



# MENTAL HEALTH OF STUDENTS

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# OVERVIEW

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# INTRODUCTION

## **Problem 1. The relationship between learning parameters and mental health:**

- Analyze the data to understand whether there is a relationship between study parameters such as course, year of study, and success (CGPA), and the level of mental health expressed through indicators of depression, anxiety, and panic attacks.

## **Problem 2. Trends in requests for specialized treatment:**

- We examined the data to determine if there are general trends in how students respond to their mental health problems. For example, you can find out how many students seek specialized help (treatment), and what factors may influence the decision to seek help.

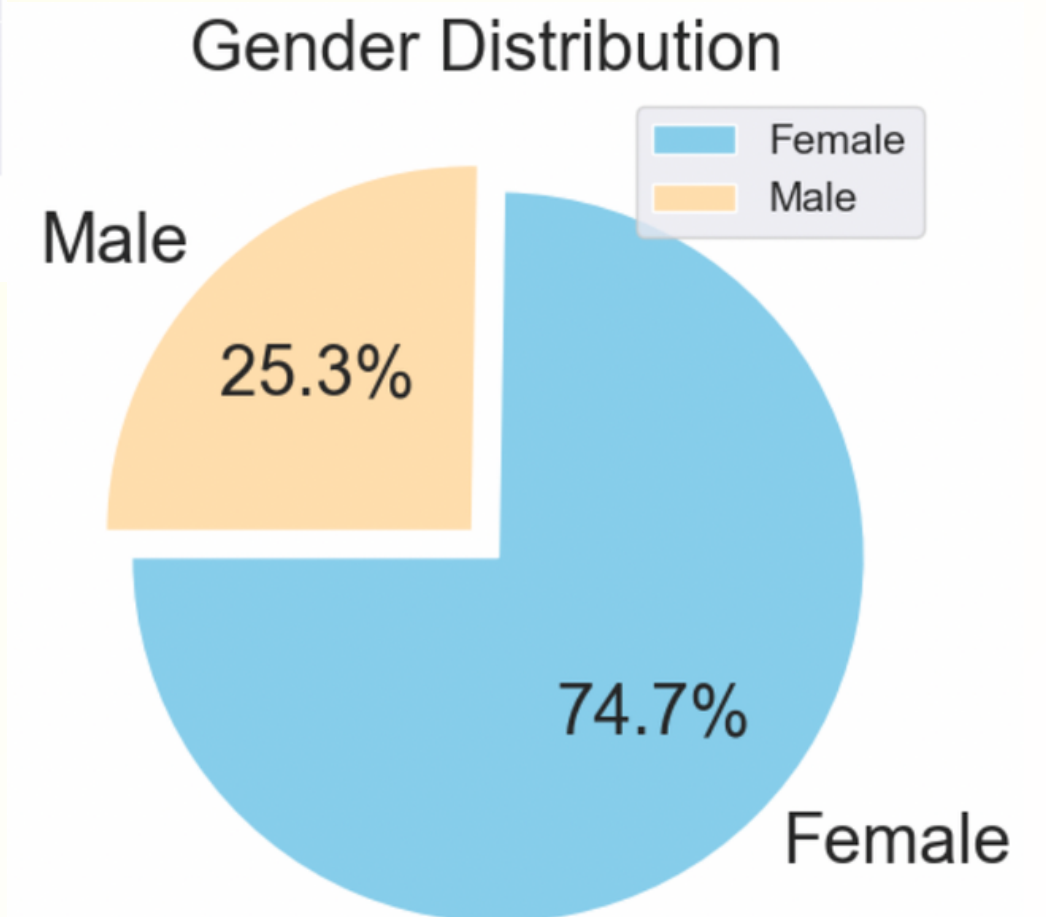
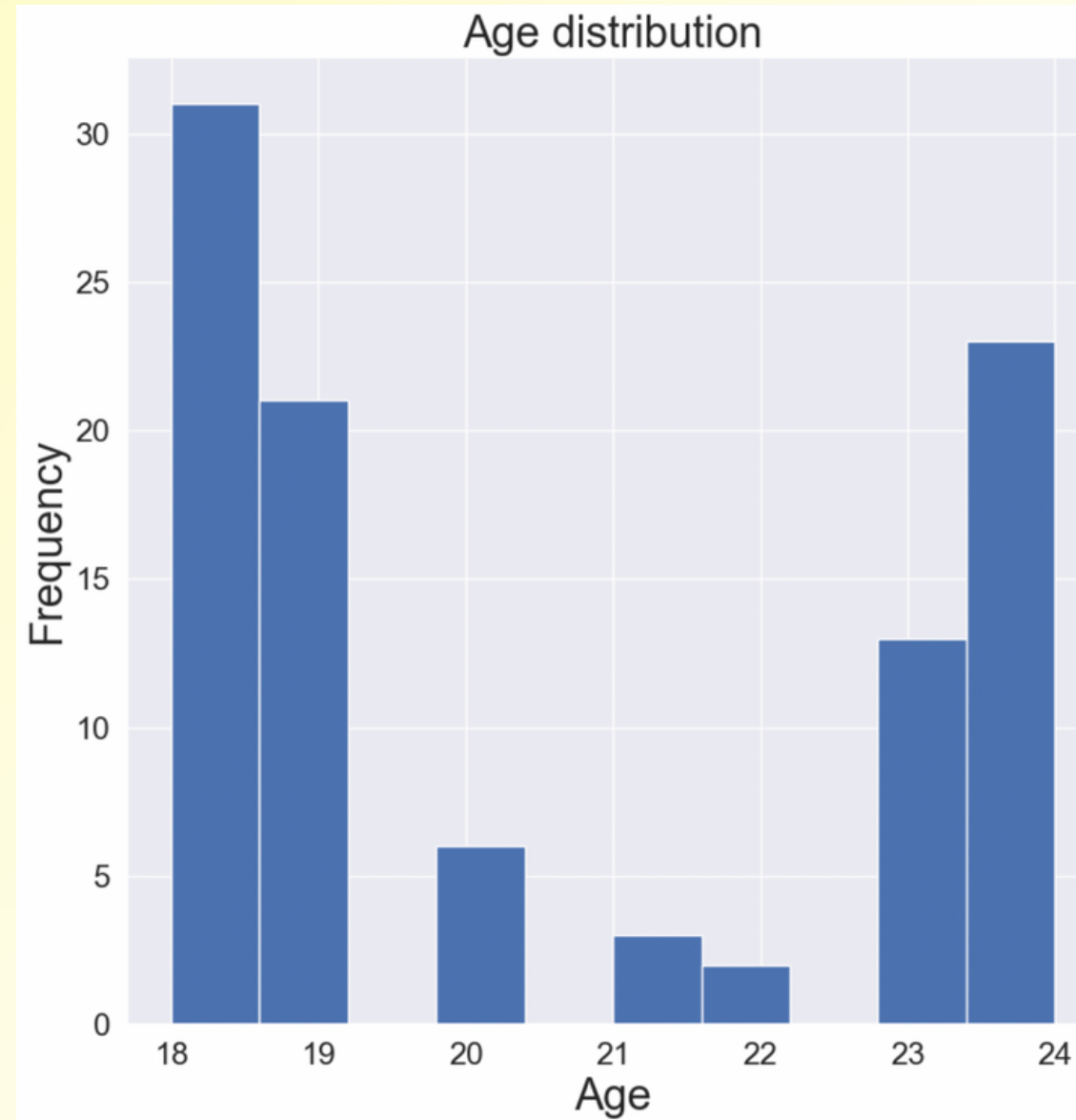




