



# The Interplay of Lifestyle, Stress Level, and Academic Performance

## Project Contributors

Federica Sfeir — Fathnelle Mehoulley — Glorie Metsa Wowo

Lecturer (Data Visualisation): Dr. Madinier

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The life of a student is defined by the constant tension between academic expectations, personal well-being, and social engagement. While achieving high academic performance is often perceived as the primary goal, it is not always sustainable without considering lifestyle balance. This report explores the relationship between **study time**, **sleeping time**, **physical** and **social activities**, and **stress levels**, in order to understand how these factors collectively **influence academic outcomes**, specifically Grade Point Average (GPA). The dataset under analysis consists of self-reported measures from students covering the listed factors and is available here : (data-source)

## Key Findings

- **1. Study Time & Performance: Diminishing Returns** More study hours generally correlate with higher GPA ; However, excessive studying paired with sleep deprivation increases stress and somehow reduces academic gains.
- **2. The Balanced Student Profile** Students with **moderate stress** demonstrate optimal outcomes: Efficient study habits ; Adequate sleep (~7.5 hours/night); Regular physical and social activities; Sustainable academic performance without burnout
- **3. Protective Lifestyle Factors** Physical activity and social engagement serve as stress buffers, significantly enhancing mental resilience under academic pressure.
- **4. The Paradox Group (~20% of students)** A distinct subgroup exhibits contradictory patterns: *Minimal study time + poor sleep; Excessive physical activity (> 5 hours/day); Low grades + extremely high stress;*

**Implication:** Stress originates from multiple sources beyond academics.

- **Evidence-Based Recommendations:** Study intensity alone does not ensure sustainable success; Sleep, physical activity, and social connection are **essential**, not optional; Stress management requires holistic lifestyle consideration.

**Critical Insight:** The **20% paradox group** demonstrates that **stress** is multidimensional and not solely tied to **study load** or **performance outcomes**. This highlights the importance of comprehensive student wellness programs that address diverse sources of stress.

**Key Message:** High **performance** paired with **well-being** is achievable through balanced lifestyle choices. Institutions should promote this integrated approach rather than valorizing academic intensity alone.