯	◯
4	◯	◯	◯	◯	◯
5 (Lowest)	◯	◯	◯	◯	◯

Academic Department *(Please select your academic department at the university)* *

- ◯ Physical Science - PS
- ◯ Biological Science - BS
- ◯ Electronic and Computer Science - ECS
- ◯ Applied Chemistry - APCH
- ◯ Physics and Electronics - PE
- ◯ Software Engineering - SE
- ◯ Management and Information Technology - MIT
- ◯ Environmental Conservation and Management - ENCM
- ◯ Sports Science - SS

Academic Year *(Please select your current year at the university)* *

- ◯ 1st Year
- ◯ 2nd Year
- ◯ 3rd Year
- ◯ 4th Year
- ◯ Other:

Specific Stressors in Academic Life *(Which specific aspects of your academic life contribute most to your stress levels?) (Select all that apply)* *

- ☐ Exam pressure
- ☐ Assignment deadlines
- ☐ Heavy course workload
- ☐ Lack of resources
- ☐ Inadequate teaching support
- ☐ Other:

Physical Symptoms *(What physical signs do you experience in stressful situations?) (Select all that apply)* *

- ☐ Headache
- ☐ Chest pain
- ☐ Faster heart rate
- ☐ Raised blood pressure
- ☐ Other:

1) In the last month, how often have you been upset because of something that happened unexpectedly? *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

2) In the last month, how often have you felt that you were unable to control the important things in your life? *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

3) In the last month, how often have you felt nervous and stressed? *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

4) In the last month, how often have you felt confident about your ability to handle your personal problems? *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

5) In the last month, how often have you felt that things were going your way (Everything is happening as you want or expect them to happen)**?** *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

6) In the last month, how often have you found that you could not cope *(Unable to manage or handle something challenging)* **with all the things that you had to do?** *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

7) In the last month, how often have you been able to control irritations *(things that bother or annoy you, causing a feeling of frustration)* **in your life?** *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

8) In the last month, how often have you felt that you were on top of things *(Being in control, organized, or well-prepared for a situation)* **?** *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

9) In the last month, how often have you been angered because of things that happened that were outside of your control? *

- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

10) In the last month, how often have you felt difficulties were piling up so high that you could not overcome them (Unable to overcome or deal with the increasing problems that are accumulating)**?** *

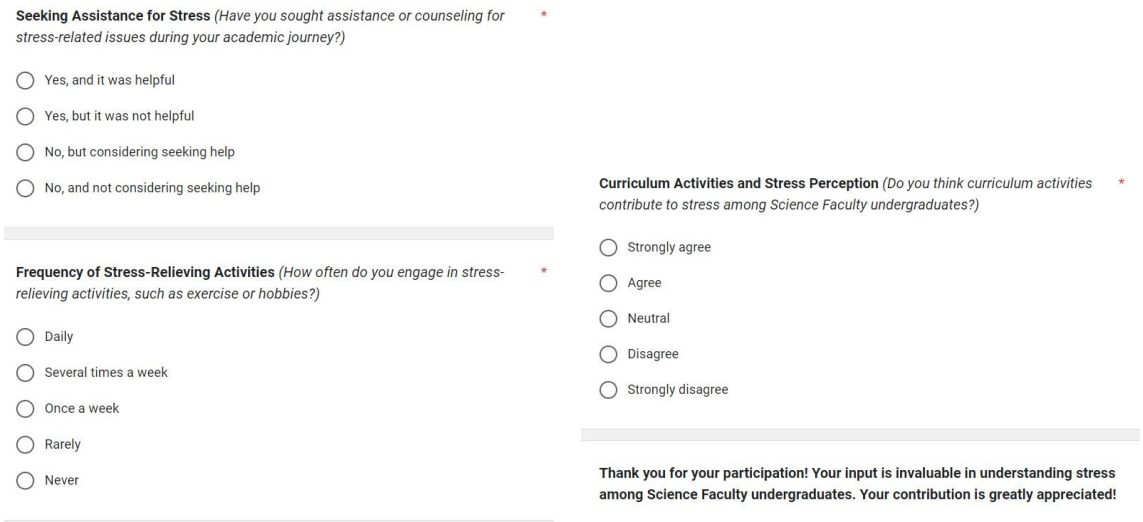
- ◯ Never
- ◯ Almost Never
- ◯ Sometimes
- ◯ Fairly Often
- ◯ Very Often

