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The Stress Levels of Adopting New Educational Technologies and Its Impact on the Academic Performance of University Students in the UAE

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A R T I C L E I N F O

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A B S T R A C T

Academic stress represents the primary stressor affecting the mental well-being of university students. When someone hears the term stress, they immediately think of anxiety, depressive symptoms, and various other serious disorders. The correlation between stress and academic performance has been extensively discussed in the existing literature. However, one significant aspect of this relationship, which is of crucial significance, has not been addressed. The identified paper is a comprehensive and explanatory study specifically focusing on UAE's university students to better comprehend the correlation between stress and academic achievement. Therefore, research's objective is to conduct the study further and do detail research analysis in order to understand whether or not stress contributes to the outcome of academic success. This research design used to answer the research questions is an analysis and evaluation using the explanatory method (survey) of research using the quantitative approach. The deployment method used in this research paper is cross-sectional which as we used a small sample size in a short time from for a large population. The short random sample was derived of university students in in United Arab Emirates only. This sample size will be demonstrated in the upcoming survey using a frequency method namely online survey. the confounding variables in this research are not considered that influence an academic performance between stress and academic performance. The only variables considered in this research are Independent, dependent, moderating and mediating. This research paper bridges a crucial gap in the study between stress and academic success specifically in the United Arab Emirates. Although numerous things affect academic performance, stress could be a crucial one.

1. INTRODUCTION

Academic stress represents the primary stressor affecting the mental well-being of university students. When someone hears the term stress, they immediately think of anxiety, depressive symptoms, and various other serious disorders [1]–[4]. Everyone is subjected to stress at various points in the course of their lives, and it is an unavoidable element of the educational experience since it affects their psychological state and learning outcomes, including their physical wellness. Various variables contribute to student stress. Similarly, academic success is measured in numerous ways, such as grades, participation, attendance, group work, etc [5]. On the other hand, there are several contributors to stress, such as relatives and friends in contact, examinations, time limits, procrastination (bad time management), online connections (social media), financial instability, upcoming job ideas, hopelessness, worry, and numerous others [6]–[9]. Education

atmospheres stand for high competition, as do pupils, who should be capable of dealing with academic stress by depending on their managing abilities. Consequently, academic success is closely associated with stress and its contributing factors [10]–[13].

The correlation between stress and academic performance has been extensively discussed in the existing literature. However, one significant aspect of this relationship, which is of crucial significance, has not been addressed. 10 relevant articles have been identified related to the stated topic. The identified paper is a comprehensive and explanatory study specifically focusing on UAE's university students to better comprehend the correlation between stress and academic achievement [14]. Therefore, research's objective is to conduct the study further and do detail research analysis in order to understand whether or not stress contributes to the outcome of academic success. Literature in the fields of academics and stress has been extensively explored. However, upon further investigation of the connection between stress and academic success, there's an apparent gap in the field to be explored. This gap is primarily in the middle eastern region of a newly booming economy, namely the United Arab Emirates. It has been found that the correlation between stress and academic success has been explored in the western region and in very few eastern countries. However, none of these literature pieces highlight the importance of the correlation in the region of the United Arab Emirates, which encompasses a wide and diverse range of nationalities, which makes this region a very significant sample to look at [9]–[12]. Therefore, further emphasis should be placed on conducting targeted studies exploring the impact of stress on academic achievement, taking into account various aspects like competitiveness, examinations, time management, financial instability, and sleep routines. Meaning that, although there are studies available on the relationship connecting stress and academic performance, there's a research gap—the influence of stress on academic achievement, specifically among students in the UAE—has not been widely explored [15][1], [2].

2. LITERATURE REVIEW

This section of the current work provides us with a framework to analyze the current state of literature in the field concerning the relationship between stress and university students in the UAE [16]. It will give us an understanding of the historical background and current state of the field, pinpoint areas where knowledge is insufficient, and identify opportunities for further research. [17]–[20] attempted to scrutinize the connection between stress, Personality type A and academic achievement in a Business studies school in Indonesia. Additionally, pupils from many different departments and semesters were given questions. As predicted, this study found that the stress students felt had a detrimental impact on their academic performance. Type A personalities have been shown to improve academic achievement. Finally, the institution should foster a healthy competitive environment, develop expertise to map individuals' personalities that are directly creating stress, and provide stress managing practices to assist students in dealing with stress. [21]–[24] conducted this comprehensive research to identify the primary sources of stress and determine an optimal approach to managing stress among students. It acknowledges the challenging task of finding the right balance between facing adequate challenges and having coping mechanisms, further stating that we often remain unaware of the stress we experience [25]. The goal was to gain insights into their perceived stress levels and develop effective strategies to enhance their overall well-being & academic performance. [26]–[28] investigated the association between stress and academic performance among government-sponsored undergraduate students from the University of Nairobi in Kenya specifically which was interesting to learn from. They chose several mediating roles of the students' age, gender, locus of control, level and course of study in the relationship between stress and academic performance. The authors critically assessed Academic performance from the students' academic transcripts [13], [17]–[19]. It was found that the relationship between stress level and academic performance was significant within 19 to 22 years, 23 to 26 years, males, females, College of Humanities and Social Sciences, College of Agriculture and Veterinary Sciences, levels one and four of study, internal locus of control, and external locus of control [20]–[23]. Regression analysis showed that the higher the stress level, the poorer

