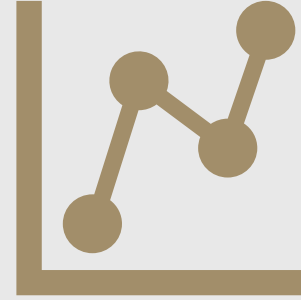# UNI STUDENT STRESS

Giselle, Yilin, Amelie, Vanessa, Aratrika, Reel

Data collection

Data collected via Google form from first-year university students on 4.9.2023

50 responses received, categorized into qualitive and quantitative

Data handling

Categorized variables:

Qualitative : first language, stressors

Quantitative: stress rating, study hours, stress time percentage

- Outliers and "other" responses addressed for accurate analysis.

Limitation and assumptions

1

Limitations: uncontrolled factors (faculty, degree), sampling bias (gender, disparities)

2

Assumptions: unrealistic response handling ("1000000" stress percentage)

Data cleaning

Outlier removed: "1000000" stress percentage

Code used:
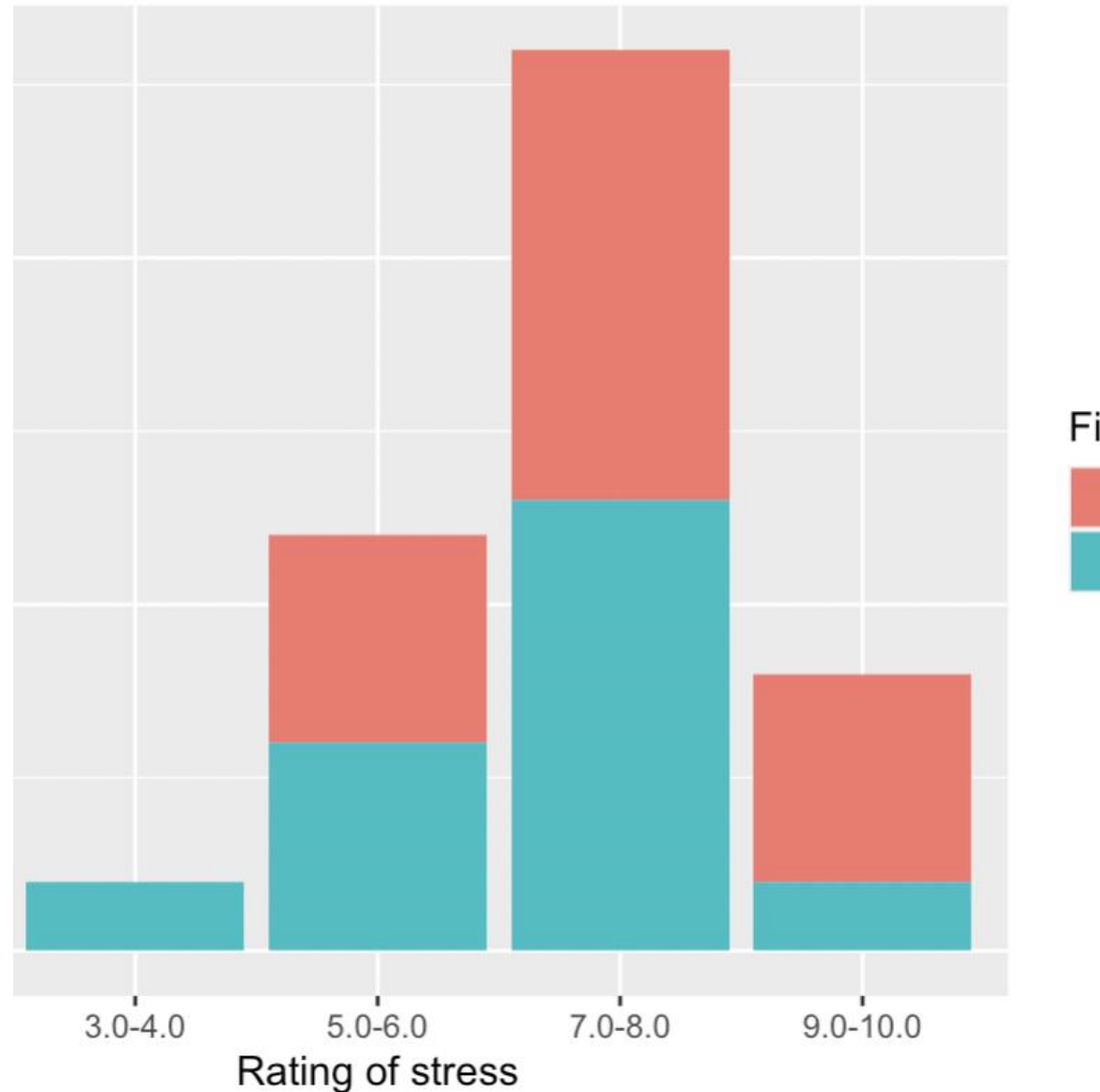**uni5%>%filter(percentagetimestress<=100)**

RESEARCH THEME

An investigation of the relationships between factors first year university student stress.

