

2025 Singapore **Student Wellbeing** Survey



Research carried out by YouGov

Contents

Foreword	3
Introduction	6
Background	6
Objectives	6
Methodology	6
Key findings	8
Demographics	9
Student wellbeing data	
Generative artificial intelligence (AI)	11
Employment	22
Student Experience and Belonging	26
Connection to other students	29
Study stress	32
Student recommendations to their education providers	
Wellbeing	35
Success	36
Overall Experience	36
Other	37

The education sector has the greatest potential to change the world - students become future researchers, teachers, business owners, leaders, carers, and more, contributing to the rich societal fabric that the world needs. To protect and grow the education sector, listening and responding to the feedback, concerns, and recommendations of college students is a necessary challenge.

It is evident that students are navigating a changing academic terrain. Personalised support, a heightened sense of belonging, and rapid adaptation to AI supports are paramount.

This survey captures the voices of students, to support education leaders in their ongoing efforts to offer students an educational experience that aligns with both their study expectations and aspirations for the future.



Foreword



To our partners in education:

Higher education in Singapore - and across the globe - is in the midst of significant transformation, driven by technology, shifting student needs, and evolving societal expectations. This annual Student Wellbeing survey continues to provide learner-centric guidance for leaders and policymakers. It offers insights to celebrate the sector's strengths, address emerging gaps, and ensure that educational institutions remain adaptive, informed, and responsive to the diverse and evolving needs of today's students - including a positive education experience and the higher order thinking skills essential in this age of AI.

In partnership with the higher education sector, we remain steadfast in our core mission of increasing life chances for students, everywhere. We continue to prioritise student learning & wellbeing and are committed to supporting the sector in navigating the challenges and opportunities in the years ahead.

Michael Larsen

Chief Executive Officer, Studiosity

Studiosity

Foreword



Dear colleagues in education,

In any context, effective education involves asking questions - some technical, others practical, while others are about meaning and purpose. Each requires different responses to achieve positive outcomes.

The challenge in the current context is understanding how we balance innovation with tradition. How do we ensure that AI enriches, rather than diminishes, the student experience? How do we reconcile the joy of learning with a societal responsibility for credentials? What is clear, is that our focus must remain on continual investment in quality teaching and learning. This means that all students, regardless of background or performance level, are equipped to thrive in the world that is changing at rapid speed, with increasing levels of ambiguity and uncertainty. In this year's survey we see positive signs of this happening - particularly trends around belonging and stress. We can also see a fractured student population and diverse expectations and experiences, reminding us that we have no choice but to be attentive to the experiences of all. To achieve this, more than ever before we need courageous leadership for decisive institutional change.

Whether it's enhancing accessibility, strengthening personalised learning, or improving peer connections, we are reminded that our commitment to student wellbeing must be unwavering and adaptive.

This year's report highlights key actions for driving forward our shared mission: to create an inclusive, engaging, and ethical learning environment that prepares students for success in the world ahead.

Professor Judyth Sachs

Chief Academic Officer, Studiosity

Former Deputy Vice-Chancellor, Provost Macquarie University and
Former Pro Vice-Chancellor Learning and Teaching at Sydney University

Studiosity

Introduction



Background

YouGov

YouGov is a global public opinion and data company, international market research and data analytics firm headquartered in the UK with operations in Europe, North America, the Middle East, and Asia-Pacific.

Studiosity

Studiosity's AI for Learning is a critical component of the modern university, ensuring all students can engage in ethical generative AI to receive feedback, for successful, credible, graduate outcomes with visible learning outcomes for teachers.

Universities around the world partner with Studiosity to grow student success at scale, via 24/7 formative writing feedback, discussion about core skills, and peer-to-peer connection.

For two years, Studiosity has run an annual Student Wellbeing Survey with Singapore's university students. In October 2024, YouGov was commissioned by Studiosity to conduct the ninth wave of this global research, the second year with Singapore included.



Objectives

The survey investigates students' own responses to key areas of their wellbeing during study.

This annual survey seeks to better understand and discuss the motivations, emotions, and demands of university students, to provide the data and findings to higher education leadership, to support initiatives and solutions. This year, the survey focused on topics such as experiences of artificial intelligence, connection to other students, stress, importance of a university's reputation over student experience, optimism for the future, and institutional belonging.



Methodology

Data collection method	Online survey
Target population	University students 18+
Sample source	YouGov panel
Sample size	N=1,027
Fieldwork dates	23 November – 29 December 2024

Sample & Target Group:

Studiosity produced the questions for this survey with advice from YouGov to ensure robust data collection. YouGov gathered the responses from students in Canada, United States, United Kingdom, Australia, New Zealand, Singapore, Saudi Arabia and United Arab Emirates via an online survey.

The survey was conducted by the YouGov analysis institute. The survey ran from 23rd November to

29th December 2024 and gained 10,224 responses, with 1,027 from students in Singapore (similar to the Singapore sample size of 1,013 in 2024).

This survey was collected on the YouGov Panels, where each member has accepted to participate in online interviews and has received an E-mail invitation with a link to the survey. The sample definition is created in order to provide a representative cross-section of the Australian population, based on the target group and the purpose of the survey.

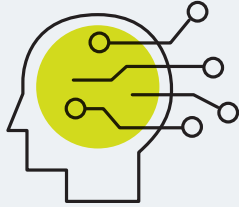
All Singaporean public universities were represented in the Singapore sample. The students were 18+ years old and consisted of a mix of both domestic (87%) and international (13%) students.

Weighting:

The figures have been weighted and are representative of all Singaporean adults aged 18+. Data was weighted according to the dimensions of gender, level of university studies finished and geography on the basis of an ideal weighting from Statistics Singapore, so that the results are representative of the population in relation to the aforementioned target group.



Key findings



Generative AI must be integrated thoughtfully

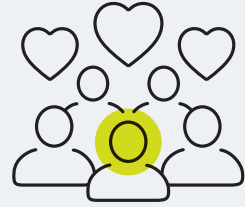
Universities need to effectively integrate generative AI tools to support student learning while addressing concerns about accuracy, ethical use, and skill development. Students expect AI tools to enhance their study experience, with "speed" and "confidence" being the top reasons for usage. However, 74% of students experience stress related to AI use, citing fears of plagiarism, dependency, and data privacy. Universities should provide clear policies, vetted AI tools, and training to ensure ethical and effective use.



Academic performance worries cause stress and there is a gap in career confidence

Study-related stress remains a significant issue, particularly for younger, on-campus students. "Fear of failing" and academic difficulties are the top stressors.

Universities should provide clearer academic guidance, stress management resources, and flexible scheduling to alleviate these pressures. Additionally, while 75% of students feel their degree develops necessary skills, only 65% are confident about securing a job within six months of graduation. Enhanced career services, internships, and industry connections are needed to bridge this confidence gap.



A third of students don't feel they 'belong' may require more support

A consistent third of students report not feeling a sense of belonging at university, highlighting the need for targeted interventions. Flexible schedules, online study options, and personalized support are key factors that contribute to a sense of belonging.

Universities should prioritize creating inclusive environments, fostering peer connections, and offering tailored support for specific groups like first-year, international, and male students.

DEMOGRAPHICS:

Diversity and study-life pressures

1 in 3 students are employed full time while studying, and 16% both work and study full time. More students also have caring responsibilities (+12% from last year).

The students (n=1,027) represented a mix of males (40%) and females (59%), domestic (87%) and international (13%) students.

Of respondents, 89% report English as their first language; of those for whom it is not (n=116), 57% record Mandarin, and 15% Malay, followed by 6% Tamil.

Additionally, 80% of the students identified

their 'ethnicity' as Chinese, while 8% said 'Malay' and 9% said 'Indian'.

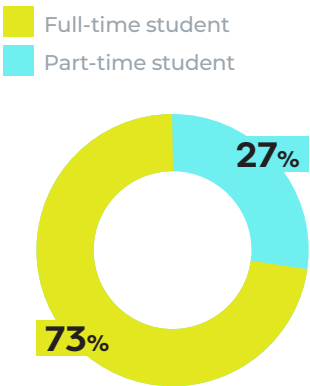
The 18-25 year old age group (n=620, 60%) were the largest group of respondents, and 15% of respondents had just finished their first year of study.

There is a fairly even split of students living in the West, North-East, and Central

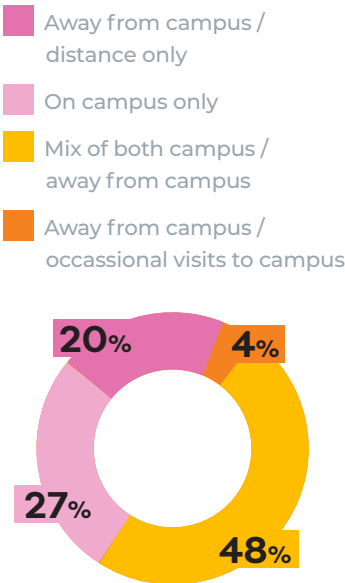
Regions of Singapore (23% each), and then 17% in the East Region and 14% in the North Region. With 73% having a full-time study load, 33% are studying STEM subjects and 32% are studying Business.

Survey respondents report a mix of average grades, 50% with a Credit or Pass, and 47% of students reporting Distinction or High Distinction.

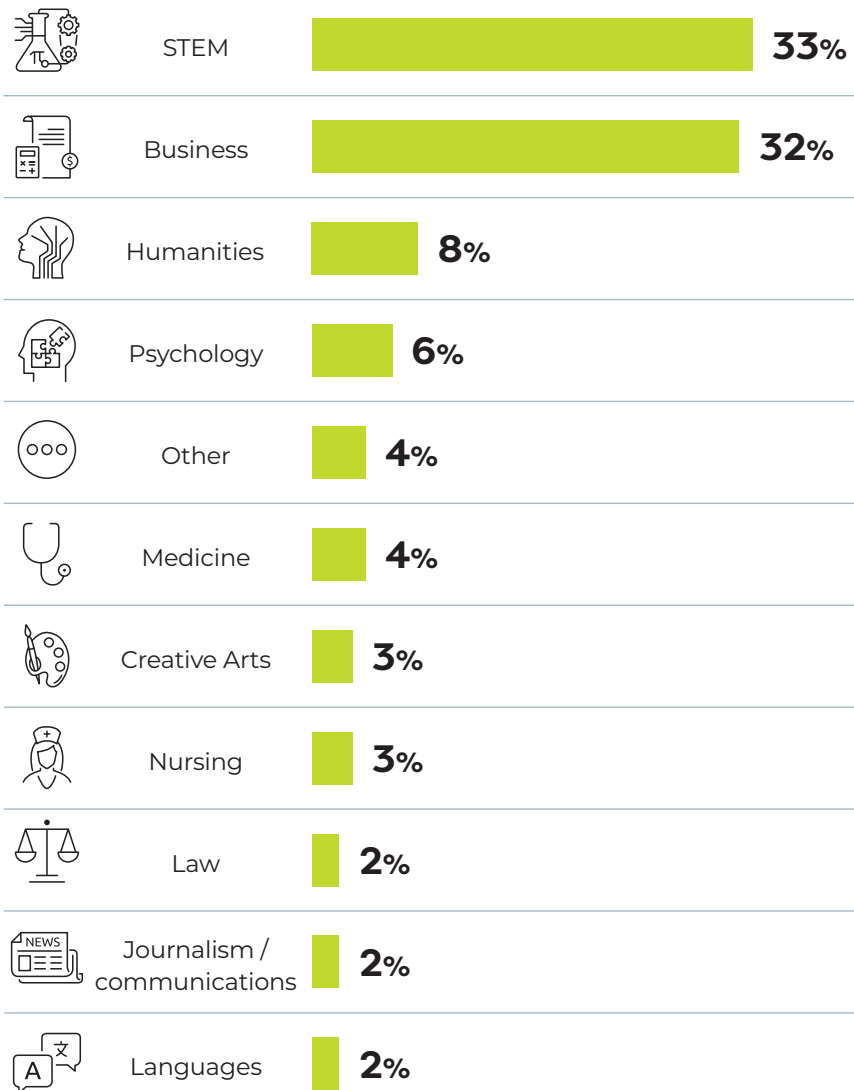
STUDENT STATUS IN 2024



STUDY MODE



STUDENT STUDY AREA



Demographics: Diversity and study-life pressures

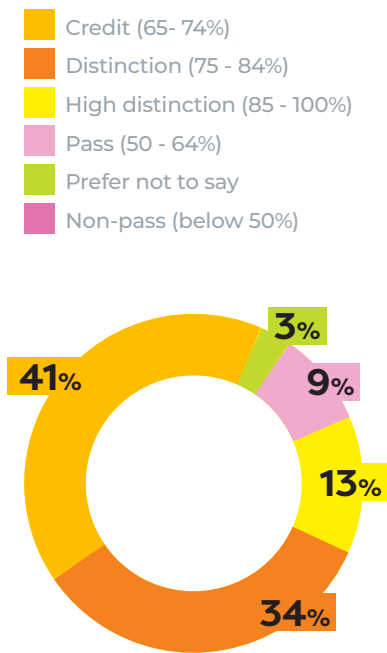
Nearly a third (29%) are carers - people who provide unpaid care or other support to family members and friends at the same time as study. This is an increase on the previous wave, where only 17% of respondents said they were carers.