is the academic performance. [4], [6], [7] conducted a study in the Albanian context to explore the relationship between stress, attachment, and academic success among university students [24], [26]–[28]. The author acknowledges that stress can significantly impact academic performance and mentions that previous studies have shown a correlation between stress and attachment [15]. The author focuses on measuring academic success using the average of students' results, which is a commonly used method [29]. Additionally, the author considers the relationship between academic success and appeasement, indicating that there might be a correlation between these factors as well [18], [30]–[32]. Overall, the author aimed to shed light on the relationship between stress, attachment, and academic success in the Albanian context, utilizing a questionnaire-based study involving a significant number of students from six different Albanian universities.

[33]–[35] The author conducted a study in selected private universities of Pakistan to evaluate the impact of stress, self-esteem, and gender on students' academic performance. The study involved 300 students from different private universities in Pakistan, and the participants were selected using the cluster random sampling technique. The study concludes that the level of stress and self-esteem may not be as influential on the academic performance of students in private universities as suggested in the existing literature on the subject [19], [36]–[38]. In summary, the author aimed to examine the relationship between stress, self-esteem, gender, and academic performance among students in private universities in Pakistan. The study's findings suggest that stress and self-esteem may not have a significant influence on academic performance, while gender was found to have no notable effect in the context of the surveyed students. [15], [39], [40] aimed to provide a conceptual overview of the various ways in which stress impacts students. The authors address the psychological effects of stress on mental health. Stress can contribute to psychological distress, including symptoms of anxiety, depression, and other mental health issues. Throughout the article, the authors review relevant literature to support their discussion of these links between stress and physical health, mental health, and academic success. [1], [2], [41], [42] provide an overview of the multiple pathways through which stress affects students, including its impact on physical health, mental health, and cognitive processes related to academic success. The article reviews existing literature and offers directions for further research and interventions in this field. [43]–[46] examined the impact of stress on students' academic performance and stress management among students at Seinäjoki University of Applied Sciences. The main objectives of the study were to determine the extent to which stress affects students' academic success, health, and general lifestyle, as well as to explore measures to counteract the effects of stress in students. In summary, the author conducted a quantitative study to investigate the impact of stress on students' academic performance and stress management at Seinäjoki University of Applied Sciences [47]–[49]. The study identified various factors causing stress among students and proposed measures such as a stress management course and involvement in extracurricular activities to counteract stress.

(Maajida Aafreen, M., Vishnu Priya, V., & Gayathri, R, 2018) assessed stress levels between students in many proficient institutions and also examined the subject correlation with academic, societal, and well-being factors. It aimed to identify stress causes and provide solutions for students to enjoy their schooling without stress. Findings revealed that students in the science stream experienced higher stress levels, impacting their psychological, physical, as well as the emotional wellness [10], [13], [50], [51]. Anxiety, depression, and decreased academic performance were observed. Understanding stress causes is crucial, and the research aims to offer solutions for a stress-free schooling experience. The study underscores the significance of addressing student stress and developing interventions and support systems to manage it effectively, fostering an enjoyable educational environment. The motive of this research was to explore the different stressors and how they impact learning outcomes among students in Lusaka's high school. It also aims in filling gaps in acquaintance in the field so that teenagers in high school may combine diverse methods to deal with or regulate anxiety whenever they find themselves overloaded. [6], [7], [52], [53] The objective of this study appeared to explore whether the data of stress reduction could average the connection between the frequency of physical

activity including the impact of stress on academic presentation among college students. The study included 2,893 participants from a Midwestern University who completed the National College Health Assessment II during the spring semesters of 2010, 2012, and 2014 [21], [23], [37], [54]. To analyze the data, the researchers standardized the collected data by converting it into z-scores for two variables: 1) frequency of PA and 2) the amount of stress reduction information received. They then employed moderated hierarchical regression analysis to examine whether the stress reduction information had a moderating effect on the frequency of PA and the influence of stress on academic performance.

All the above-mentioned renowned pieces of literature provide important aspects of this connection between stress and academic performance in various parts of the world alongside numerous different variables taken in account. However, the region of United Arab Emirates is not held into accounting any of the above-mentioned sources [26]–[28], [55]. Therefore, this research paper bridges a gap in the existing literature and provides further researchers a new critical and cultural perspective [8], [9], [56], [57].

Prior to the study, identifying and understanding the variables is essential, the research questions are established upon identifying the variables. These will show relationship between different factors.