Impact of Stress on Academic Performance *(How would you describe the overall impact of stress on your academic performance?)* *

- ◯ Very positive
- ◯ Positive
- ◯ Neutral
- ◯ Negative
- ◯ Very negative

Stress Management Strategies *(Please select the ways you use to manage stress)* * *(Select all that apply)*

- ☐ Get quality sleep
- ☐ Make time for relaxation and fun
- ☐ Exercise regularly
- ☐ Spend more time with positive people
- ☐ Other: _____



Seeking Assistance for Stress *(Have you sought assistance or counseling for stress-related issues during your academic journey?)* *

- ◯ Yes, and it was helpful
- ◯ Yes, but it was not helpful
- ◯ No, but considering seeking help
- ◯ No, and not considering seeking help

Frequency of Stress-Relieving Activities *(How often do you engage in stress-relieving activities, such as exercise or hobbies?)* *

- ◯ Daily
- ◯ Several times a week
- ◯ Once a week
- ◯ Rarely
- ◯ Never

Curriculum Activities and Stress Perception *(Do you think curriculum activities contribute to stress among Science Faculty undergraduates?)* *

- ◯ Strongly agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly disagree

Thank you for your participation! Your input is invaluable in understanding stress among Science Faculty undergraduates. Your contribution is greatly appreciated!

Analysis and interpretation

In this section, we provide a precise and concise description of our findings derived from the sample.

Participation

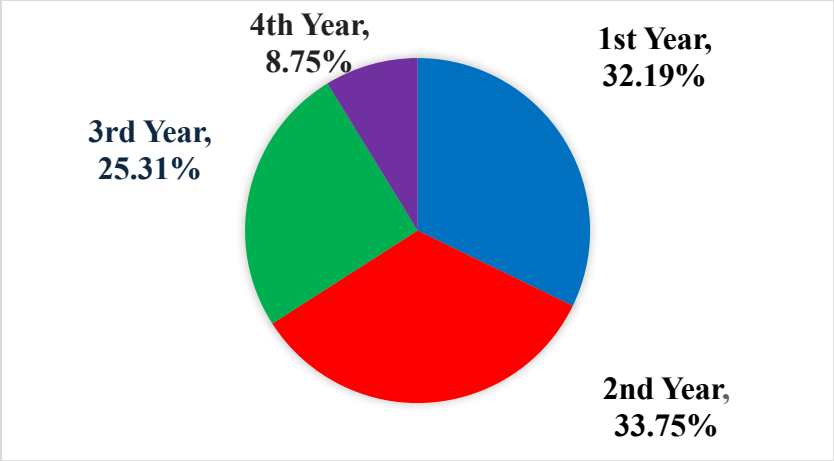


Figure 3- Pie chart to represent the participation.

The pie chart provided illustrates the distribution of survey participation among undergraduate students across different academic years. Second-year undergraduates represent the highest proportion of survey participants, comprising 33.75% of the total respondents. Comparatively, the participation rates of third-year and fourth-year undergraduates demonstrate distinct patterns. While third-year students exhibit a participation rate of 25.31%, fourth-year students appear to have the lowest participation rate at only 8.75%.

Further analysis reveals that the participation rate of third-year students falls between that of first-year and fourth-year students. Specifically, first-year undergraduates constitute 32.19% of survey participants, indicating a substantial representation within the respondent pool.