Compared to last year, a similar amount of university students in Singapore are working while studying (82%), with a small uplift in full time work (1 pp up). Younger

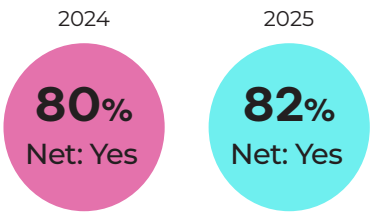
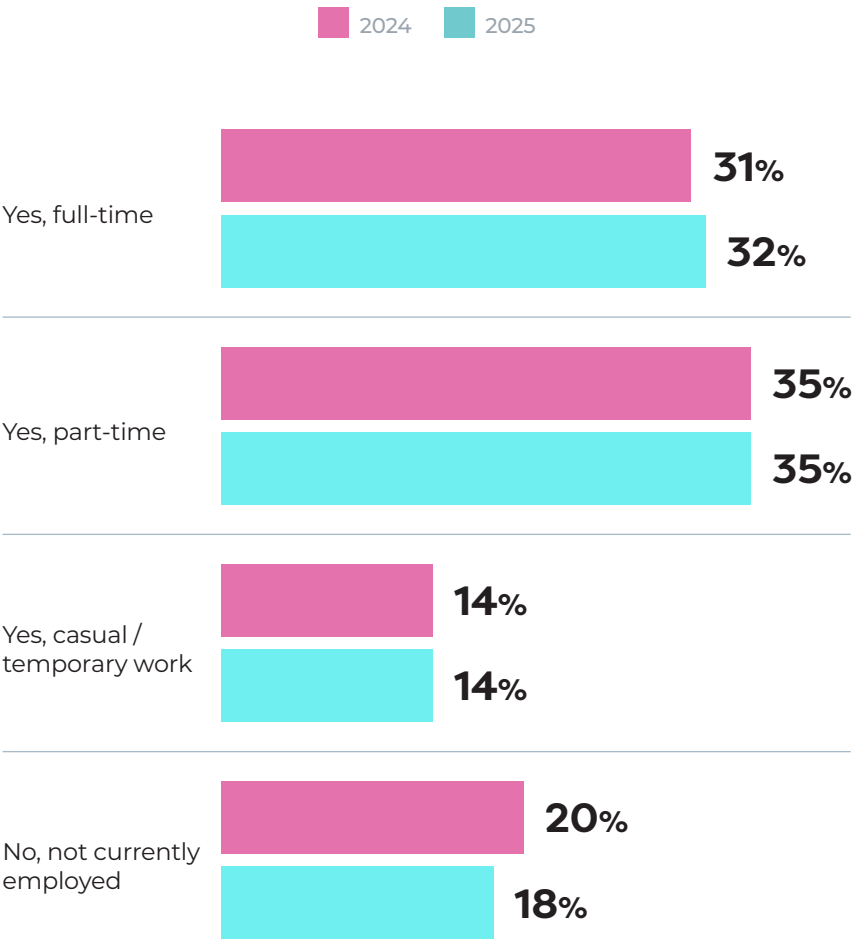
students (18-25 years) are more likely to be in casual employment (19%) than older students.

Compared to average global responses (81%), Singaporean students reported a similar rate of employment (82%) - slightly lower than New Zealand university students (88%) and Australian students (86%), higher than the UK (73%) and on par with the United States (82%).

AVERAGE GRADE



EMPLOYMENT DURING STUDY



CHAPTER 1:

Student wellbeing and generative artificial intelligence (AI)

Discussion:

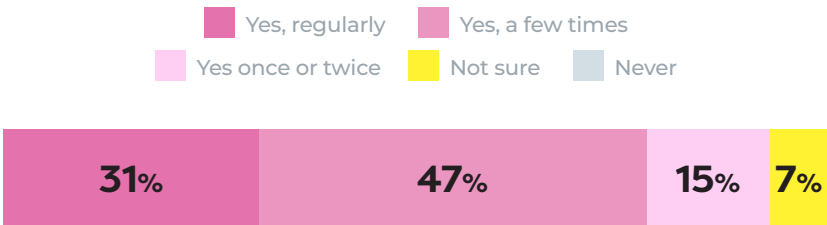
- AI integration and support:** With the majority of students in Singapore using and expecting AI tools to support their learning, how can universities effectively integrate and offer generative AI to meet these expectations - particularly of distance and full-time learners? Simultaneously, students still need to develop AI skills for the workforce and feel confident they are learning and developing in their degrees.
- Addressing AI Concerns and Skill Development:** What strategies can universities implement to address student concerns about the accuracy of AI-generated information and the potential impact on their personal skill development, especially considering the confidence gap reported by some students?
- Managing AI-Related Stress and Ethical Considerations:** How can universities proactively address the stress experienced by students using AI (74% experiencing at least 'some'), including fears of plagiarism, data privacy, and dependency, while also navigating the ethical implications of AI use in academic work?

A large majority (93%) have used AI tools to help with assignments or study tasks, with younger students more likely to report more regular use.

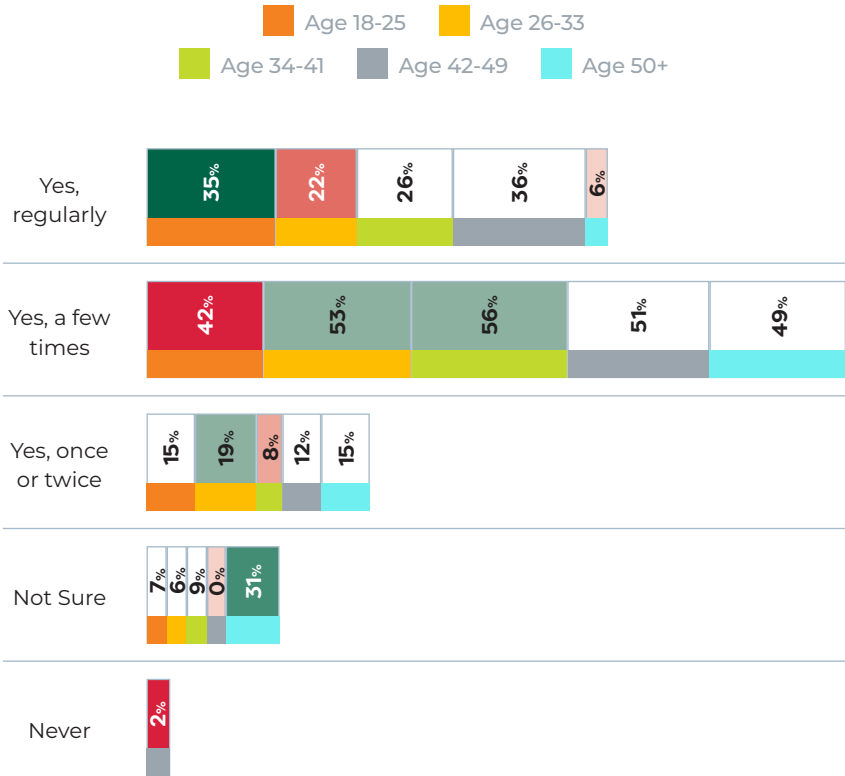
Q. Have you used any AI tools to help with your assignments or study tasks?

Younger students aged 18-25 report more frequent use of AI to help with study tasks (35% “yes regularly”) compared to 22-26% of those between 26-41 years old. Students studying full time are more likely to report more frequent use of AI tools (35% “yes regularly” compared to 18% of part-time students), however overall use does not differ between full and part-time students. Those students for whom English is not their first language and those studying away from campus/distance only are more likely to report use ‘a few times’ than other groups. . For the non-native English speakers, this could be because these groups require additional language support; for example they might use AI tools for translation, grammar checking, and to help them understand complex academic texts. For the distance learners with reduced access to in-person support services or peer study groups, they could rely on AI tools for immediate assistance and feedback.

USED AI TOOLS TO HELP WITH ASSIGNMENTS OR STUDY TASKS



USED AI TOOLS TO HELP WITH ASSIGNMENTS OR STUDY TASKS – BY AGE



p<001 p<01 p<05 p<10 p<10 p<05 p<01 p<001

Chapter 1: Student wellbeing and generative artificial intelligence (AI)

Q. Do you expect your university to offer AI (artificial intelligence) support tools to students? AI or artificial intelligence refers to a trained, digital helper that gives personal feedback and other 24/7 study help.

The majority of students (69%, n=735) expect their university to offer AI support tools in 2025. This shows no significant change to the previous years' responses (71% 'yes'). More distance/off-campus students expect AI support (80% n=168), and those working full time expect it more (76%).

"General AI tools that help us do the tedious things that are not very essential to a university student's learning journey like AI grammar checker and AI code debugger."

"There are many regulations barring the use of AI which I think is regressive. I think that in order to prepare us for a job market where the ability to use AI is a skill that's expected from employers, we should be taught in school how to use it"

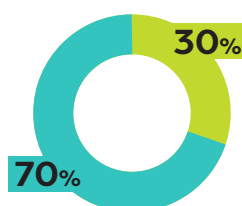
"AI is still a useful tool to help in assignments and queries, but my school mandated that if we make use of any output from AI, we need to cite it"

By reported academic grade, all students expect AI support provided by their university for their use - except for the lowest-performing students, where there were more 'No' responses yet this is too small of a sample size to draw any reasonable conclusions.

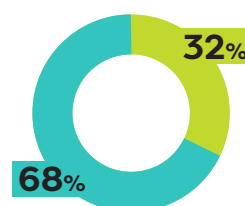
"I worry if the info they give is correct so I always fact check."