1- Dependent Variable (DV): This is the Dilemma, that is dependent on the independent variable.
2- Independent Variable (IV): All research questions are always independent variables.
3- Mediating Variable (MedV): in between dependent and independent.
4- Moderating Variable (ModV): effects relationship between Independent/Mediator or Dependent variable.

Table 1 displays the variables discussed in this research paper. The variables in Table 1 are used in the relationship framework conceptual presented in Figure 1. The framework shows the independent variables and dependent variables relationships and it reflects the hypothesis in this study be testing the moderation and mediation variables as well.

Table 1. Details of variables in this research, types and categories are categorized in the following table

Variables	Types	Categories
Competition	IV	Demographic
Exams _Deadlines	IV	Demographic
Time_management	IV	Demographic
Sleep	IV	Demographic
Financial_insecurity	IV	Demographic
Academic Performance	DV	Dichotomous/Demographic
Stress	MedV	Demographic
Age	ModV	Demographic/Dichotomous
Demographics	ModV	Demographic/Dichotomous

Figure 1. Conceptual Framework

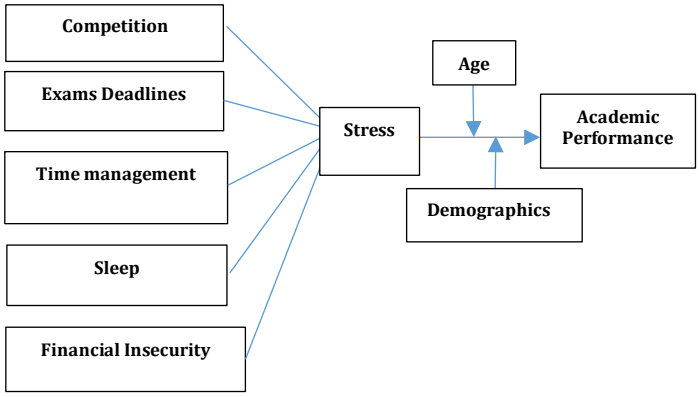


Table2. Research Questions

Competition	**RQ1)** Do you think competition has an impact on stress in university?
Exam Deadlines	**RQ2)** To what extent does exams or deadlines result in stress in university?
Time management	**RQ3)** Is there any impact of time management on stress levels?
Sleep	**RQ4)** Is there any impact of sleep on stress in university?
Financial insecurity	**RQ5)** Does Financial insecurity result in stress in university?
Academic performance	**RQ6)** On the scale of 1-5 at what level stress has an influence on academic performance in university?
Age	**RQ7)** Do you think age effects the relationship between stress and academic performance in university?
Demographics	**RQ8)** Do you think demographics affect relationship between stress and academic performance?

The Research Hypothesis

H1: There's an impact of competition on stress in University Students in UAE.

H2: Exams and deadlines result in stress in University Students in UAE.

H3: There's an impact of time management on stress levels in University Students in UAE.

H4: There's an impact of sleep on stress in University Students in UAE.

H5: Financial insecurity results in stress among University Students in UAE.

H6: There's an impact of stress on academic performance.

H7: Age effects the relationship between stress and academic performance.

H8: Demographics affect relationship between stress and academic performance.

3. METHODOLOGY

This research design used to answer the research questions is an analysis and evaluation using the explanatory method (survey) of research using the quantitative approach. The deployment method used in this research paper is cross-sectional which as we used a small sample size in a short time from for a large population. The short random sample was derived of university students in in United Arab Emirates only. This sample size will be demonstrated in the upcoming survey using a frequency method namely online survey.

To be more specific, the research paper analyzed 10 scholarly sources. The research used platforms such as Google Scholar and EBSCO etc., which are digital libraries of academic journals, books, and primary sources. To derive an understanding of the correlation between stress and academic performance, these scholarly sources were carefully examined to see different contributors to stress and how they effected academic performances in different parts of the world. The abstracts used reviewed for the various interpretations of the different kinds of sample sizes used in the existing researches that were conducted. This methodology was helpful to derive an understanding of the correlation between stress and academic success. More explicitly, the finding of these scholarly sources was used to demonstrate the correlation between the variables. Overall, the sources were used to critically evaluate and assess the correlation between stress and academic success to decide if there exists a negative relationship between the stress and academic success.