Research question1

- How do individual stressors influence the stress levels among first year students?
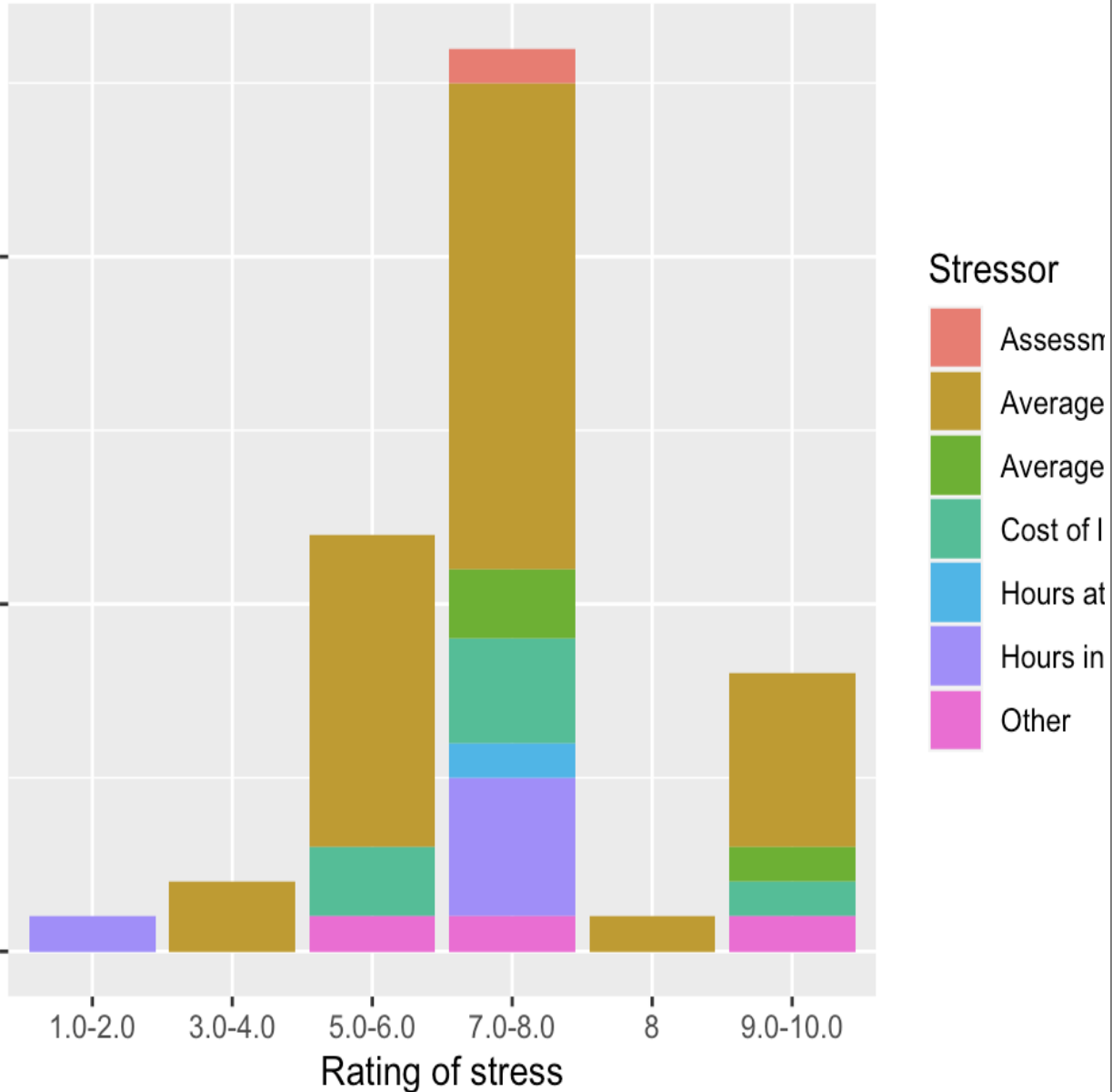
Stress and language

- Lower stress rating (1.0-4.0): mostly English speakers

- Moderate-high stress rating (5.0-8.0): split between native and non-native English speakers.