EXPECT UNIVERSITY TO OFFER AI SUPPORT TOOLS TO STUDENTS

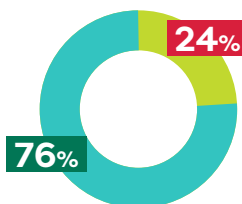
Yes No



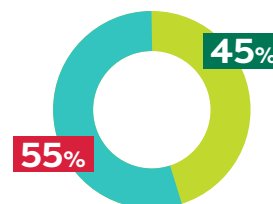
CASUAL EMPLOYMENT



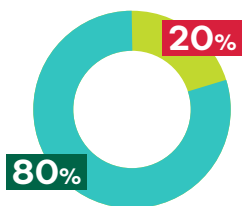
PART-TIME EMPLOYMENT



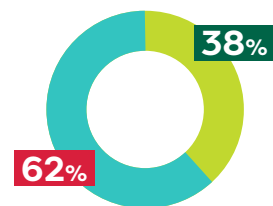
FULL-TIME EMPLOYMENT



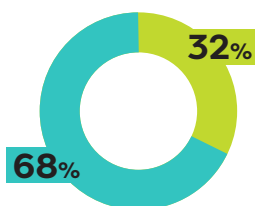
NOT IN PAID EMPLOYMENT



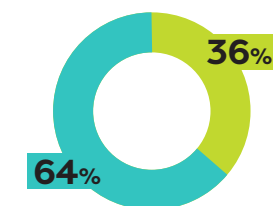
STUDY AWAY FROM CAMPUS / DISTANCE ONLY



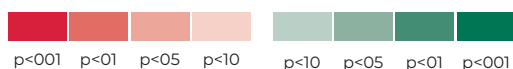
STUDY ON CAMPUS ONLY



MIX OF STUDY BOTH CAMPUS / AWAY FROM CAMPUS



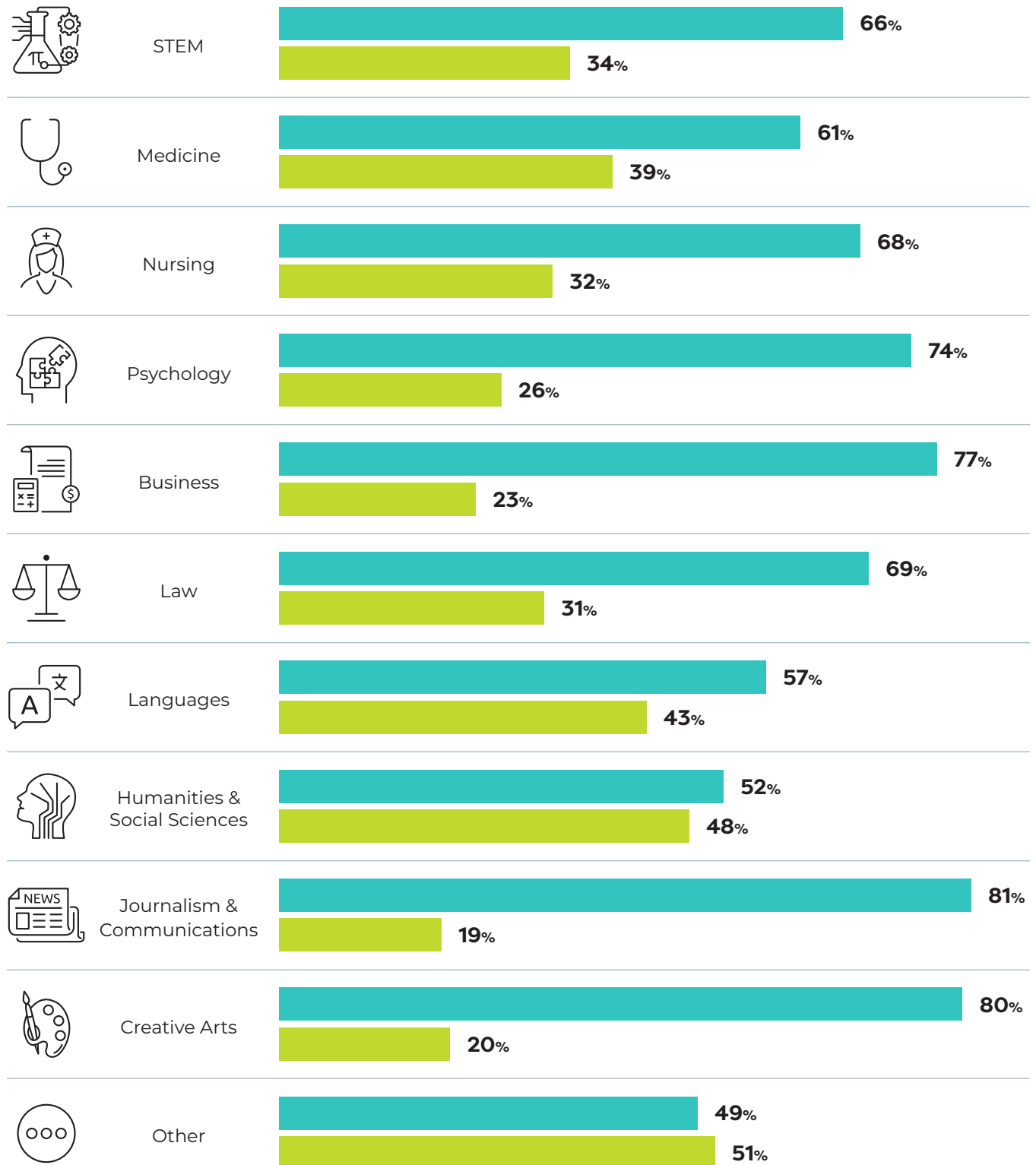
STUDY AWAY FROM CAMPUS / OCCASIONAL VISITS ON CAMPUS



Chapter 1: Student wellbeing and generative artificial intelligence (AI)

DO YOU EXPECT UNIVERSITY TO OFFER AI SUPPORT TOOLS? BY STUDY AREA

Yes No



Chapter 1: Student wellbeing and generative artificial intelligence (AI)

29% of students were ‘Not at all’ or only ‘Slightly confident’ that they learn and improve their own skills while using generative AI tools

Q. How confident are you that you are learning as well as improving your own skills while using generative AI tools?

Cognitive offloading and erosion of graduate skillsets is not only a concern of teachers and leaders, students are also cogniscent of the repercussions on their own learning, of using AI that is not fit-for-purpose in an education setting.

Part-time students and those studying away from campus are more likely to feel very or extremely confident that they are learning while using AI tools, compared to their full-time, on-campus counterparts.

Students who are struggling academically may feel less sure that they are using AI

tools for their own learning gain, while higher-performing students report more confidence in this regard.

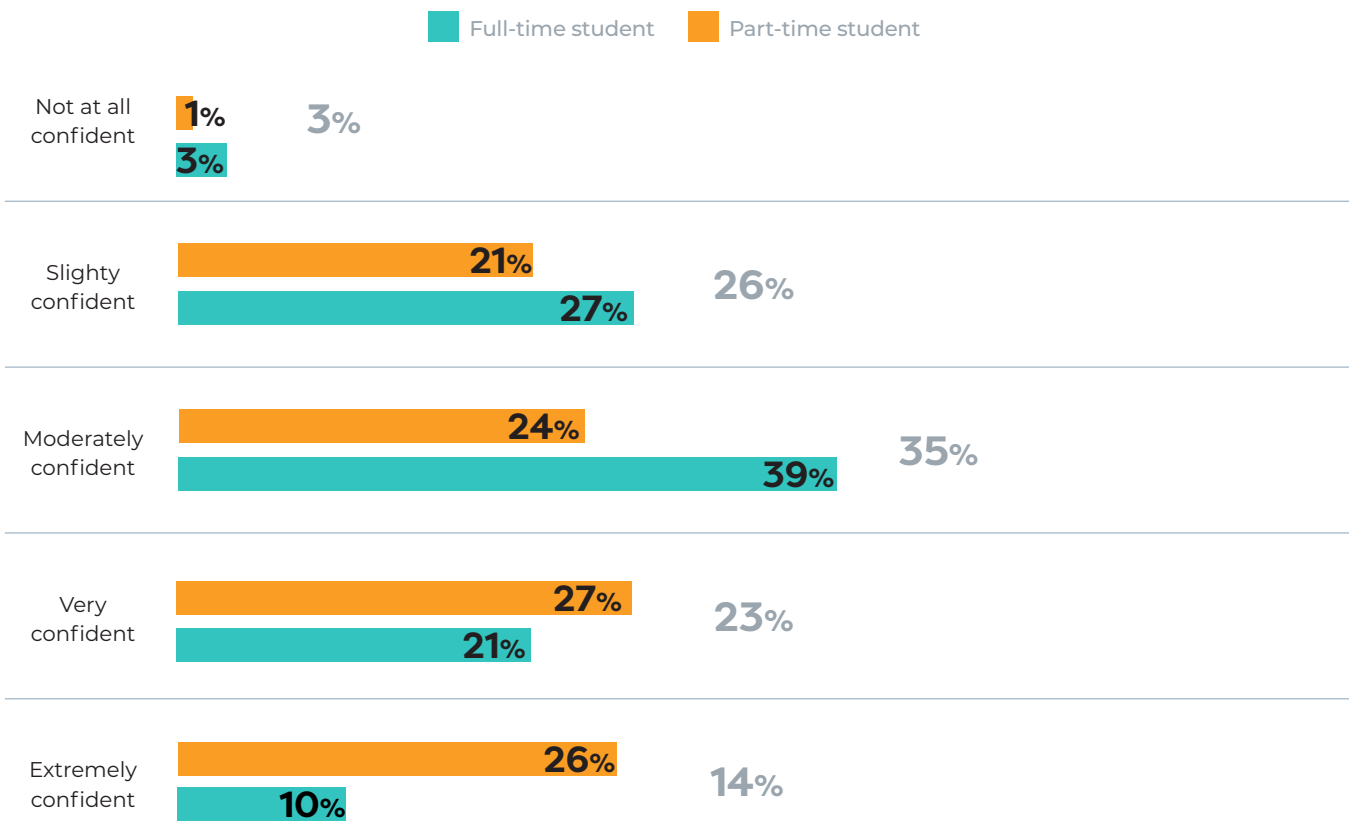
Non-Pass or Pass (below 50% or 50-64% grade): Nearly one quarter of these students (23%) are ‘Not at all confident’ or ‘Slightly confident’, and over three quarters (78%) just ‘Moderately confident’ or lower that they are developing their own skills while using AI.

Credit (65-74% grade): Confidence appears to improve with higher grades, with more of these students expressing