4. Data Collection

This research conducted answered some questions using a quantitative approach i.e., an online survey. The deployment method used in this research is survey and the frequency method is cross-sectional as we used a small sample size in a short time from for a large population. The short random sample was derived of university students in in United Arab Emirates only. Moreover, this research is a Descriptive Study which means we are trying to discover answers to our questions (research questions) and Descriptive Analysis will be used. Sample size: n=50

There are two types of Sampling Methods, Non-Probability Sampling Method: This is where not everyone gets the chance to be a participant in the research, there are conditions based on which participants are selected. This method can be biased. Four sampling methods come under the non-probability sampling method: Convenience sampling, Judgement sampling, Snowball sampling and Quota sampling. Probability Sampling Methods: There are no specific conditions involved and everyone has an equal chance of being selected. This involves four methods as well: Simple Random, Systematic, Strata and Cluster. The Sampling method used to conduct this research is a

Probability Sampling method i.e., Simple Random Sampling: Sample is gathered from a large population randomly. Perhaps, everyone has an equal chance of being selected without any specific conditions. Thus, this method makes it certain that the sample represents the whole population. This is the primary reason I selected this method as this is most applicable to the type of research conducted and this can relate the findings to the population of most Students in the UAE. Furthermore, measurement scales used are:

- Ratio scale for age – the moderating variable: comparative scale in terms of numbers.
- Nominal scale – used in the second research question (moderating variable) i.e. Yes/No options given.
- Ordinal scale – shows the ranking, used in all research questions that are the independent variables.

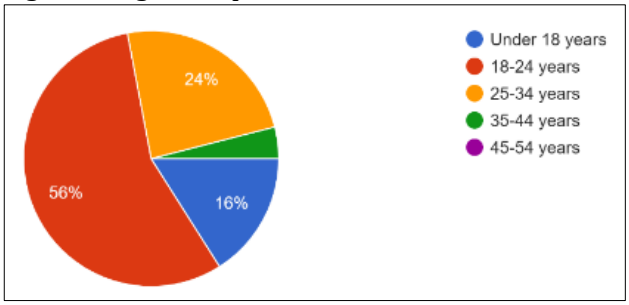
Category scales used to gather data are:

1. Simple Category scale: A question asked in this research having two options (Dichotomous).
2. Multiple choice: When asking respondents their age- having multiple responses.
3. Likert scale: All the other research questions in the survey excluding the moderating variables are based on the Likert scale having a rating/ranking of a 1-5 scale.

5. DATA ANALYSIS

From the 50 respondents that participated, the results and findings are shown in Figure 2. As the question was asked to 50 respondents, the findings show that a highest percentage of Students are between the age of 18-24 which is 56%, following by 24% of the respondents who are between the age of 25-34. Lastly, 16% of the students who responded are under the age of 18 and 4% of the respondents are aged between 35-44 years. No respondents were between the age of 45-54 years.

Figure 2. Age Groups



The findings shown in Figure 3 reveals that 96% of the 50 respondents believe that there's a relationship between stress and academic performance. On the contrary, 6% of the respondents believe that there's no relationship between stress and academic performance.

Figure 3. The relationship between stress and academic performance

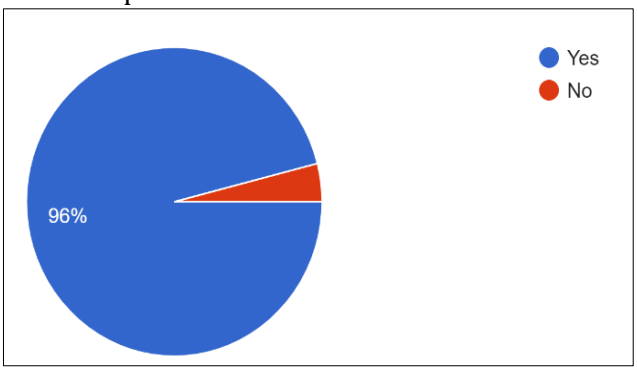
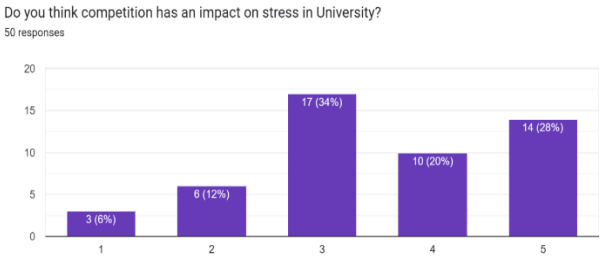


Figure 4 shows that 3 Students (6%) say that competition has very low impact on stress in university and 6 (12%) of the 50 respondents say that competition has low impact on stress in university. Moreover, 17 respondents (34%) say that competition has an impact on stress in University; Therefore, most of the respondents selected this option. Furthermore, 10 of them (20%) say competition has a high impact on stress in university while 14 of the respondents (28%) say that competition has a very high impact on stress in university.