## DATA VISUALIZATION



Firstly, we identified participants of survey by age and gender

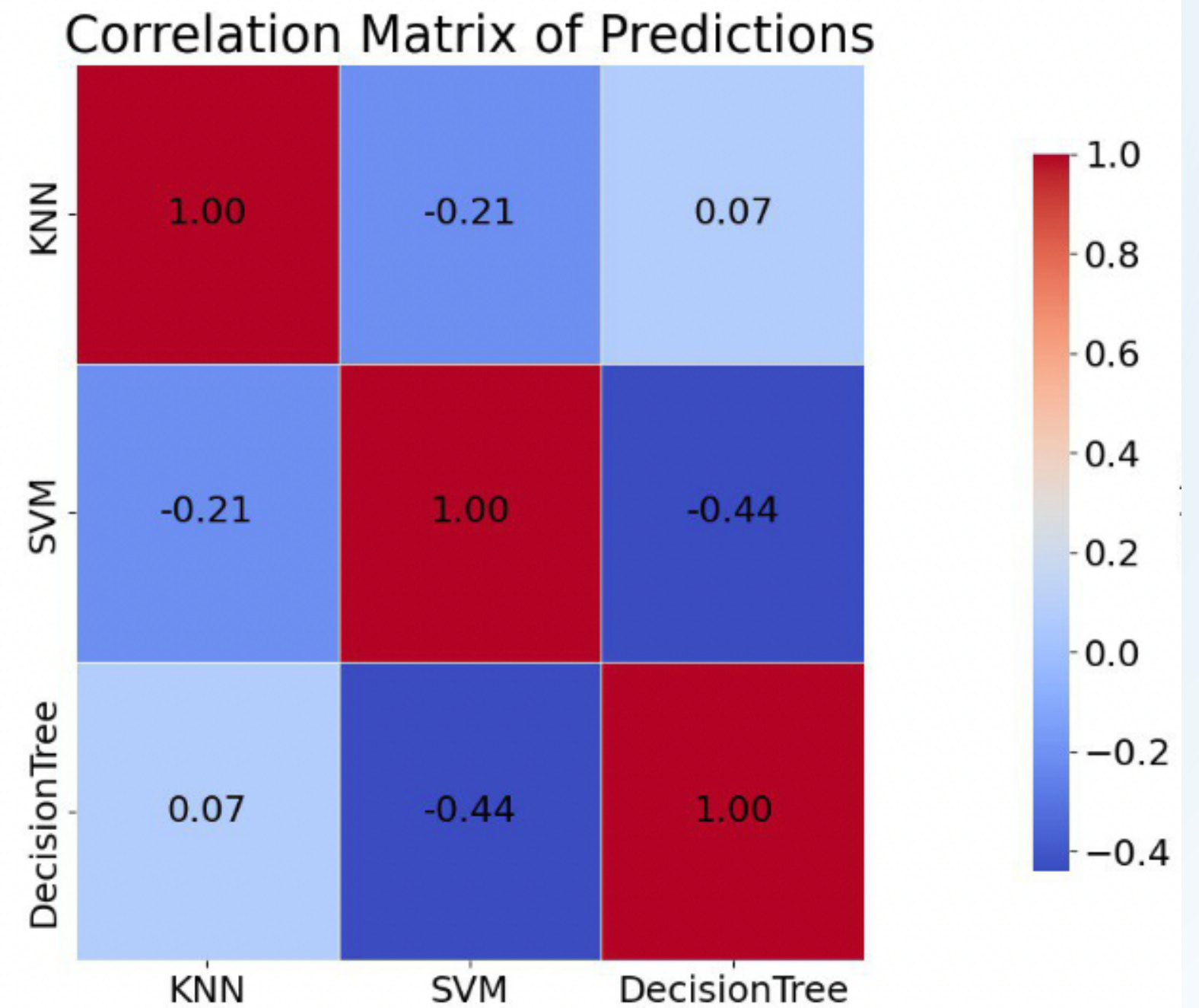




# METHODS

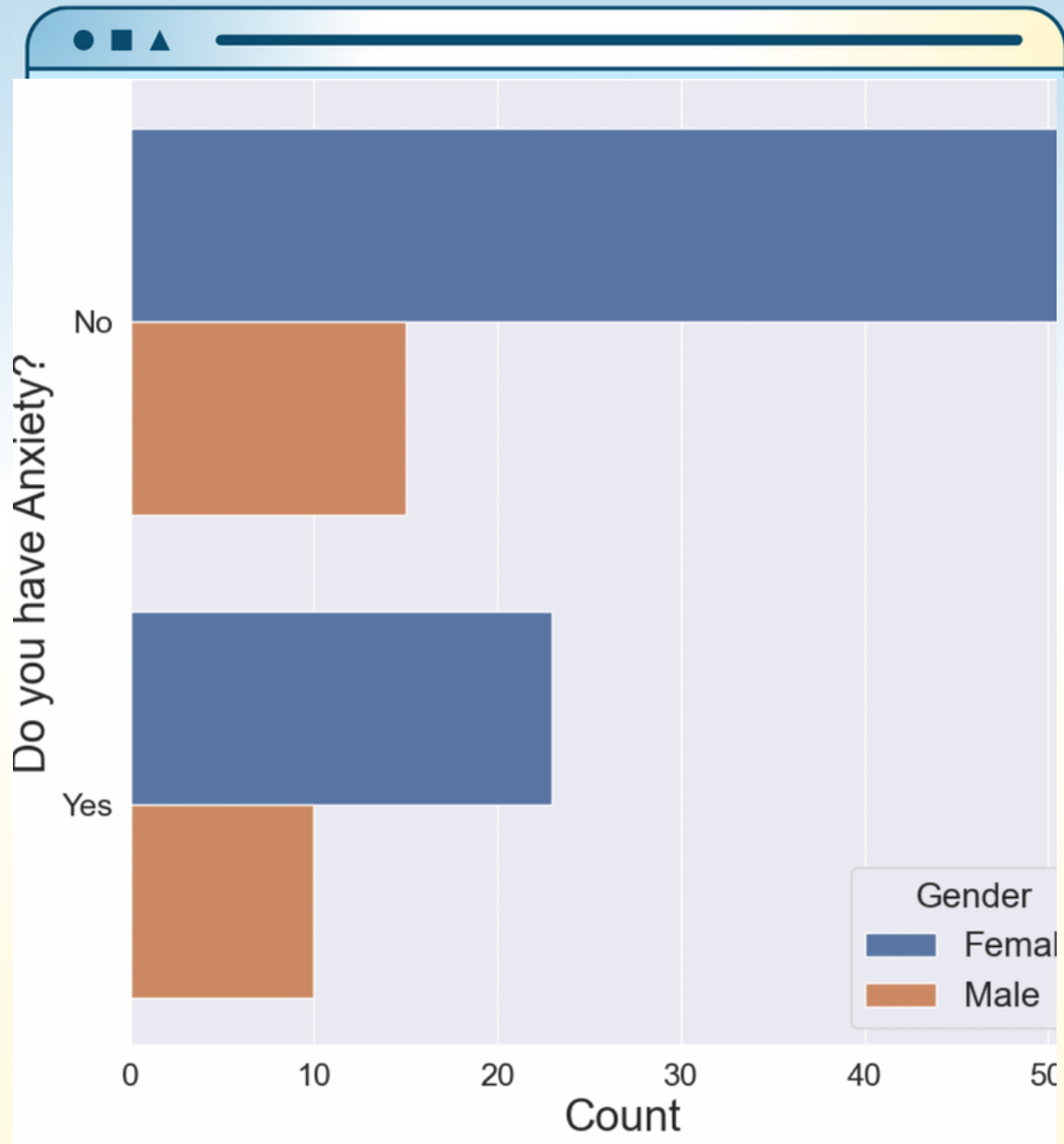


Three classifiers (K-Nearest Neighbors, Support Vector Machine with a linear kernel, and Decision Tree) are trained on the preprocessed data.