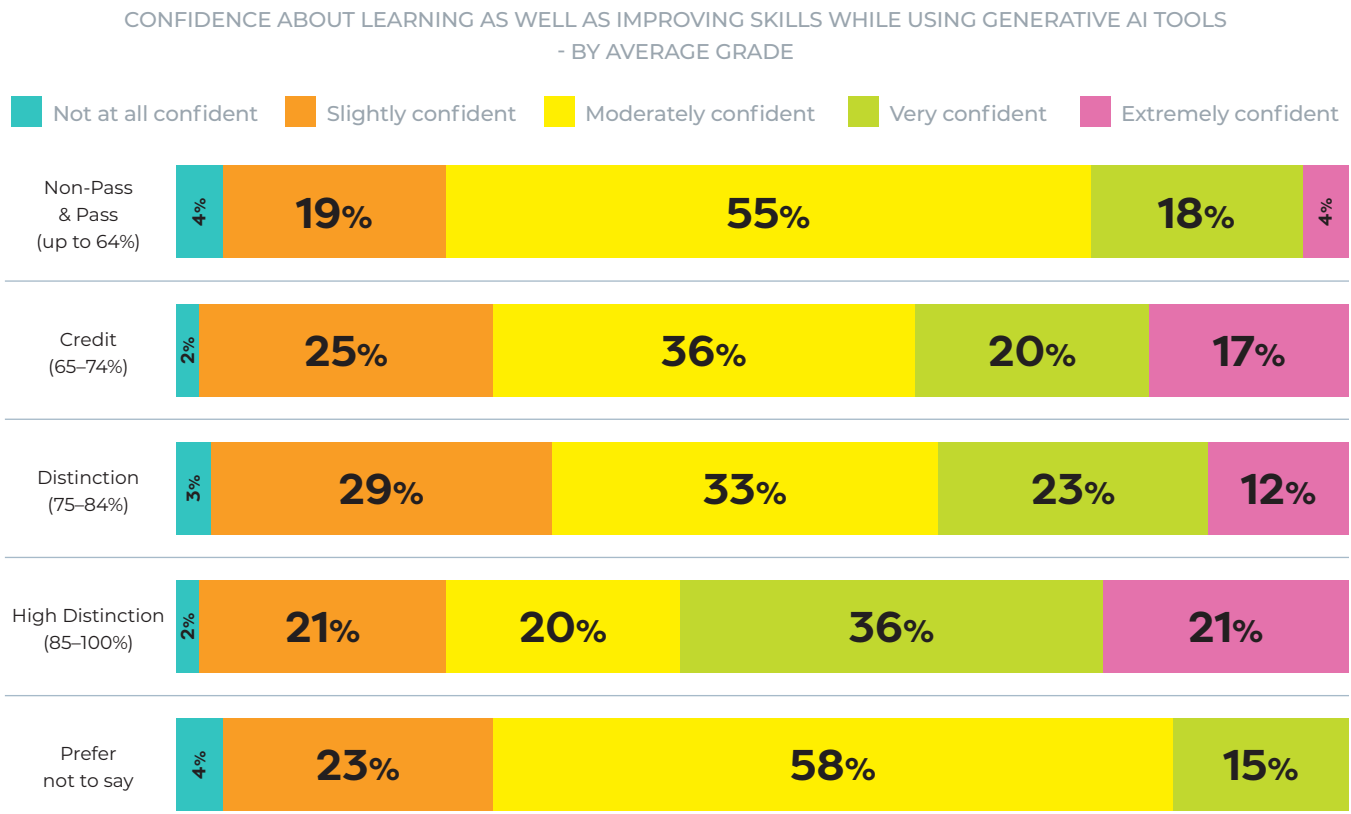
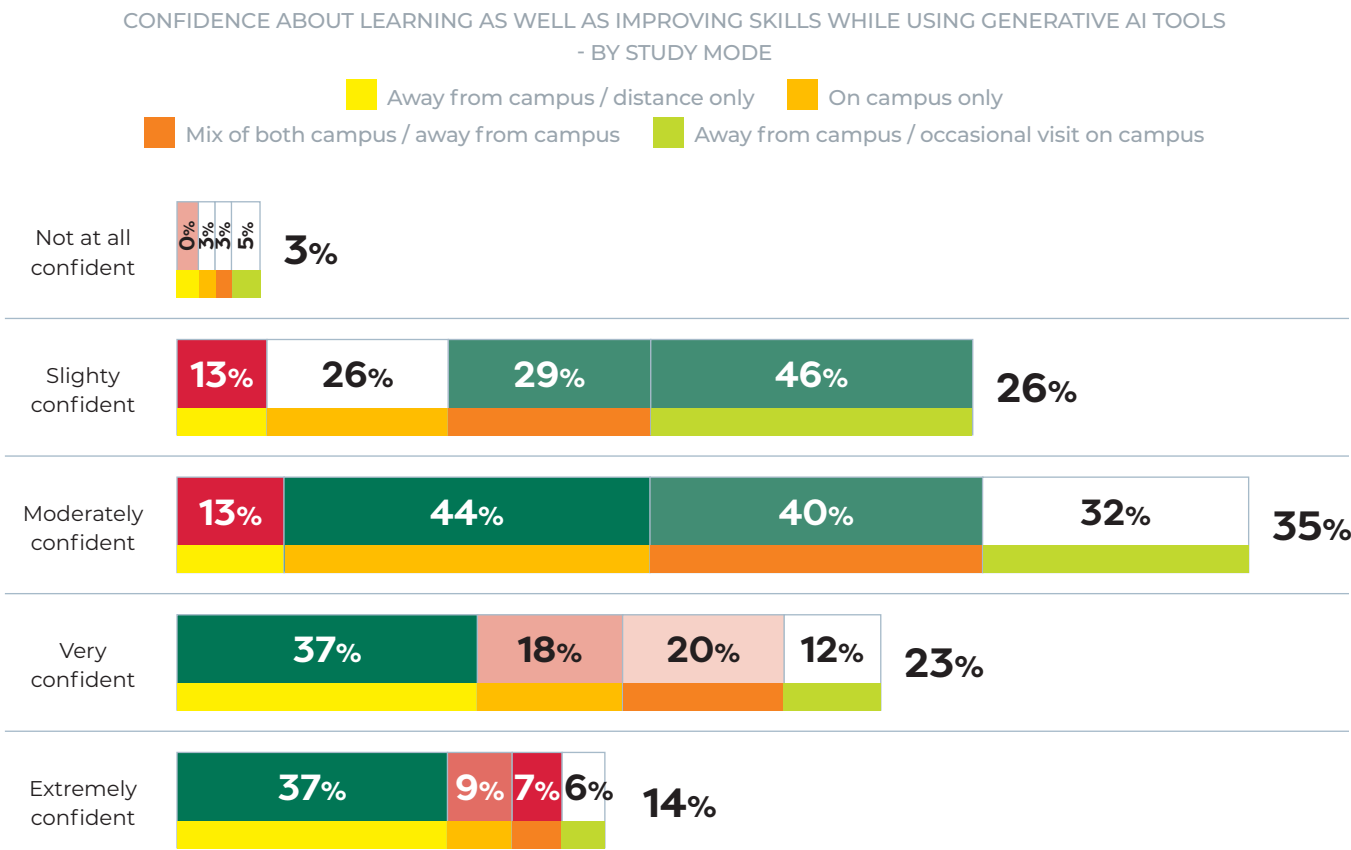
moderate or above confidence that they are developing their own skills (73%), leaving 27% who are less certain.

Higher-performing students: (achieving higher than 75%): 27% and 14% of these top groups were ‘Very’ or ‘Extremely’ confident that they were learning autonomously while using AI, with only 43% of ‘High Distinction’ students just ‘Moderately,’ ‘Slightly’ or ‘Not at all confident’.

CONFIDENCE ABOUT LEARNING AS WELL AS IMPROVING SKILLS WHILE USING GENERATIVE AI TOOLS
- BY STUDY STATUS



Chapter 1: Student wellbeing and generative artificial intelligence (AI)



Chapter 1: Student wellbeing and generative artificial intelligence (AI)

“Speed” (27%) is still the main reason students want to use their university’s provided AI service for feedback, with “confidence” the second most popular reason, overtaking “grades” from 2024.

Q. What is the main reason you would use the university’s AI (artificial intelligence) support or feedback?

Singaporean tertiary students prioritised ‘Speed - only waiting minutes, not a day or several days for feedback’ (27%) as the top reason for wanting to use AI support and feedback tools. This is in keeping with the previous year, where ‘Speed’ was also the main reason students would look to AI-based support (23%), possibly indicating the normalisation of immediate AI in the last 12 months.

Coming in second this year was ‘Confidence - to check I’m on the right track throughout my assignment’ (19%) which has increased from last year when it was ranked third with just 15% of respondents choosing it.

The percentage of students who ranked ‘Grades - to improve my own work before I submit’ has remained consistent year on year, however in 2024 that was the second highest choice whereas this year it is third after ‘confidence’.

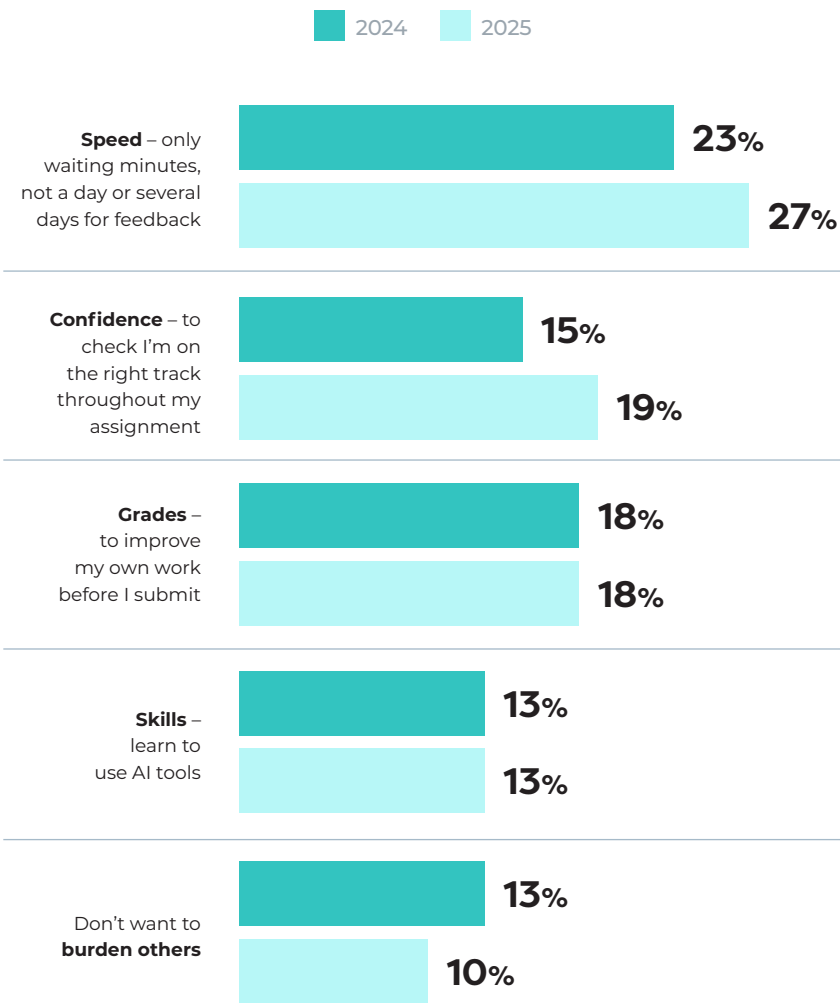
When comparing globally, Singapore’s students show different priorities for AI use compared to those in Australia, New Zealand, the UK, Canada and the USA.

For younger students in the 18-25 age bracket, ‘grades’ was ranked higher than ‘speed’. For older students aged 34-41, 50% of them selected ‘speed’ as their main reason and only 9% selected ‘grades’. This could be due to a number of factors, such as grades being more important for younger students’ future opportunities like further studies or initial career

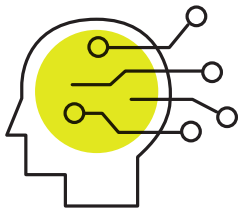
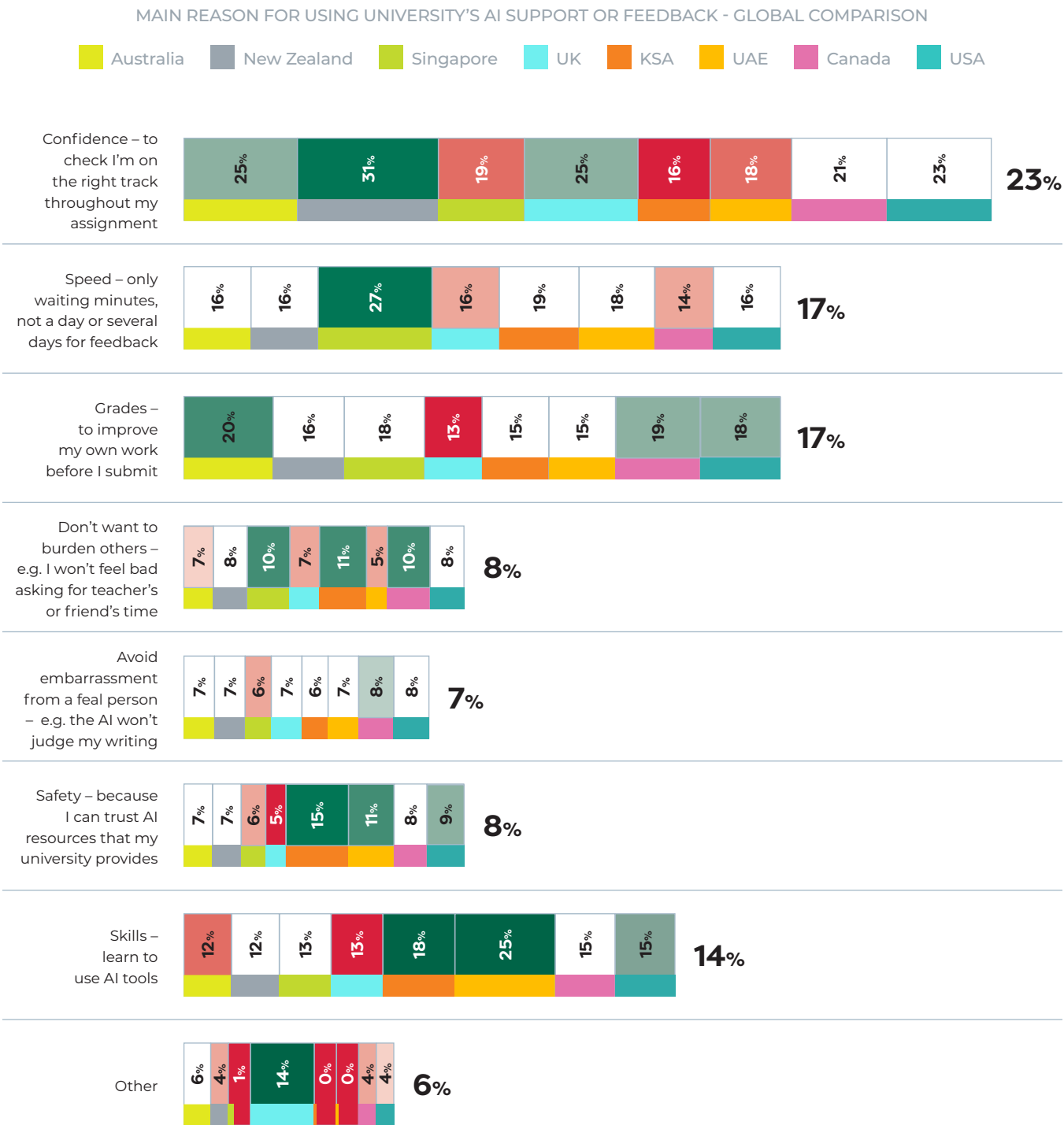
placements. Older students often have more significant life commitments, such as family responsibilities or full-time jobs. This can make time a more valuable resource, leading them to prioritise the “speed” that AI tools can offer for completing assignments and tasks. Younger students may have more flexible schedules and thus be able to focus more on achieving higher

grades, regardless of how much time it takes. There is a similar disparity between responses from Full-time students and Part-time students, who show differing priorities. The same differences appear for those who study by distance, compared to those who are on-campus.