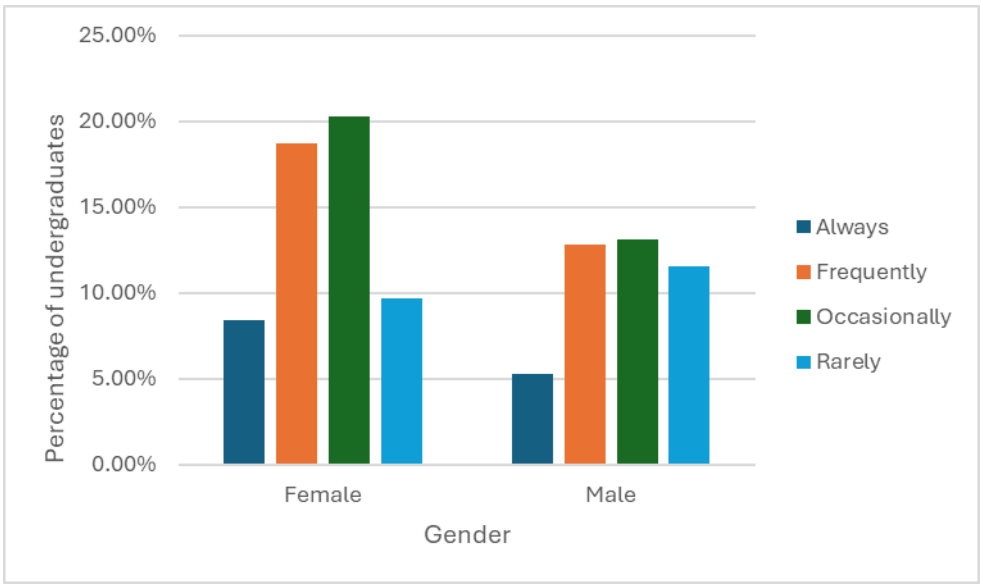


Figure 4- "How often do you have stress?" categorized by gender.

The above chart shows undergraduate students' frequency of stress experiences broken down by gender. The prevailing pattern among female responders shows that most of them experience stress occasionally, with a considerable percentage suffering stress frequently after that. On the other hand, a far smaller percentage said they were under stress all the time. Notably, the proportion of female undergraduates who experience stress is seldom more than the proportion who experience it constantly.

On the other hand, the majority of male respondents say they experience stress both frequently and infrequently. While the smallest percentage say they experience stress constantly, a significant amount also say they experience it infrequently. These results show that male and female undergraduates experience stress in different ways. Although all genders seem to experience periodic stress, there are differences in the frequency and severity of reported stress. In order to address stress-related concerns among undergraduate students, it is imperative that these subtleties be understood in order to build focused interventions and support networks.

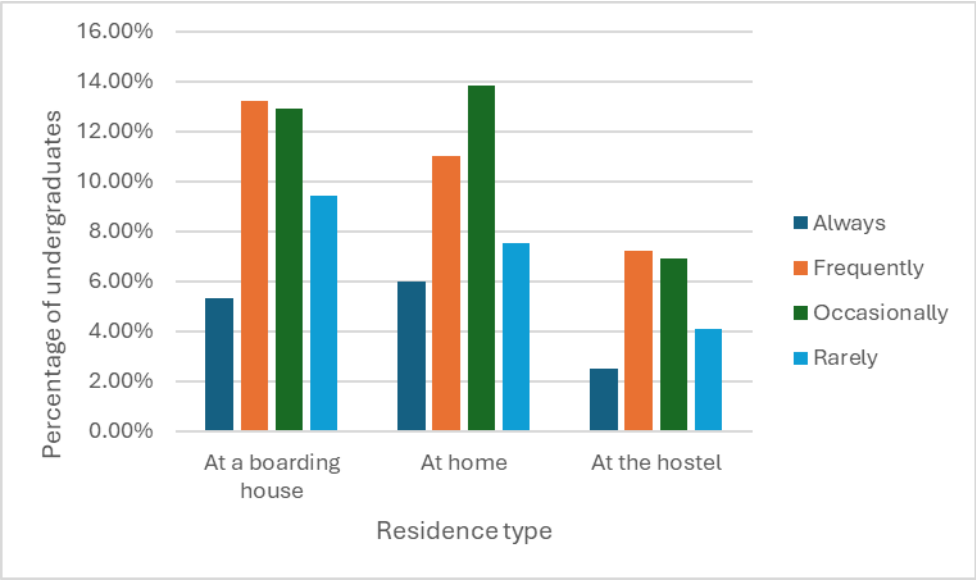


Figure 5- "How often do you have stress?" categorized on residence type.