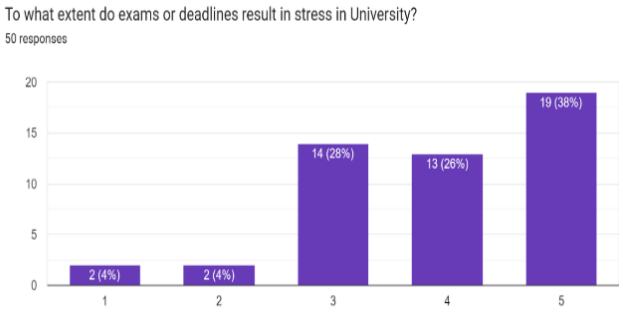
Figure 4. Impact of competition on stress levels



Based on this graph it can be analyzed that most respondents i.e. 19 out of 50 say that exams and deadlines has a very high impact on stress in University, while 14 respondents say that it has somewhat an impact. 13 respondents say that it has a high impact, and the other 4 respondents say that exams/deadlines have low and very low impact on stress in university, as shown in Figure

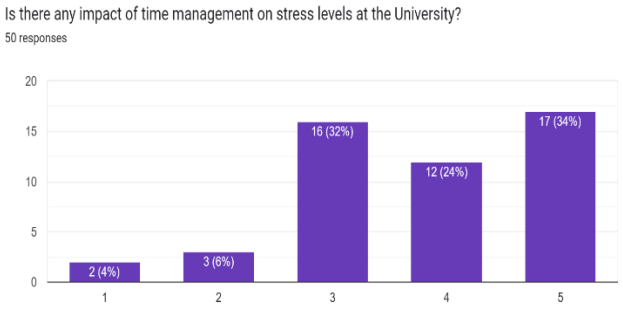
5.

Figure 5. Impact of exams and deadlines on stress levels



Out of 50 respondents, 17 respondents believe that there is a very high impact of time management at stress levels, while 16 of them say that it somewhat high impact. 12 respondents say that time management has high impact on stress levels. Additionally, 2 out of the 50 believe that time management has very low impact whereases as the remaining 3 say it has a low impact on stress levels. Figure 6 shows the rates.

Figure 6. The impact of time management on stress levels



Most of the 50 respondents i.e. 24 students say that there is a very high impact of sleep on stress, 13 students say that sleep has a high impact while, 8 say that sleep has somewhat a high impact on stress. Most of the Students selected the higher side. Whereas, 2 students believed there's very low impact of sleep on stress and 3 of them said that there's low impact. As shown in Figure 7.

Figure 7. Impact of sleep on stress levels.

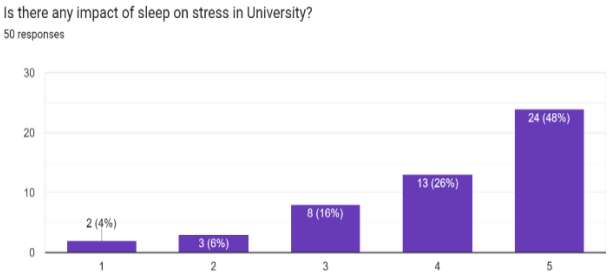
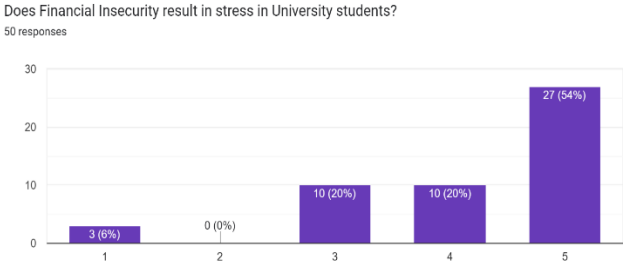


Figure 8 presents students beliefes that financial insecurity has a very high impact on stress and 20 Students said that it has somewhat high and high impact on stress. 3 responded that financial insecurity has a very low impact on stress.

Figure 8. Impact of financial insecurity on the stress levels



When asked to rate on a scale of 1 to 5 from Students the impact of stress on academic performance was given very high from 22 Students, 17 Students believe that stress has high impact on academic performance. 7 Students say that stress has somewhat high impact on academic performance; while, 1 Student says it has low impact and the remaining 3 believe stress has very low impact on academic performance. Figure 9 displays the findings.

Figure 9. The influence of stress on academic performance

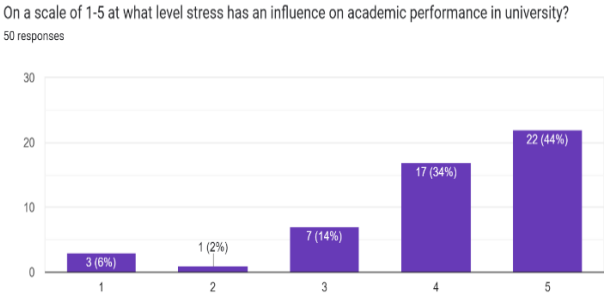
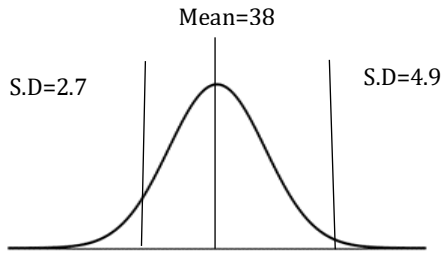