TOP 5 REASONS FOR USING THE UNIVERSITIES AI SUPPORT OR FEEDBACK

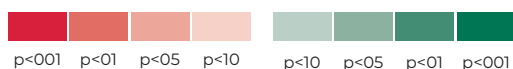
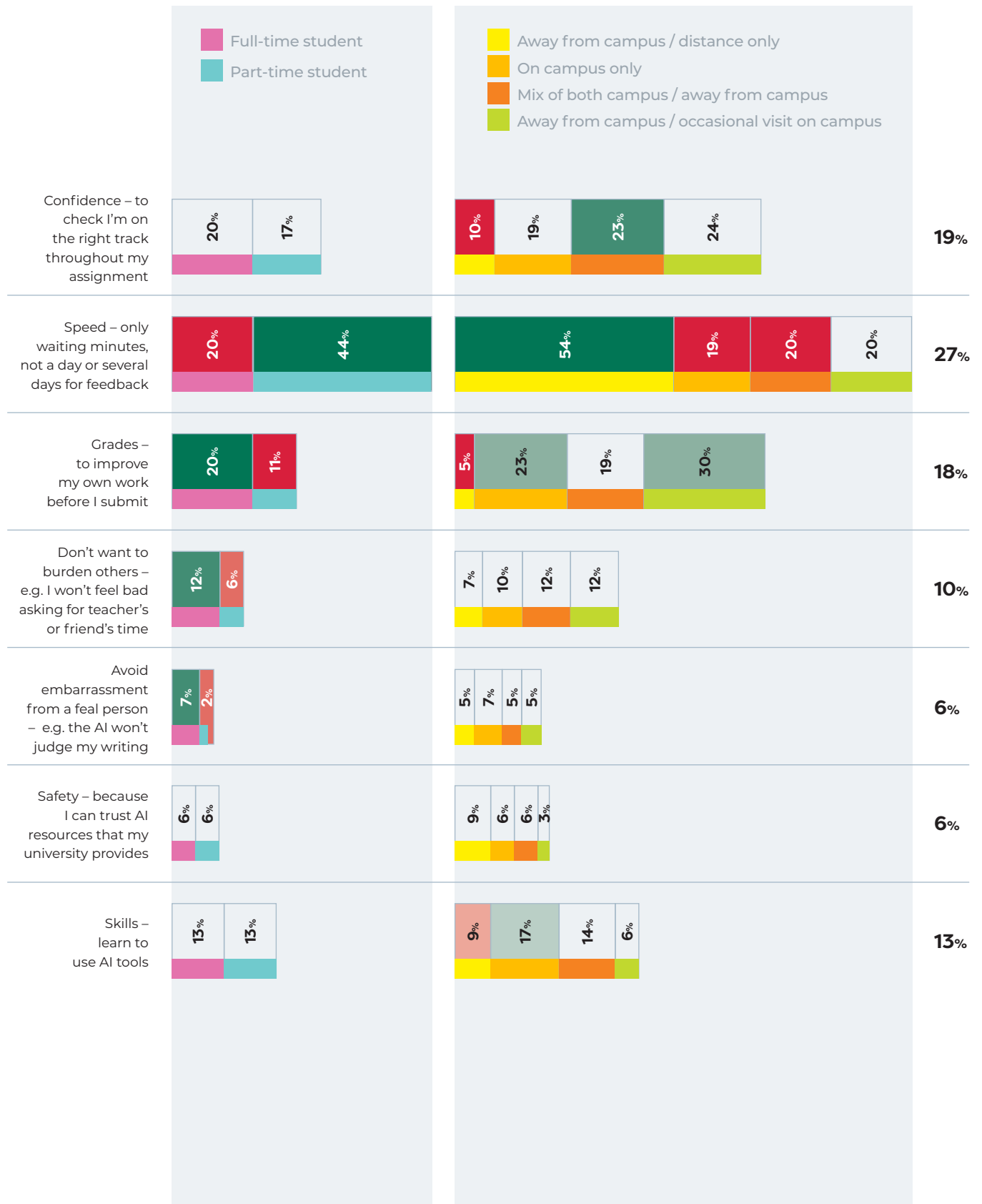


Chapter 1: Student wellbeing and generative artificial intelligence (AI)



Chapter 1: Student wellbeing and generative artificial intelligence (AI)

MAIN REASON FOR USING UNIVERSITY'S AI SUPPORT OR FEEDBACK

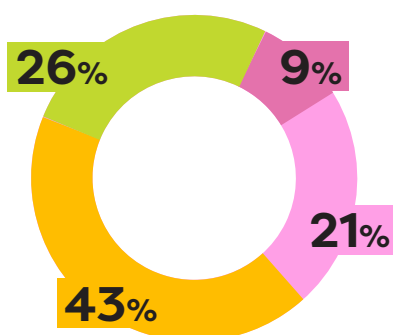
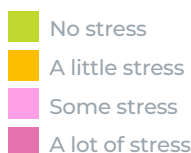


Chapter 1: Student wellbeing and generative artificial intelligence (AI)

74% experience some level of stress when using AI tools as part of study

43% of students in Singapore report experiencing 'a little' stress when using AI tools, and 21% report 'some'. In the survey, respondents had the opportunity to share open-text answers around the stress experienced when using AI. Students clarified, citing "fear of being accused of plagiarism", "whether AI use is considered plagiarism", and "concerns about becoming too dependent on AI, and the impact on the quality of their work" as reasons for stress while using AI tools, adding weight to the need for AI policy and university-vetted and approved services.

Q. How much stress do you experience while using AI tools as part of your studies?



STUDENT VOICES:

A little stress

"Pressure to keep up with AI driven learning pace"

"Sometimes the output AI tools generate don't make sense, making me even more confused"

"I felt that it did not improve my task flow, only hindered it as i had to figure out the semantics of the AI tools first to get it right."

Some stress

"Needing to know how to summarise the information and write it in my own words."

"Concerns about data privacy and the security of personal information shared with AI tools can contribute to stress."

"I do not understand the output fully."

"I'm scared the information is wrong."

A lot of stress

"Feeling that the AI provides answers too easily, leading to concerns about not fully understanding the material."

"I use AI to summarise the content to make it easier for me to digest them."

"The sheer number of AI tools available makes it difficult to choose the right one for a specific task."

"how to ask the right questions and utilise information without plagiarising"

Part-time students were much more likely to report more frequent stress when using AI tools (53% reporting 'a lot' or 'some' compared to 22% of full-time students), and those who are employed full time were more likely to report 'a lot of stress' (21% compared to 2% of part time workers). Online/distance students were also more likely to report 'some' or

'a lot of' stress using AI (56%) compared to on campus students (21%).

Students studying Business were the most stressed overall about using AI as part of their study workload (only 16% report 'no stress' at all, compared to 31% of STEM students).

Chapter 1: Student wellbeing and generative artificial intelligence (AI)

Universities have picked up the pace in 2025, yet a third of Singapore students still think their uni could be moving faster to include AI tools

Last year 42% of students believed their university could be moving faster to adapt and include AI support tools to help them with their study. In 2025 this has dropped to 34%, showing that universities in Singapore

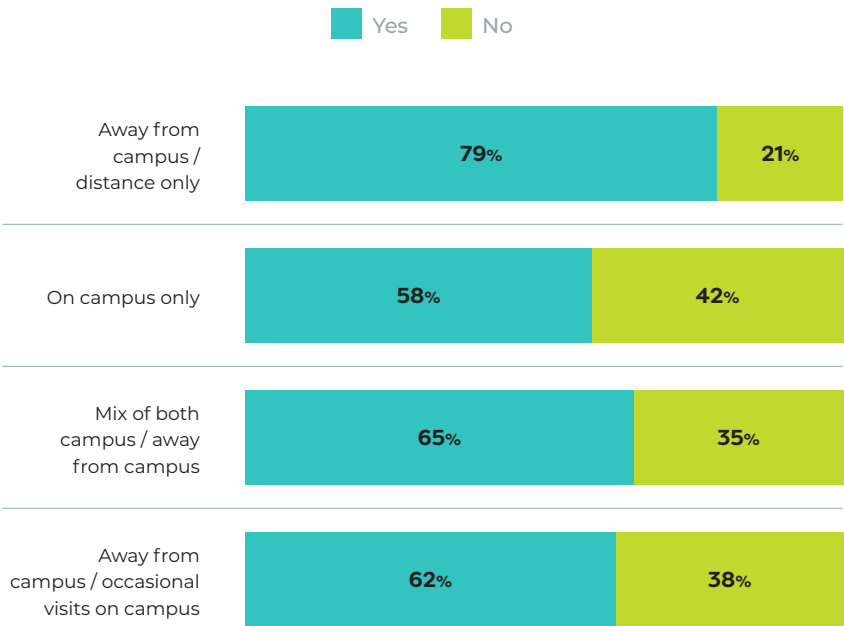
have taken notice of student expectations and acted to incorporate AI support into their learning environments. Nevertheless, there is plenty of room for more students to feel supported with immediate, ethical feedback.

Q. Is your university adapting quickly enough to include AI (artificial intelligence) support tools to help with your study?

Again there is a clear difference between on-campus and off-campus students believing their university is moving fast enough to include AI - which could indicate that AI tools are more freely or obviously available to those studying by distance/online only.

Domestic students are slightly more likely to think that their university is moving quickly enough with 68% saying yes, whereas only 57% of international students agreed that universities are moving fast enough to keep up with emerging technologies.

UNIVERSITY ADAPTING FAST ENOUGH TO INCLUDE AI SUPPORT TOOLS FOR STUDY

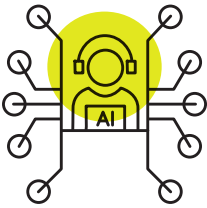


Chapter 1: Student wellbeing and generative artificial intelligence (AI)

Students feel genAI increases human interaction with peers and teachers

Overall students report that AI tools have increased human interaction, with 42% reporting that genAI has resulted in 'more' interaction with peers and teachers. Part time students are more likely to think that

genAI has increased human interactions (56% compared to 37% of full time students), similarly distance/off-campus students (75% 'more').

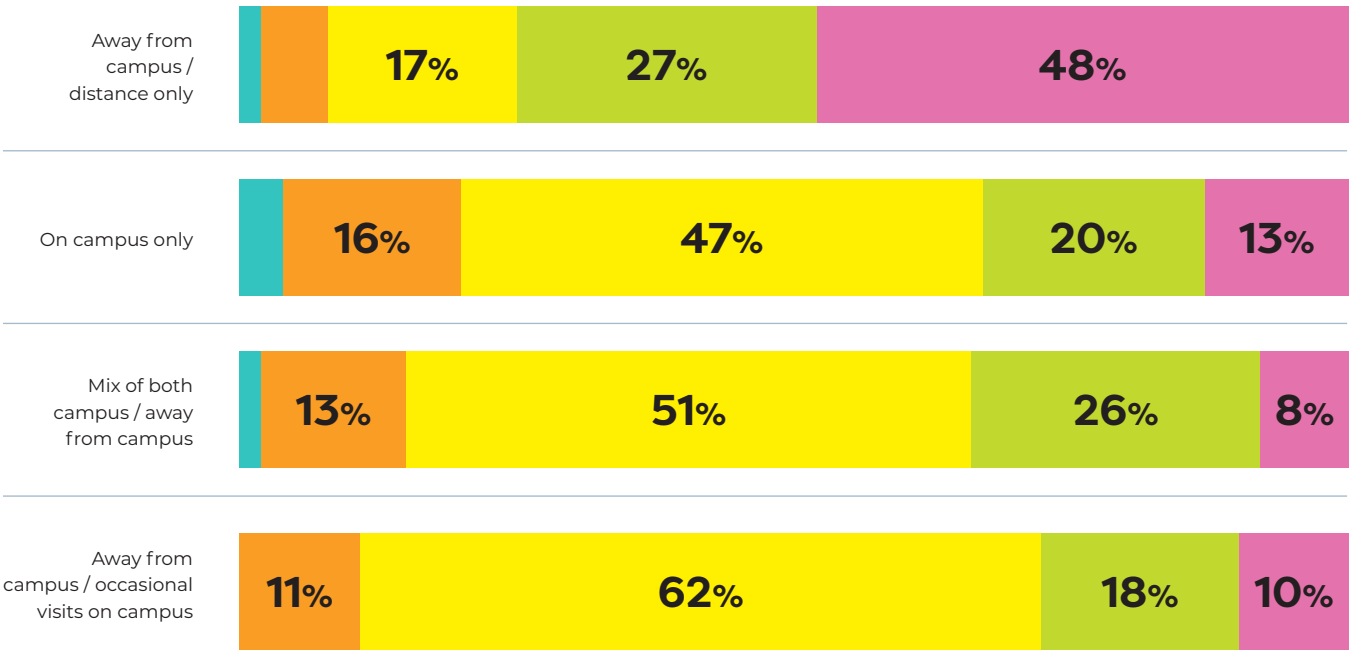


Q. Has using Generative AI resulted in less or more interaction with your peers and teachers?

Older students aged over 34, Business students, high-achieving students and those employed full time were all more likely to report increased interaction with peers and teachers due to using generative AI than other groups.