The distribution of stress frequency among undergraduate students by residence status is depicted in the supplied chart. Diverse living arrangements exhibit diverse patterns of stress experiences, as revealed by a thorough analysis. Students living in boarding houses seem to be the most likely to be stressed out, with a significant percentage citing frequent instances of stress. After that, fewer students say they get stressed out sometimes and even fewer say they get stressed out very seldom. Among this group, experiencing stress on a constant basis has the lowest reported frequency.

On the other hand, kids who live at home typically claim that stress is something they experience on occasion. Fewer students say they feel stressed out regularly, and even fewer say they feel stressed out infrequently or never. Similar to students living in boarding houses, hostel residents likewise show a similar pattern, with frequent stress situations being reported most frequently. Next in line are occasional instances of stress, with fewer students reporting occasional or ongoing instances of stress. Based on their living arrangements, these findings provide insight into the diverse stress situations that undergraduate students encounter.

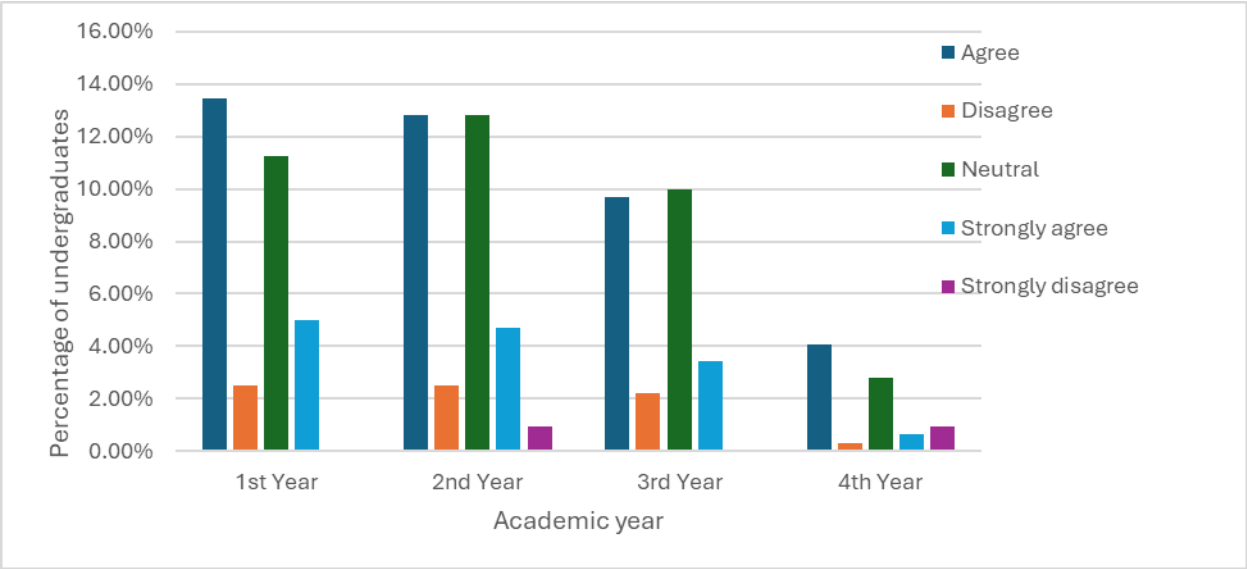


Figure 6- Contribution of curriculum activities on stress.

The provided chart illustrates undergraduates' perceptions regarding whether their curriculum contributes to stress. Across different academic years, the predominant sentiment is agreement with this notion, although the intensity of agreement varies.