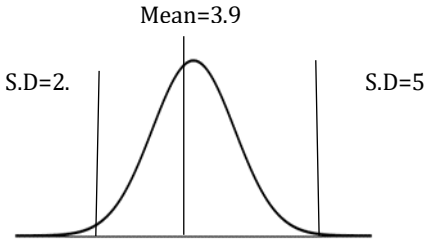
Table 2: Descriptive Analysis – Descriptive Statistics Method

Do you think competition has an impact on stress in University?		*To what extent do exams or deadlines result in stress in University?*		*Is there any impact of time management on stress levels at the University?*		*Is there any impact of sleep on stress in University?*		*Does Financial Insecurity result in stress in University students?*		*On a scale of 1-5 at what level stress has an influence on academic*	
Mean	3.5	Mean	3.9	Mean	3.8	Mean	4.1	Mean	4	Mean	4.1
Standard Deviation	1.2	Standard Deviation	1.1	Standard Deviation	1.1	Standard Deviation	1.1	Standard Deviation	1.1	Standard Deviation	1.1
Skewness	-0.3	Skewness	-0.8	Skewness	-0.6	Skewness	-1.2	Skewness	-1.4	Skewness	-1.4

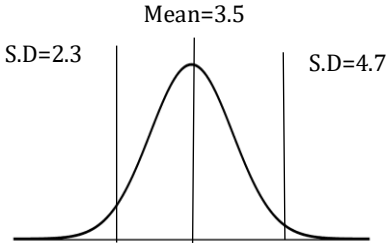
RQ3 – Do you think competition has an impact on stress in university?
Mean = 3.5, Standard Deviation = 1.2
Range = 3.5 + 1.2 = 4.7 (higher side)
Range = 3.5 – 1.2 = 2.3 (lower side)
The skewness = -0.3 (left skewed), which means the hypothesis is not accepted. Competition has no impact on stress in university.



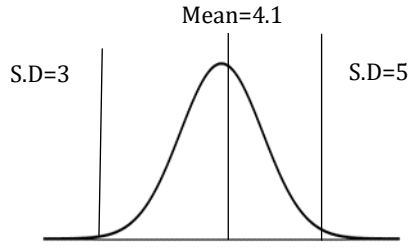
RQ4 – To what extent do exams or deadlines result in stress in university?
Mean = 3.9 , Standard Deviation = 1.1
Range = 3.9 + 1.1 = 5 (higher side)
Range = 3.9 - 1.1 = 2.8 (lower side)
The skewness = -0.8 (left skewed), thus the hypothesis is not accepted. Exams or deadlines have no impact on stress in university.



RQ5 – Is there any impact of time management on stress levels at university?
Mean = 3.8, Standard Deviation = 1.1
Range = 3.8 + 1.1 = 4.9 (higher side)
Range = 3.8 – 1.1 = 2.7 (lower side)
The skewness = -0.6 (left skewed), thus the hypothesis is not accepted. Time management has no impact on stress levels at university.

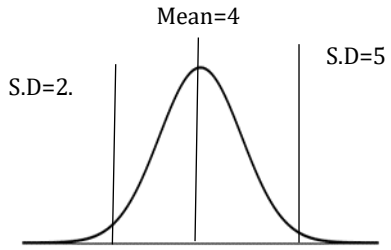


RQ6 – Is there any impact of sleep on stress in university?
Mean = 4.1, Standard Deviation = 1.1
Range = 4.1 + 1.1 = 5.2 (higher side)
Range = 4.1 – 1.1 = 3
The skewness = -1.2 (left skewed), so the hypothesis is not accepted. There's no impact of sleep on stress in university.



RQ7 – Does Financial insecurity result in stress in University Students?
Mean = 4, Standard Deviation = 1.1
Range = 4 + 1.1 = 5.1 (higher side)
Range = 4 – 1.1 = 2.9 (lower side)
The skewness = -1.4 (left skewed), so the hypothesis is not accepted. There's no impact of financial insecurity on stress in university

students.



RQ8 – On a scale of 1-5 at what level stress has an influence on academic performance?
Mean = 4.1, Standard Deviation = 1.1
Range = 4.1 + 1.1 = 5.2 (higher side)
Range = 4.1 -1.1 = 3
The skewness = -1.4 (left skewed), so the hypothesis is not accepted. There's no impact of stress on academic performance.

Super apps are gaining wide attention and popularity in the hearts of people. Therefore, to retain its importance and benefits, it is better to improve its digital aspects so that, its challenges cannot restrict its services. At the same time, the companies implementing super apps also need to offer extreme back-end support for the proper functioning of the super apps. In case such is not done, then it can hinder the scope of success of the company as well as the application. Therefore, it is better to offer varied types of innovations from time to time the software developers so that they can get tallied with the current situations [58], [59]. Such types of improvements can also become advantageous for the users as newly added facilities could be attained by the clients with time. Otherwise, the application can become outdated and hence its importance in the minds of the people could get lowered in the coming days. Hence, the developers need to be very vigilant about the market changes so that they can be implemented within the application to maintain their position in the market scenario.