GENERATIVE AI RESULTED IN LESS OR MORE INTERACTION WITH PEERS AND TEACHERS

1. Much less interaction 2. 3. 4. 5. Much more interaction



CHAPTER 2:

Student wellbeing and employment

Discussion:

- **There's a confidence gap between skills development and future job prospects:**

While a majority of students feel their degree is developing necessary skills, around a third are less confident about securing a related job within six months of graduation. Universities should explore strategies to bridge this gap, particularly for STEM and Humanities/Social Science students, and younger cohorts. This could involve enhanced career services, more work integrated learning experiences (internships, projects), and stronger industry connections.

- **Universities can recognise and support the diverse needs of student groups:**

Universities should consider tailored support systems and resources to address their students' diverse needs effectively. For example, part-time and distance learners show higher confidence in skills development and job prospects, suggesting their needs might differ from full-time, on-campus students.

- **English language support is not as pressing as employment confidence:**

there is strong agreement on the development of English writing and communication skills, however in fields like STEM, universities need to do more to connect these foundational skills with specific career pathways and opportunities within those sectors.

Confidence Gap: Students are developing skills but worry about job prospects

3 out of 4 students feel that their degree is developing the skills they need to succeed in a future job (75%), yet under two thirds (65%) believe they will be able to get a job related to their degree within 6 months of graduation.

Q. Please rate how confident you feel about the following statements on a scale of 1 to 5 where 5 is very confident and 1 is not confident at all.

Full time students have a slightly lower confidence in their skills development, with only 72% of them agreeing or strongly agreeing that they are developing the skills they need for employment, in their degrees. Part-time students agreed more, with 83% of them selecting 'agree' or 'strongly agree'.

Those studying away from campus/ distance only showed a strong agreement with this statement, with 89% of this group agreeing, and 37% strongly agreeing.

"I study Chemical Engineering, we are being taught all the necessary skills for the chemical engineering field."

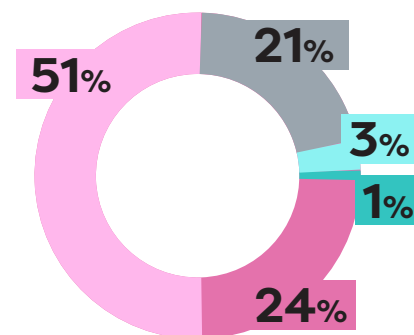
This is an increase from last year where 61% of students agreed with this statement, and male students agreed with it more (67%) than female students (58%). In 2024's survey, of those students studying Business, only 56% agreed, 8% disagreed and 35% were neutral.

"I believe education is the first thing employer look for"

This year, 80% of Business students agreed that their degree is developing the skills they need to gain future employment, with 32% strongly agreeing. This is higher than most other study areas, including STEM students (68% agreed), and Nursing students (67% agreed).

"University is very theoretical, will probably not use or remember the knowledge anyway"

"MY DEGREE IS DEVELOPING THE SKILLS I NEED TO SUCCEED IN MY FUTURE JOB"

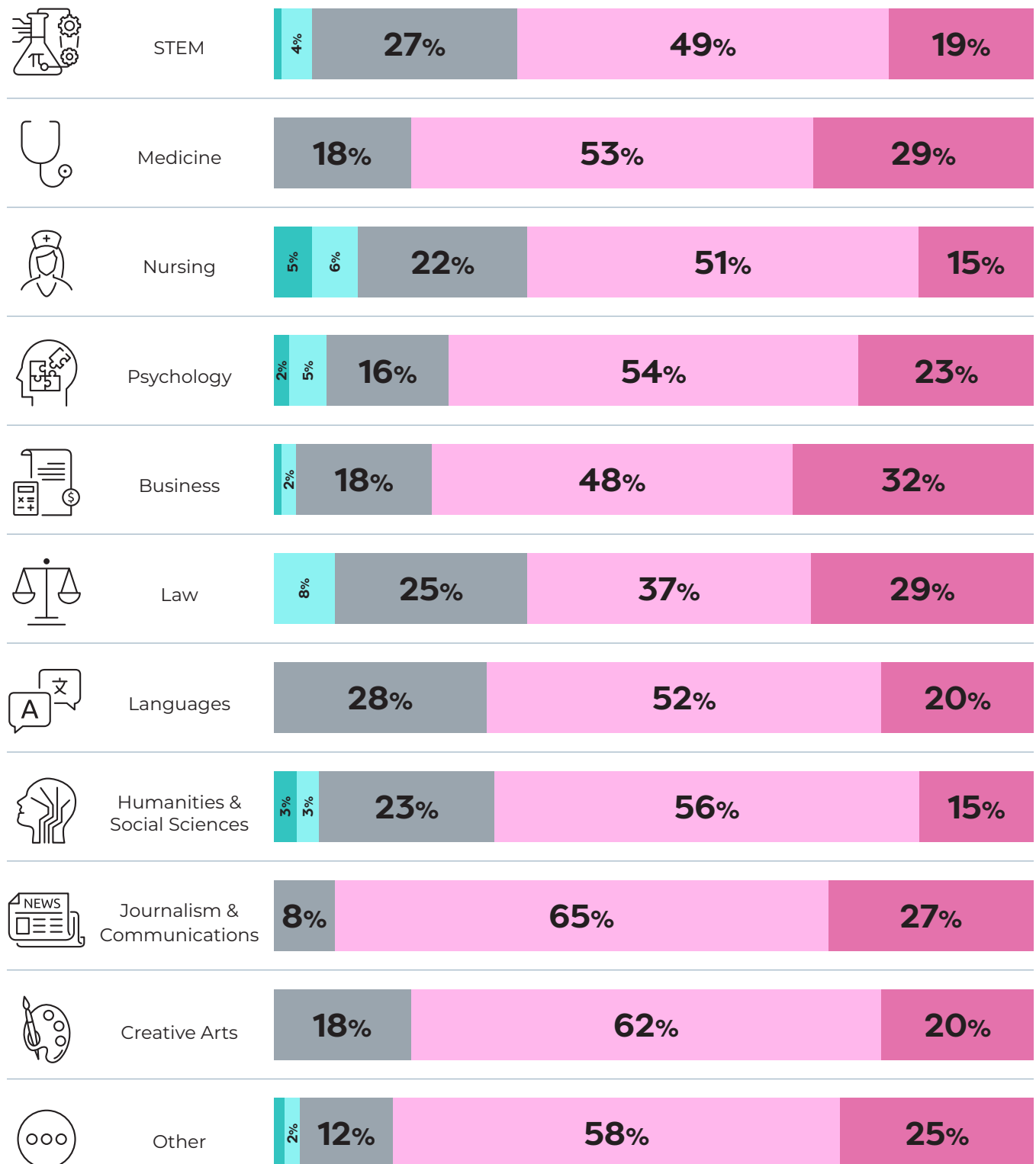


Net agree 75%
(▲ from last year 61%)

Chapter 2: Student wellbeing and employment

"MY DEGREE IS DEVELOPING THE SKILLS I NEED TO SUCCEED IN MY FUTURE JOB" – AREA OF STUDY

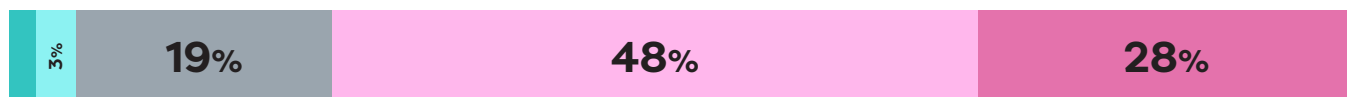
Strongly disagree Disagree Neutral Agree Strongly agree



Chapter 2: Student wellbeing and employment

"I HAVE STRONG ENGLISH WRITING AND COMMUNICATION SKILLS NEEDED TO APPLY FOR AND GET A JOB"

Strongly disagree Disagree Neutral Agree Strongly agree



Net agree 77% (▲ from last year 67%)

Students mostly agreed (77%) with this statement, and 19% were neutral so only 4% disagreed. The level of language education in Singapore around English language skills is clearly high, and 89% of the surveyed students reported that English is their first language.

Last year the overall agreement with this statement was only 67%, with 7% of students disagreeing or strongly disagreeing, and 26% neutral.

"My English is weak in general but still can write and type decently."

"Degree does help in writing and communication skills to a certain extent."

"The requirement of having to do reports for a variety of assignments such as projects

or laboratory sessions as well as a bachelor's thesis hone my writing skills. In addition to that, presentations are often required for projects which gives me practice to better express myself and get my point across in a structured and concise manner."

"I WILL BE ABLE TO GET A JOB RELATED TO MY DEGREE WITHIN 6 MONTHS OF GRADUATION"

Strongly disagree Disagree Neutral Agree Strongly agree



Net agree 65% (▲ from last year 57%)

Although confidence in skills development and English language abilities are high, Singaporean students are less confident that they will be able to get a job after graduation, with under a quarter strongly agreeing with this statement (24%) and over a quarter (26%) just neutral on this.

Confidence in future employment is particularly low for STEM students (just 60% agree, and 11% disagreeing) and of students studying Humanities and Social Science degrees, just 49% agree they'll likely find a job (noting the small sample size of n=74).

"Realistically, Singapore is a very competitively and fast pace environment and also

currently the job market is looking rather bleak for potential job-seekers and graduates."

"As STEM jobs are very competitive, you need to be really good with the subject to be hired which I personally am not a subject matter expert compared to my peers."

Younger students aged 18-25 have lower confidence in future employment, with 59% of them agreeing, compared to 79% of students aged 34-41. Part-time students have higher confidence than full-time

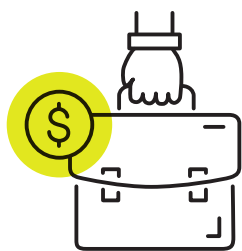
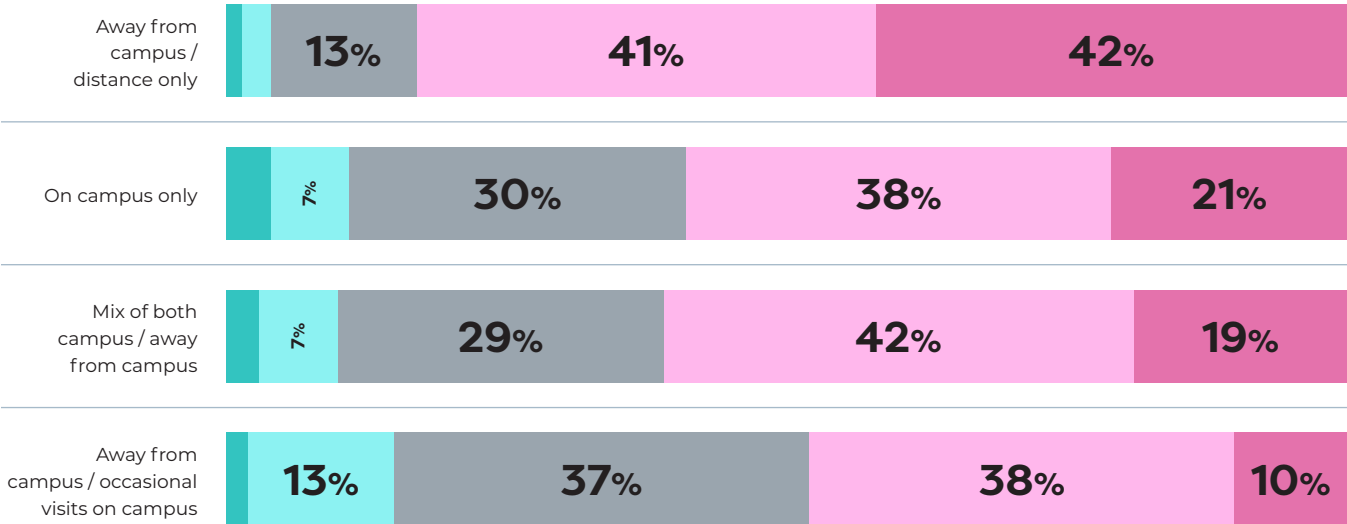
students (75% compared to 61%), possibly because they are already employed in some capacity. Those studying away from campus/distance only have a much higher confidence than average with 83% of these students agreeing that they'll be able to find relevant work within 6 months, and 42% strongly agreeing.