In the first year, while a significant portion remains undecided (neutral), a majority align with the idea that curriculum activities induce stress. A smaller yet notable fraction strongly agrees, while the dissenting voices are minimal, as reflected by the negligible number of individuals selecting "Strongly disagree." Similar patterns emerge in the second year, with a substantial portion expressing agreement, followed by a lesser degree of neutrality. Fewer students strongly affirm this belief, and dissent remains marginal, once again with no respondents choosing "Strongly disagree." The third-year cohort displays a notable shift, where a considerable number express neutrality, suggesting a more balanced perspective. Although agreement still prevails, it is slightly less pronounced than in previous years. Moreover, dissent remains uncommon, as indicated by the minimal number of individuals selecting "Strongly disagree." Lastly, in the fourth year, the trend of agreement resurfaces as the dominant sentiment, albeit with a decrease in the neutrality of responses. A small fraction expresses strong disagreement, followed by an even lesser number strongly agreeing, with the fewest indicating disagreement. In summary, the data suggests a widespread acknowledgment among undergraduates that curriculum activities contribute to stress. However, the level of certainty and intensity of agreement vary across different academic years.

Academic year wise average stress scores and stress levels

Academic Year	Average Stress Score
1st Year	20.93
2nd Year	21.07
3rd Year	20.22
4th Year	20.46
Grand Total	**20.76**

Table 3- Academic year wise average stress score.

The above table shows average stress score according to the academic year. According to it, the average stress score is within the range of 20 – 22. Considering the Perceived Stress Scale, undergraduates in each year have a moderate stress level. But, comparing the four academic years, second year undergraduates are under more stress than other undergraduates. The average stress score of fourth year undergraduates is higher than third year undergraduates but it is less than first year undergraduates. The perceived stress scale is presented below.

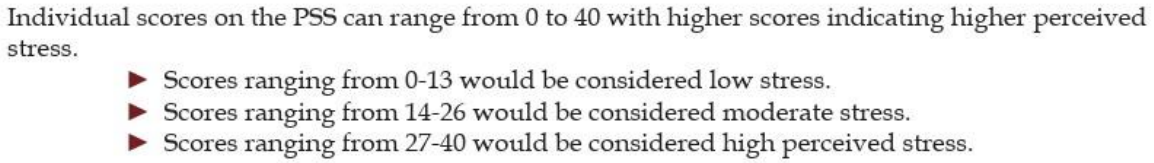


Figure 7-The perceived stress scale.

Academic Year	HIGH	LOW	MODERATE	Grand Total
1st Year	8	2	93	103
2nd Year	11	4	93	108
3rd Year	1	1	79	81
4th Year			28	28
Grand Total	**20**	**7**	**293**	**320**

Figure 8- Count of undergraduates.

The provided table presents the distribution of undergraduates across different academic years categorized by their reported stress levels: "Low," "High," and "Moderate." The majority of undergraduates, totaling 293, reported a moderate stress level. However, it's noteworthy that a portion of undergraduates also reported low and high stress levels. Specifically, out of the 320 undergraduates sampled, only 20 indicated a high stress level, while 7 reported a low stress level. These findings underscore the prevalence of moderate stress experiences among the surveyed undergraduates, while also highlighting the presence of individuals experiencing both low and high levels of stress across various academic years. This comprehensive understanding of stress level distribution among undergraduates can inform targeted interventions and support services aimed at addressing the diverse stress experiences within the student population.

The primary stress factors based on the academic year.