6. DISCUSSION

From the above, it could be concluded that the structural design of super apps is extremely simple and it offers a simple platform of commitment. This platform not only presents entertainment but also assists in accomplishing varied types of important official transactions like bill payments, loan sanctions, EMI payments etc. All these activities can be attained from a single application with the use of unique functionalities of the application. Due to the presence of such types of facilities, most of the institutions, government or private are introducing their super apps to engage more and more users. Thus, a wide range of customers is signing into these apps to make life simple and hassle-free. However, to boost the preferences of super apps, they need to be designed in such a way that it becomes very simple to handle and access.

RQ1) Do you think age affects the relationship between stress and academic performance at university?
RQ3 – Do you think competition has an impact on stress in university?
Mean = 3.7, Standard Deviation = 1.2
Range = 3.7 + 1.2 = 4.9 (higher side)
Range = 3.7 – 1.2 = 2.5 (lower side)
The skewness = -0.5 (left skewed); therefore, for people aged 18-25, they say competition has no impact on stress in university so the hypothesis is not accepted.RQ4 – Mean = 4, Standard Deviation = 1.2
Range = 4 + 1.2 = 5.2 (higher side)
Range = 4 – 1.2 = 2.8 (lower side)
The skewness = -0.9, hypothesis is not accepted, for people aged 18-25, there is no impact of competition on stress in university.
The Hypothesis is not accepted in the other RQs as well as the skewness are -0.7, -1.3 and -1.9.
RQ3- Do you think competition has an impact on stress in university?
Mean = 3.1, Standard deviation = 1.4
Range = 3.1 + 1.4 = 4.5 (higher side)
Range = 3.1 – 1.4 = 1.7 (lower side)
The skewness = 0.0 (right skewed), the hypothesis is accepted. Respondents between the age of 25-34 years say that competition has an impact on stress in university.
RQ4, RQ5, RQ6, RQ7 and RQ8 hypothesis are not accepted – left skewed. Competition has no impact on stress, exams or deadlines have no impact in stress in University, there's no impact of time management on stress levels at University, There's no impact of sleep on stress, financial insecurity has no impact on stress and stress has no influence on academic performance in university.
RQ3 - Mean = 4, Standard Deviation = 1
Range = 4 + 1 = 5 (higher side)

Range = 4 -1 = 3 (lower side)
Skewness = 0 (right skewed), hypothesis accepted. For respondents between the age of 35-44 years there is an impact on competition on stress in university.
RQ4 – Mean = 5, Standard Deviation = 1
Range = 5 + 1 = 6 (higher side)
Range = 5 – 1 = 4 (lower side)
Skewness = 0, There is an impact of exams or deadlines in stress in university based on the responses from respondents aged 35-44 years
RQ5 – Mean = 5, Standard Deviation = 1
Range = 5 + 1 = 5 (higher side)
Range = 5 – 1 = 4 (lower side)
RQ6 and RQ7– Mean = 4, Standard Deviation = 1
Range = 4 + 1 = 5 (higher side)
Range = 4 – 1 = 3 (lower side)
Skewness = 0, (hypothesis accepted) Financial insecurity has an impact on stress and stress has an impact on academic performance based on the responses from 35-44 years.
RQ3- Do you think competition has an impact on stress in university?
Mean = 3.4, Standard Deviation = 0.5
Range = 3.4 + 0.5 = 3.9 (higher side)
Range = 3.4 – 0.5 = 2.9 (lower side)
Skewness = 0.6, hypothesis accepted – competition has an impact on stress in university.
RQ4 – To what extent do exams or deadlines result in stress in university?
Mean = 3.8, Standard Deviation = 0.8
Range = 3.8 + 0.8 = 4.6 (higher side)
Range = 3.8 – 0.8 = 3 (lower side)
Skewness = 0.3, hypothesis accepted – There is an impact of exams or deadlines on stress in university based on the responses of students under 18 years.
RQ5 – Is there any impact of time management on stress levels at the University?
Mean = 3.9, Standard Deviation = 0.8
Range = 3.9 + 0.8 = 4.7 (higher side)
Range = 3.9 – 0.8 = 3.1 (lower side)
Skewness = 0.4, hypothesis accepted. There is an impact of time management on stress levels at university.
RQ6 – Is there any impact of sleep on stress in University?
Mean = 3.8, Standard Deviation = 0.7
Range = 3.8 + 0.7 = 4.5 (higher side)
Range = 3.8 – 0.7 = 3.1 (lower side)
Skewness = 0.4, hypothesis is accepted and there is an impact of sleep on stress based on Under 18 years old respondents responses.
RQ7 – Does financial insecurity result in stress in university Students?
Mean = 4, Standard Deviation = 0.7
Range = 4 + 0.7 = 4.7 (higher side)
Range = 4 – 0.7 = 3.3 (lower side)
Skewness = -0.4 , hypothesis is not accepted, there is no impact of financial insecurity on stress in University Students.
RQ8 – On a scale of 1-5 at what level stress has an influence on academic performance in University?
Mean = 4, Standard Deviation = 0.8
Range = 4 + 0.8 = 4.8 (higher side)
Range = 4 – 0.8 = 3.2 (lower side)
Skewness = 0, hypothesis accepted. There is an influence of stress on academic performance.
RQ2) Do you think there is relationship between stress and academic performance in UAE?
For the NO response on all of the above RQ'S the skewness = 0, which means there is somewhat a relationship between stress and academic performance; thus, their hypothesis will be accepted.
RQ3 – Mean = 3.5, Standard Deviation = 0.7
Range = 3.5 + 0.7 = 4.2 (higher side)
Range = 3.5 – 0.7 = 2.8 (lower side)
RQ4 – Mean = 3, Standard Deviation = 0
RQ5 and RQ6 – Mean = 4, Standard Deviation = 1.4
Range = 4 + 1.4 = 5.4 (higher side)
Range = 4 – 1.4 = 2.6 (lower side)
RQ7 – Mean = 3, Standard Deviation = 2.8
Range = 3 + 2.8 = 5.8 (higher side)
Range = 3 – 2.8 = 0.2 (lower side)
RQ3 – Do you think Competition has an impact on stress in University?
Mean = 3.5, Standard Deviation = 1.2
Range = 3.5 + 1.2 = 4.7 (higher side)
Range = 3.5 – 1.2 = 2.3 (lower side)
Skewness = -0.3, There is no impact of Competition on stress in University – hypothesis is not accepted.
RQ4 – To what extent do exams/deadlines result in stress in University?
Mean = 3.9, Standard Deviation = 1.1
Range = 3.9 + 1.1 = 5 (higher side)
Range = 3.9 – 1.1 = 2.8 (lower side)
Skewness = -0.8, There's no impact of exams/deadlines in university, hypothesis isnt accepted.
RQ5 – Is there any impact of time management on stress levels at university?