- High stress rating(9.0-10.0): mostly non-native English speakers.

Stress levels and study patterns

- Majority: moderate-high stress (5.0-10.0)
- Peak: 7.0-8.0 stress rating
- Common stressor: daily study time outside class
- Few: low stress levels (1.0-4.0)
- Common stressors: mainly university-related

Research question 2

- How does the amount of hours spent studying affect the self-rated percentage of stress experienced by first year university students on a weekly basis?

The Residual graph for Weekly stress percentage on Weekly study hours

The residual graph for weekly stress percentage on weekly study hours
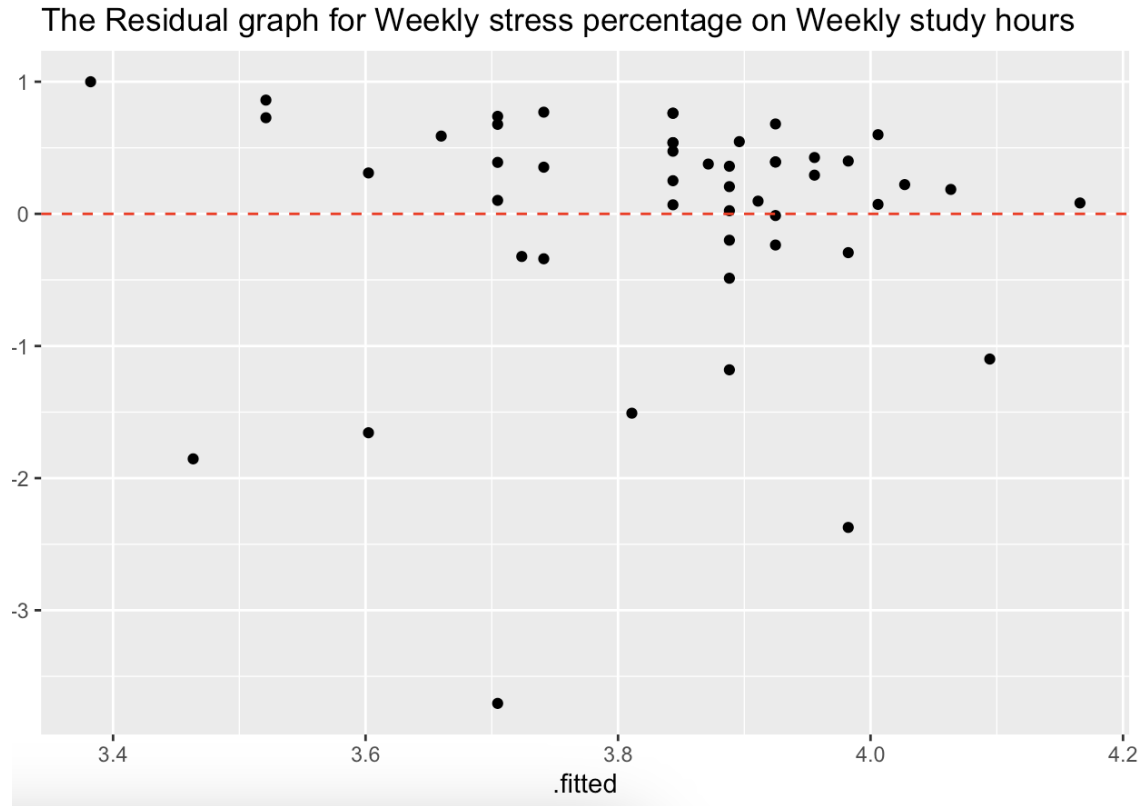
- **Correlation Analysis:**
- Weak positive correlation (0.18) between study hours and stress.

- **Trend:**
- Study hours up, stress tends to increase.

- **Regression Insight:**
- Stress explains 60% variance at 25 study hours.

- **Random residual plot** pattern indicates a linear link between study hours and stress proportion.

Related studies

Ahmed, 2016: international vs domestic first year students – similar or slightly higher stress, connect to English-first language stress investigation.

Gang and Midford, 2015: more mentor time-higher undergrad stress, relates to study hours vs stress investigation.