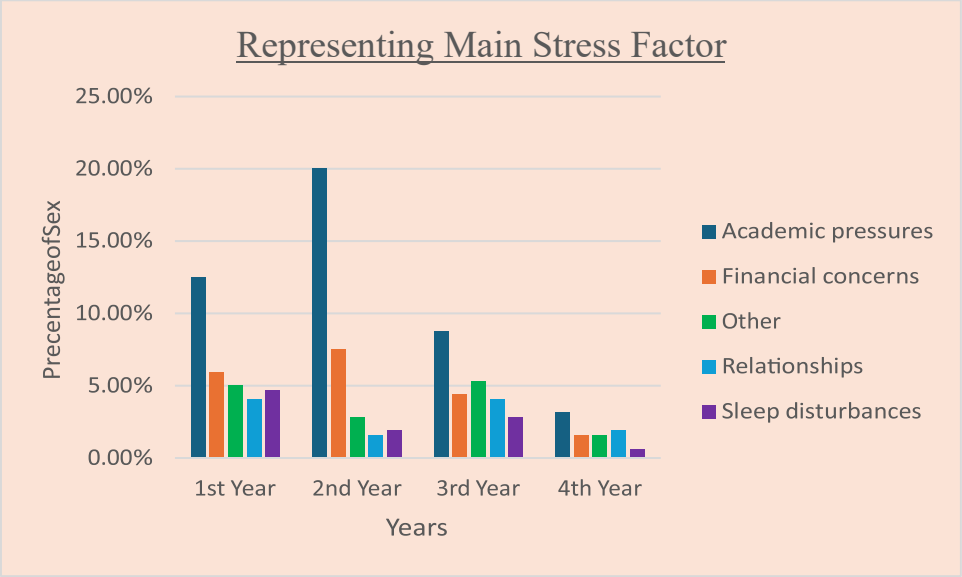


Figure 9-Column chart representing the main stress factor.

The above bar chart illustrates the predominant stress factors reported by undergraduates across different academic years. Consistently, "Academic pressure" emerges as the primary stress factor among undergraduates in every academic year. Conversely, the percentage of undergraduates selecting "Sleep disturbance" as their main stress factor is notably lower, indicating its relatively lesser prevalence compared to academic pressures. Notably, the percentage of undergraduates citing "Financial concerns" as their main stress factor surpasses those selecting "Relationships," underscoring the significance of financial stressors among students. Additionally, a considerable percentage of undergraduates opt for the "Other" category as their main stress factor, reflecting the diverse array of stressors that students may encounter beyond the predefined options. This comprehensive insight into the main stress factors reported by undergraduates across different academic years offers valuable guidance for implementing targeted interventions and support mechanisms tailored to address the prevalent stressors within the student population.

Descriptive statistics for stress score values

Descriptive Statistics for all Stress Score values	
Mean	20.759375
Standard Error	0.213578809
Median	20.5
Mode	20
Standard Deviation	3.820613893
Sample Variance	14.59709052
Kurtosis	1.431390276
Skewness	-0.009115192
Range	31
Minimum	4
Maximum	35
Sum	6643
Count	320
Largest(1)	35
Smallest(1)	4
Confidence Level(95.0%)	0.420201013

The descriptive statistics provide valuable insights into the peculiarities of the stress scores that the sample reported. It is clear that the respondents' average level of stress falls within this range, with a mean stress score of 20.7594. 20 is the reported stress score that occurs the most frequently, or mode, indicating that this level of stress is especially common in the sample. In addition, the distribution of stress ratings is balanced, with half of the respondents reporting scores below the median of 20.5 and the other half reporting values above it. The

range from 4 to 35 shows the spectrum of stress experiences in the sample, even though the standard deviation of about 3.82 indicates some variability around the mean stress score. Furthermore, a distribution that is somewhat peaked and skewed to the left is suggested by positive kurtosis values and the slightly negative skewness. These results set the stage for more investigation and interpretation by offering insightful information on the distribution and features of stress scores in the sample.

Stress Score of first year undergraduates	
Mean	20.93203883
Standard Error	0.353455687
Median	21
Mode	22
Standard Deviation	3.587183438
Sample Variance	12.86788502
Kurtosis	-0.310690987
Skewness	-0.064408872
Range	17
Minimum	12
Maximum	29
Sum	2156
Count	103
Largest(1)	29
Smallest(1)	12
Confidence Level(95.0%)	0.701077679

The descriptive statistics provide valuable insights into the peculiarities of the stress scores that the first year sample reported. It is clear that the respondents' average level of stress falls within this range, with a mean stress score of 20.9320. 22 is the reported stress score that occurs the most frequently, or mode, indicating that this level of stress is especially common in the sample. In addition, the distribution of stress ratings is balanced, with half of the respondents reporting scores below the median of 21 and the other half reporting values above it. The range from 12 to 29 shows the spectrum of stress experiences in the sample, even

though the standard deviation of about 3.59 indicates some variability around the mean stress score. Furthermore, a distribution that is somewhat peaked and skewed to the left is suggested by the positive kurtosis values and the slightly negative skewness. These results set the stage for more investigation and interpretation by offering insightful information on the distribution and features of stress scores in the first year sample.