Mean = 3.7, Standard Deviation = 1.1
Range = 3.7 + 1.1 = 4.8 (higher side)
Range = 3.7 – 1.1 = 2.6 (lower side)
Skewness = -0.6, There's no impact of time management on stress levels at University.
RQ6 – Is there any impact of sleep on stress in university?
Mean = 4.1 , Standard Deviation = 1.1
Range = 4.1 + 1.1 = 5.2 (higher side)
Range = 4.1 – 1.1 = 3 (lower side)
Skewness = -1.2, There is no impact of sleep on stress in University.
RQ7 – Does financial insecurity result in stress in university students?
Mean = 4.2, Standard Deviation = 1.1
Range = 4.2 + 1.1 = 5.3 (higher side)
Range = 4.2 – 1.1 = 3.1 (lower side)
Skewness = -1.3, There's no impact, hypothesis not accepted.
RQ8 – On a scale of 1-5 at what level stress has an influence on academic performance in University?
Mean = 4.1, Standard Deviation = 1.0
Range = 4.1 + 1.0 = 5.1 (higher side)
Range = 4.1 – 1.0 = 3.1 (lower side)
Skewness = -1.4, stress has no influence on academic performance – hypothesis not accepted.

7. CONCLUSION AND RECOMMENDATION

According to the data analysis using descriptive statistics, none of the hypothesis statements for the independent variables in the study questions have been accepted. This may be attributed to a small sample size (n = 50), in which a majority of respondents provided biassed responses, indicating a pronounced left-skewness. The issue here is in the sample size, which may be augmented and the experiment repeated. Furthermore, the investigation of moderating variables has led to the acceptance of certain hypotheses, indicating that different age groups exhibit variances. Responses from individuals below the age of 18 exhibited greater values, indicating that the variables have a discernible influence on stress levels. Likewise, the replies from individuals aged 35-44 are significantly elevated, indicating a significant influence. Nevertheless, respondents between the ages of 25 and 34 had reduced levels of response in RQ4, RQ5, RQ6, RQ7, and RQ8, indicating no significant influence. However, in the case of RQ1, there was a discernible impact, suggesting that competition does affect stress levels. Furthermore, respondents between the ages of 18 and 25 opted for the lower end of the spectrum. In summary, the research indicates that varying age groups hold divergent viewpoints.

7. LIMITATIONS

This research paper has several limitations which are important to be considered. One such limitation is that this research focuses on a limited sample size in the United Arab Emirates and it may not be a representative of the larger population reducing the generality of the findings. Secondly, the confounding variables in this research are not considered that influence an academic performance between stress and academic performance. The only variables considered in this research are Independent, dependent, moderating and mediating. This research paper bridges a crucial gap in the study between stress and academic success specifically in the United Arab Emirates. Although numerous things affect academic performance, stress could be a crucial one.

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