"I have completed internships that gave me hands-on experience and exposed me to real-world work environments."

Chapter 2: Student wellbeing and employment

" I WILL BE ABLE TO GET A JOB RELATED TO MY DEGREE WITHIN 6 MONTHS OF GRADUATION" – STUDY MODE

Strongly disagree Disagree Neutral Agree Strongly agree



CHAPTER 3:

Student wellbeing, experience and belonging

Discussion:

- **Shift in priorities:** Singaporean students in 2025 are valuing the overall university experience over global rankings. So how can universities adapt their strategies and resource allocation to enhance the student experience, focusing on activities, friendships, and flexible, scaled support systems? Leaders will need to consider these shifting priorities in their recruitment and retention strategies.
- **Belonging and support:** A consistent third of students year on year report not feeling a sense of belonging. This is concerning, and while flexibility and support are identified as crucial, specific groups (first-year, international, male) have distinct needs. Universities in Singapore can implement targeted interventions to foster a greater sense of belonging for all students, offering the flexible schedules students crave while being mindful of staff satisfaction and workloads.
- **Diverse priorities among student groups:** Part-time students favour experience more than full-time students, while Medicine and International students still value global rankings. How can the university cater to these diverse needs and expectations without compromising overall quality or diluting resources? Should different programs or support services offer tailored approaches? How can the university effectively communicate the value proposition to each of these distinct student segments?

Students' shift towards prioritising overall experience more than global rankings in 2025

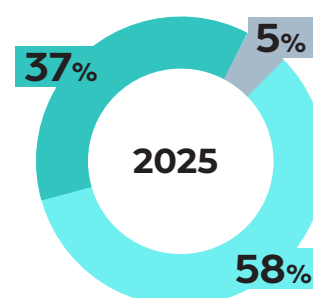
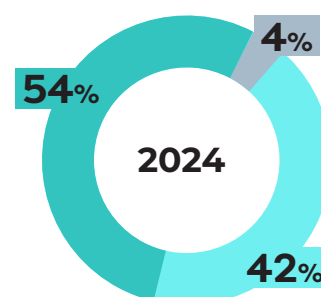
Q. Which of the following is most important to you?

Most Singaporean students said that activities, ways to make friends and support were more important to them (58%) than the university's global ranking or reputation (37%). This is a big shift from last year when the majority (54%) of students said that global ranking was more important.

Full time students are more likely to value the university's ranking or reputation (40%), whereas part time students had a higher-than-average preference for the university's student experience (63%). Those studying Medicine and International students also found the university's global ranking of higher importance.

IMPORTANCE OF UNIVERSITY GLOBAL RANKING VS ACTIVITIES

- Global ranking of the university's reputation
- Lots of activities, ways to make friends & support (a good student experience)
- Other



Chapter 3: Student wellbeing, experience and belonging

A third of students don't feel that they 'belong' at university - no change from 2024

While most students (67%) feel like they belong, 33% of students were neutral or negative about belonging to their university community. This shows no

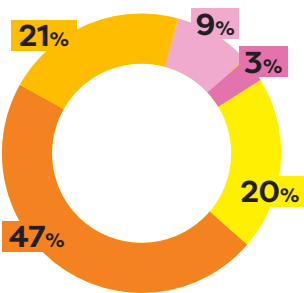
change from last year when 34% of students were neutral or negative about 'belonging to their university community'.

Q. Do you feel that you 'belong' in your university community (for example, do you feel supported and included)?

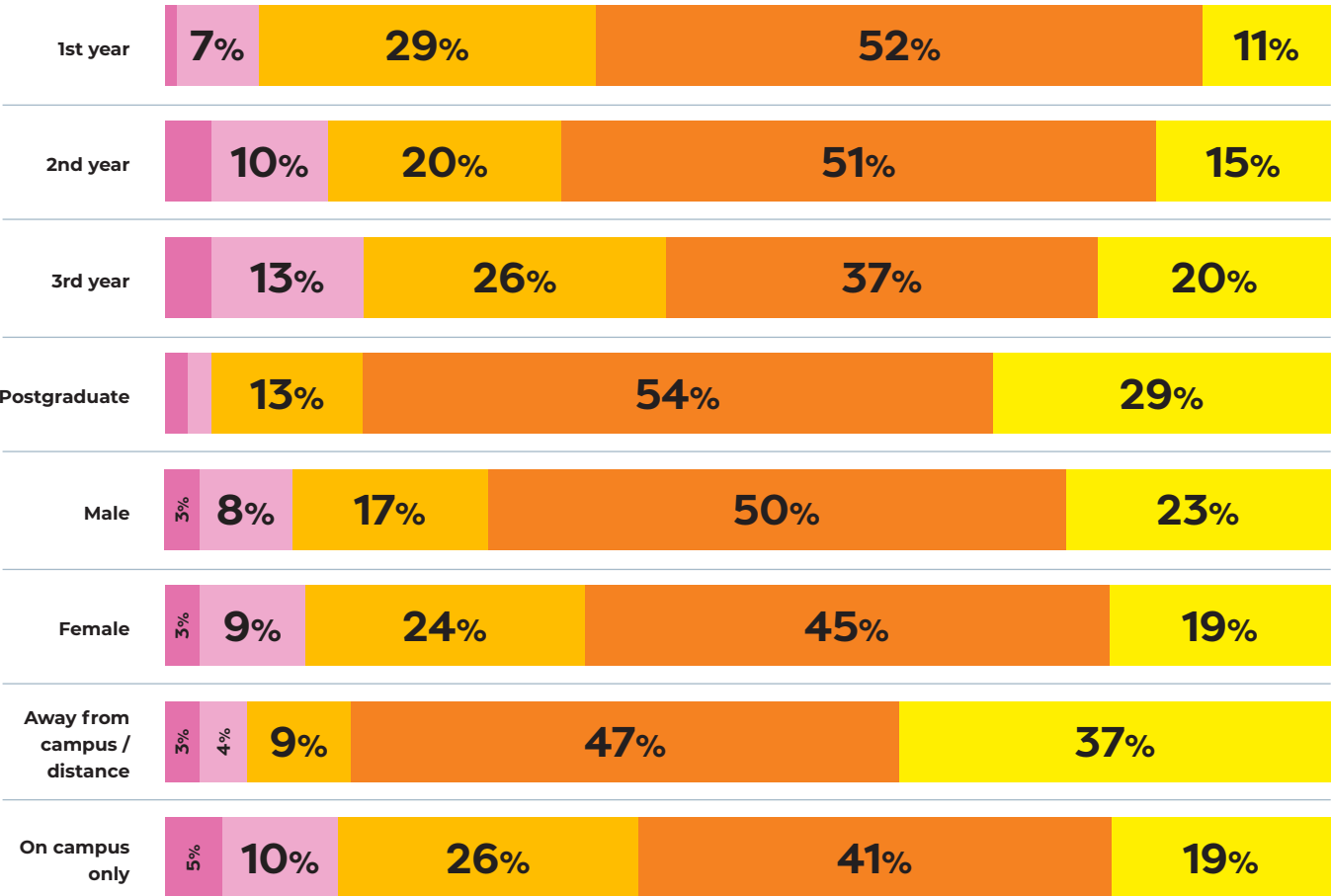
Older students between 34-41 were more likely to feel that they belong at university, and likewise male students were more likely to feel that they belong (72% 'somewhat' or 'very much') than females (64%).

First year students generally were slightly less likely to feel that they 'very much' belong than more experienced students, so working on that first year transition to university is important when considering ways to improve overall sense of belonging.

SENSE OF 'BELONGING'



SENSE OF 'BELONGING' TO UNIVERSITY



Chapter 3: Student wellbeing, experience and belonging

Flexibility and support are key to belonging

Q. What would make you feel like you belong at your university? Please rank your Top 3.

For those students who said they didn't feel that they belong to their university community (n=105), the top suggestion for improvement was having "a flexible schedule that lets me balance work and study" (32% ranked first, 75% ranked in top 3), followed by being "able to study online / remotely when I need to" (22% ranked first, 56% ranked in top 3), and "giving me personal, 24/7 study and assignment support" (16% ranked first, 58% ranked

in top 3), indicating a greater need for flexibility and support among those students.



"Having less projects and more time for cca or group activities not related to school work."

"Online student gatherings."

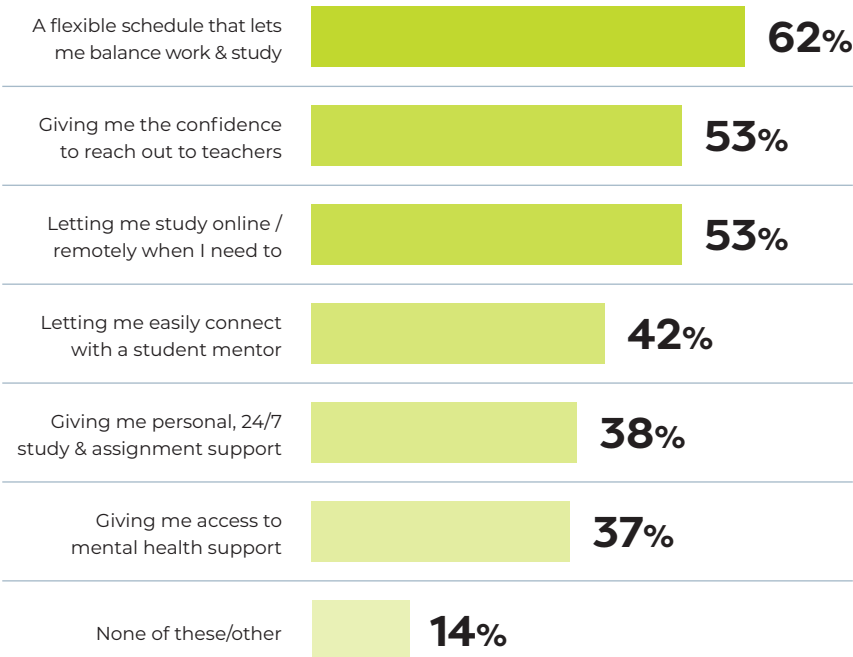
"More engagement done by the school themselves for their students. The whole relationship just felt like a business transaction."

Q. In which of the following ways, if any, has your university made you feel like you belong? Please rank your Top 3.

For those who felt that they did belong to their university (n=922), the top reasons given were "A flexible schedule that lets me balance work and study" (62% ranked in top 3), followed by an equal weighting between "feeling confident to reach out to my teachers" (53% ranked in top 3), and then "I can study online/remotely when I need to" (53% ranked in top 3), and "I can easily connect with a student mentor" (42% ranked in top 3).

International students place a much higher value on peer mentors compared to domestic students, with 52% of them ranking 'easily connecting with a student mentor' in their top 3 reasons for belonging. Male students more often selected 'personal, 24/7 study and assignment support' in their top three reasons for belonging (42%) than females (36%).