Stress Score of second year undergraduates	
Mean	21.07407407
Standard Error	0.427649379
Median	20
Mode	20
Standard Deviation	4.444262717
Sample Variance	19.7514711
Kurtosis	2.286210803
Skewness	-0.026651545
Range	31
Minimum	4
Maximum	35
Sum	2276
Count	108
Largest(1)	35
Smallest(1)	4
Confidence Level(95.0%)	0.847765018

The descriptive statistics for the stress scores of the second-year students reveal notable characteristics of their reported stress levels. The mean stress score for this group is approximately 21.07, indicating the average level of stress experienced by second-year students. Interestingly, both the median and mode stress scores are reported as 20, suggesting that this level of stress is most frequently observed among the sample. This consistency underscores the prevalence of moderate stress experiences within the second-year cohort. The standard deviation of approximately 4.44 indicates a degree of variability around the mean stress score, reflecting the range of stress experiences within the group. The range from 4 to

35, along with the kurtosis value of 2.29, suggests a distribution that is moderately peaked and leptokurtic, meaning it has heavier tails compared to a normal distribution. Additionally, the slightly negative skewness value of -0.03 indicates a slight left skew, further emphasizing the distribution's characteristics. These descriptive statistics provide valuable insights into the stress experiences of second-year students, offering a foundation for further investigation and interpretation.

Stress Score of third year undergraduates

Mean	20.22222222
Standard Error	0.386500603
Median	20
Mode	20
Standard Deviation	3.478505426
Sample Variance	12.1
Kurtosis	-0.078781312
Skewness	-0.189467796
Range	18
Minimum	11
Maximum	29
Sum	1638
Count	81
Largest(1)	29
Smallest(1)	11
Confidence Level(95.0%)	0.769160712

The descriptive statistics for the stress scores of the third-year students offer insightful characteristics of their reported stress levels. The mean stress score for this group is approximately 20.22, indicating the average level of stress experienced by third-year students. Notably, both the median and mode stress scores are reported as 20, indicating that this level of stress is most commonly reported among the sample. This consistency suggests

a prevalent level of moderate stress experiences within the third-year cohort. The standard deviation of approximately 3.48 suggests some variability around the mean stress score, reflecting the range of stress experiences within the group. The range from 11 to 29, along with the kurtosis value of -0.08, indicates a distribution that is less peaked than a normal distribution and is platykurtic, meaning it has thinner tails. Additionally, the slightly negative skewness value of -0.19 suggests a slight left skew, further highlighting the distribution's characteristics. These descriptive statistics provide valuable insights into the stress experiences of third-year students, laying a foundation for further investigation and interpretation.

Stress Score of fourth year undergraduates	
Mean	20.46428571
Standard Error	0.543071178
Median	20
Mode	20
Standard Deviation	2.87366256
Sample Variance	8.257936508
Kurtosis	-0.513849574
Skewness	0.160751327
Range	10
Minimum	16
Maximum	26
Sum	573
Count	28
Largest(1)	26
Smallest(1)	16
Confidence Level(95.0%)	1.114290015

The descriptive statistics for the stress scores of the fourth-year students provide valuable insights into their reported stress levels. The mean stress score for this group is approximately 20.46, indicating the average level of stress experienced by fourth-year students. Similar to the previous cohorts, both the median and mode stress scores are reported as 20, suggesting

that this level of stress is most commonly reported among the sample. This consistency implies a prevalent level of moderate stress experiences within the fourth-year cohort. The standard deviation of approximately 2.87 suggests some variability around the mean stress score, reflecting the range of stress experiences within the group. The range from 16 to 26, along with the negative kurtosis value of -0.51, indicates a distribution that is less peaked than a normal distribution and is platykurtic, meaning it has thinner tails. Additionally, the slightly positive skewness value of 0.16 suggests a slight right skew, although it is close to symmetrical. These descriptive statistics provide valuable insights into the stress experiences of fourth-year students, contributing to our understanding of stress dynamics across different academic years.