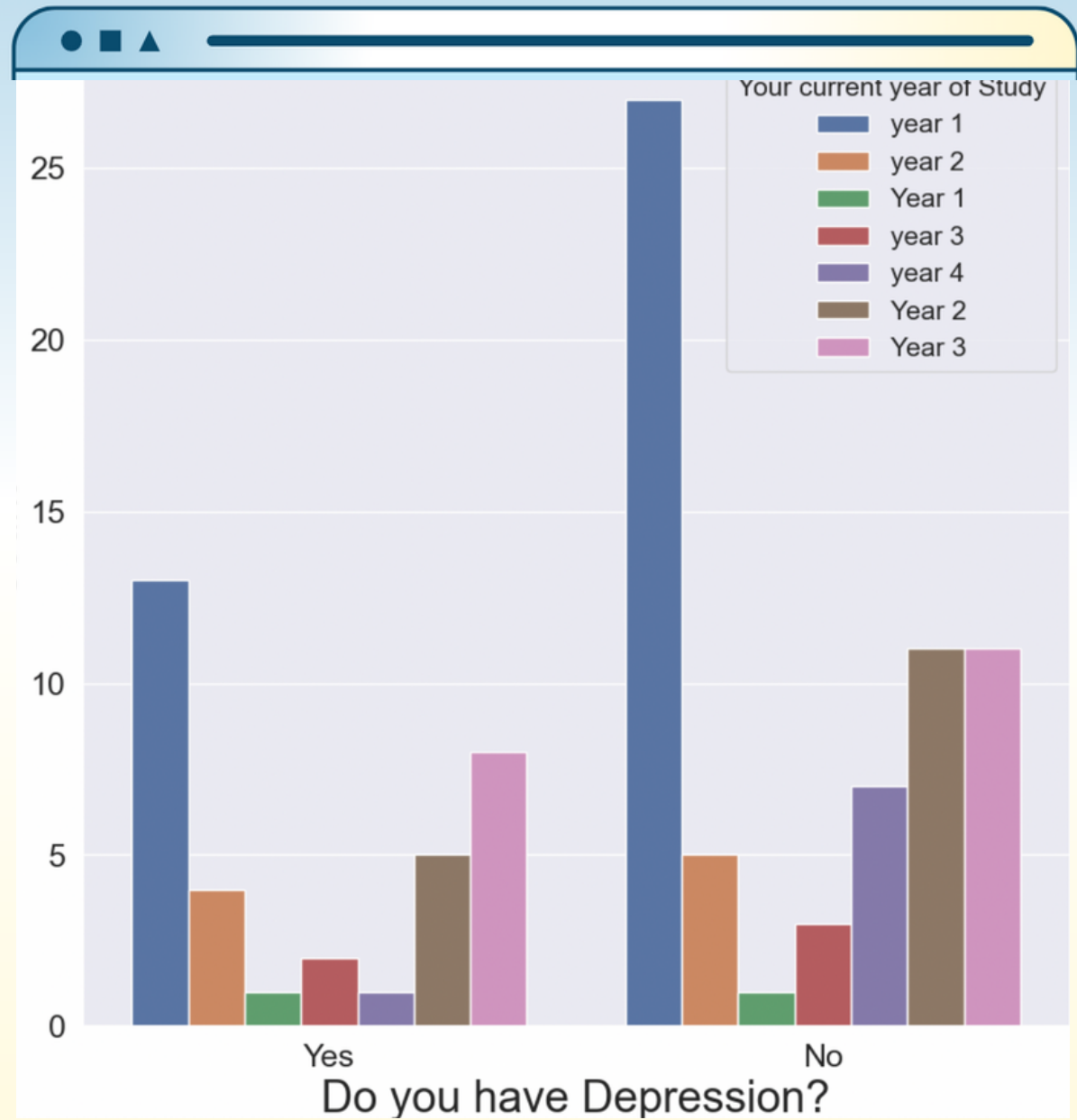




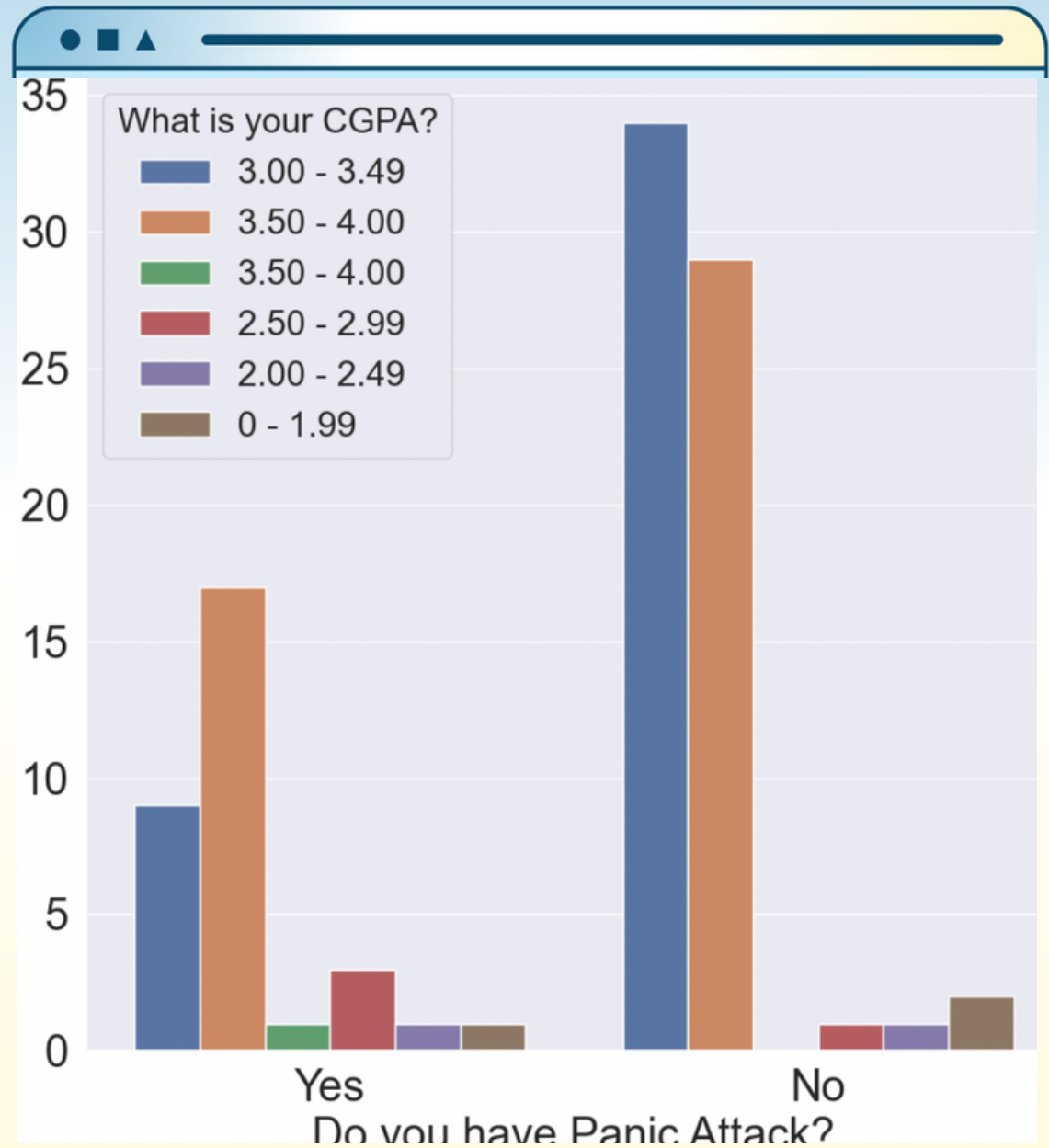
# EXPERIMENTS



Anxiety by Gender



Depression by study year



Panic attack by CGPA



# FUTURE WORKS

## 1. Intervention Programs:

- Design and implement intervention programs aimed at promoting mental health and well-being among students. Evaluate the effectiveness of these programs and assess whether targeted interventions can lead to improvements in mental health outcomes.

## 2. Exploration of Academic Stressors:

- Investigate specific academic stressors that may contribute to mental health issues. This could include exploring the impact of exam pressure, coursework demands, or faculty-student relationships on mental health outcomes.

## 3. Collaboration with Mental Health Professionals:

- Collaborate with mental health professionals to incorporate clinical assessments and diagnostic tools into the research. This interdisciplinary approach can provide a more comprehensive understanding of mental health issues among students





**Thank you for  
attention!**