Discussion

According to the conducted survey we identified that the stress level of most undergraduates of Faculty of Science at University of Kelaniya is at a moderate level. And, second-year undergraduates are under more stress than the undergraduates in other academic years. Most of them have selected "Exam pressure, Assignment deadline and Heavy course workload" as their specific academic stressor factor.

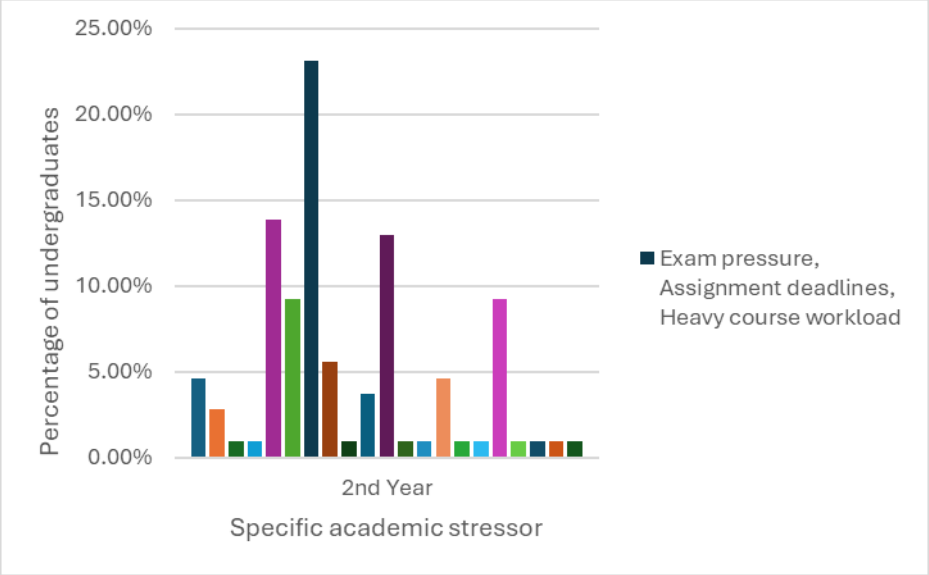


Figure 10- The specific academic stressor of second year undergraduates.

According to the reasons we observed, it is most probably because of the tight schedule of the semester which has 13 weeks as its' duration. Since the academic works are not scattered

throughout the semester, the undergraduates have a high impact on their physical as well as mental health.

The survey results directly align with the proposed objectives. Firstly, by determining that the majority of undergraduates experience a moderate level of stress, the findings address the objective of assessing stress levels within the Faculty of Science. This insight highlights the importance of implementing stress management strategies tailored to the needs of this student demographic. Secondly, the identification of academic pressure as the primary stress factor fulfills the objective of pinpointing primary stressors among undergraduates. This finding underscores the need for targeted interventions and support systems aimed at alleviating academic-related stress and promoting student well-being and academic success.

Based on the survey findings, it is recommended that the academic administration of University of Kelaniya to consider implementing stress management programs and academic support initiatives tailored to address the specific stressors identified among undergraduates in the Faculty of Science. Additionally, ongoing research and monitoring of stress levels within the student population are advised to ensure the effectiveness of interventions over time. This discission aims to provide a comprehensive overview of the survey findings and their implications for promoting student well-being and academic success within the Faculty of Science at the University of Kelaniya.

Conclusion

- The majority of undergraduates within the Faculty of Science at the University of Kelaniya report experiencing a moderate level of stress. However, upon comparing stress levels across academic years, it becomes evident that second-year undergraduates exhibit higher stress levels compared to their counterparts in other academic years. This observation sheds light on the unique stress dynamics within the second-year cohort, suggesting a need for targeted interventions and support mechanisms to address the elevated stress levels experienced by these students.

- The primary stress factor among the majority of undergraduates within the Faculty of Science at the University of Kelaniya is academic pressure. This prevailing trend underscores the significant role that academic demands play in contributing to the overall stress levels experienced by students within the faculty.

The References Material

- *Perceived stress scale (PSS-10)* (no date) *CORC Child Outcomes Research Consortium*. Available at: https://www.corc.uk.net/outcome-experiencemeasures/perceived-stress-scale-pss-10/ (Accessed: 23 February 2024).

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