TOP 3 REASONS FOR BELONGING



"Campus life is great, many opportunities to connect with my peers"

"Having a career coaching team to advise students on their journey"

"I don't feel the need to belong"

"Student events, student perks, being able to [give] feedback about certain school policies etc and actually implementing then"

CHAPTER 4:

Student wellbeing and connection to other students

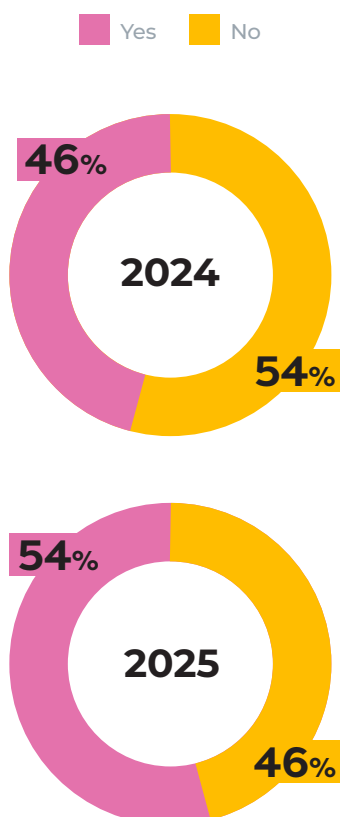
Discussion:

- **Expand and enhance Peer Mentorship programs:** Given the significant increase in Singapore's students having peer mentors and the desire for a mentor among those who don't, universities should invest in scaling up and improving their peer mentorship programs. This includes providing adequate training and support for mentors, ensuring broad availability across different faculties and study modes, and actively promoting the benefits of participation to students. Specifically, mentorship should be made accessible to unemployed students who currently have lower access.
- **Address barriers to peer connection for specific student groups:** While overall ease of asking peers questions has improved, younger students and those in mixed study modes still face challenges. Universities should investigate the specific barriers these groups encounter, such as feelings of isolation, lack of informal networking opportunities, or perceived stigma around asking for help. Implementing targeted strategies like dedicated first-year peer support initiatives or facilitating more structured online and in-person connection opportunities for mixed-mode students could be beneficial.
- **Leverage peer connections to foster 'belonging':** As students find it easier to connect with peers, universities can strategically leverage these connections to further enhance students' sense of belonging. This could involve encouraging peer-led study groups, creating more opportunities for social interaction within academic programs, and highlighting the role of peer support in fostering a positive and inclusive university community.

A growing number of students have peer mentors and find it easier to connect with peers

Over half of Singaporean students reported having a peer mentor available in 2024, which is an increase of 8% from the previous wave. Those studying away from campus/distance were more likely to report having a mentor available (64% 'yes'), compared to on-campus only students who reported a 50/50 split of having and not having a mentor.

STUDENT MENTOR AVAILABILITY



Q. Did you have a student mentor? (for example - a student in a senior year who could provide study advice anytime you needed it)

International students were slightly more likely to have a mentor available (63%) compared to domestic students (52%). Those students who were not in any form of employment reported much lower peer mentor availability (just 42% said 'yes').

Chapter 4: Student wellbeing and connection to other students

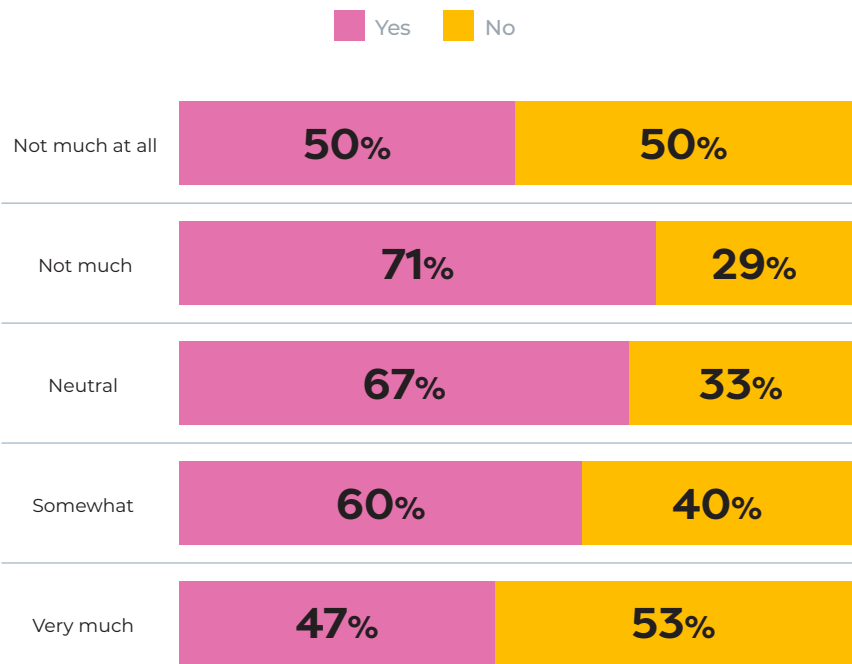
Q. Would you have liked to have a senior student mentor?

Over half of the students surveyed who didn't have a mentor (n=451) said they would have liked to have a peer mentor (61%, n=270). This is in keeping with last year when 64% of the students without a mentor said that they would have wanted one.

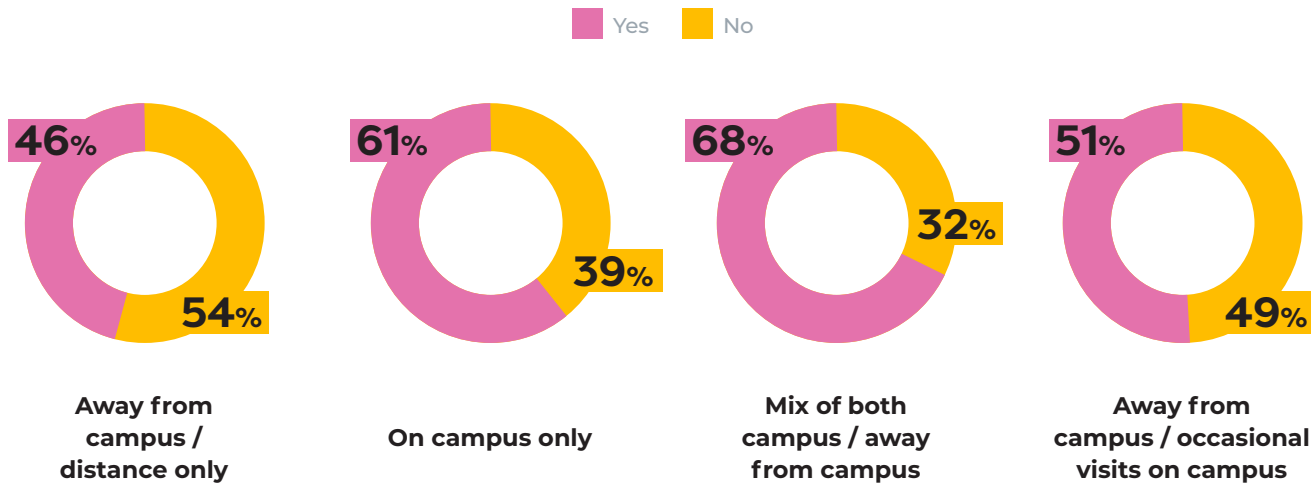
Male students are more likely to want a mentor than females (66% 'yes' compared to 58%), and those who study away from campus/distance only are much less likely to want a mentor (46% 'yes'), possibly due to their disconnect from peers to start with.

Desire for a student mentor also correlates with their sense of belonging - the more sense of belonging they felt, the less they wanted a mentor and vice versa.

DESIRE FOR A STUDENT MENTOR COMPARED TO SENSE OF BELONGING



DESIRE FOR A STUDENT MENTOR – STUDY MODE



Chapter 4: Student wellbeing and connection to other students

Q. When you started your degree, how easy was it to ask other students questions, on a scale of 1 to 5 where 5 is very easy and 1 is very hard?

Over half of students found it easy to ask questions to other students when they started their degree. This is a significant shift from last year, when 20% of students found it 'hard' and under half (47%) found it 'easy'.

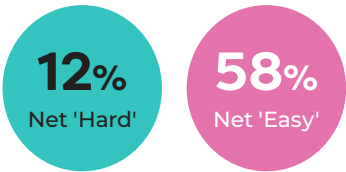
Younger students between 18-25 overall found it harder to ask questions, with 52% of them selecting 'easy' or 'very easy'. Male students found it somewhat easier than female, with 61% of males rating it easy and 56% of females.

Again some contrasts between those students in different study modes, with students studying away from campus / distance only reporting high ease of asking questions to other students, while those who are mixed or mostly away with occasional on-campus visits mostly finding it difficult or neutral.

“Different scope of people I’m working with. I had to meet different people from various industry’s [sic].”

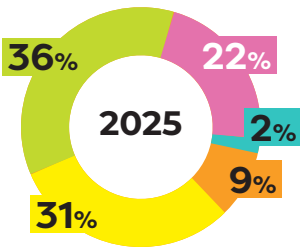
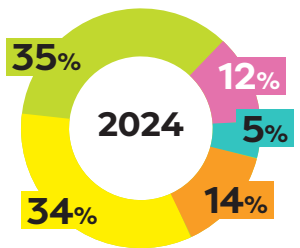
“There might be a stigma associated with seeking help or support from peers”

“Uncertainty about available resources and language or cultural barriers”



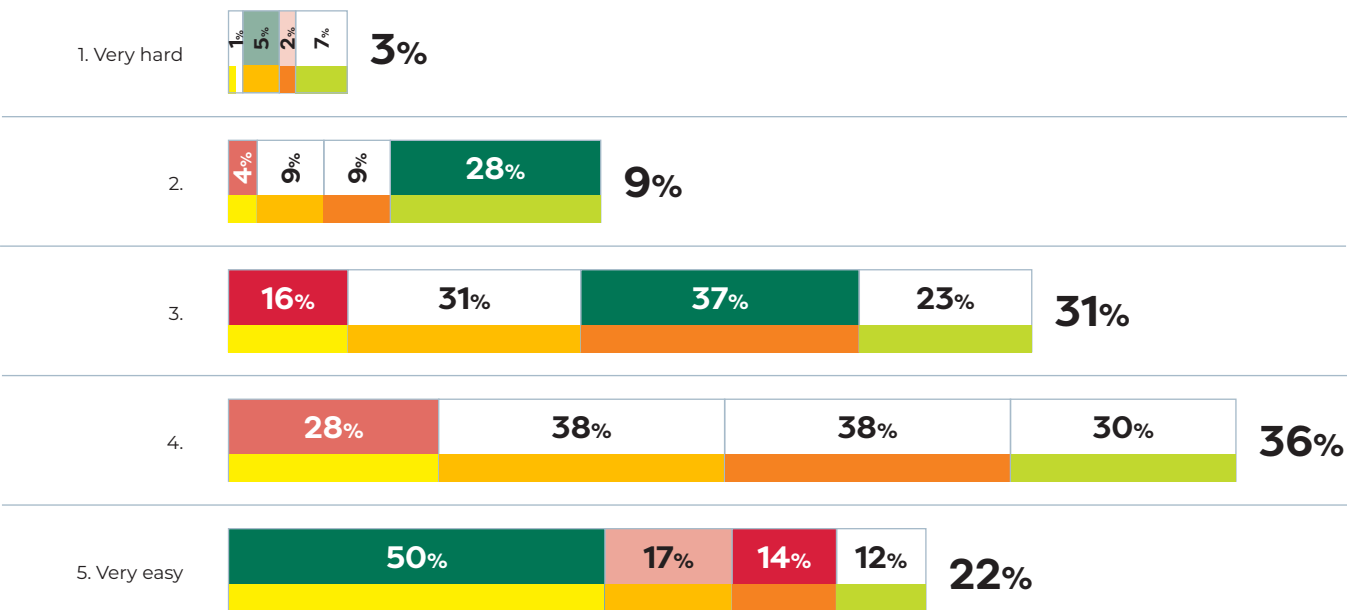
EASE OF ASKING QUESTIONS TO OTHER STUDENTS – YOY

1. Very hard 2. 3. 4. 5. Very easy



EASE OF ASKING QUESTIONS TO OTHER STUDENTS – STUDY MODE

Away from campus / distance only On campus only Mix of both campus / away from campus Away from campus / occasional visit on campus



CHAPTER 5:

Student wellbeing and study stress

Discussion:

- **Enhance stress management resources:** Given that a significant portion of students, particularly those that are younger and studying on-campus, experience frequent study-related stress, universities should introduce more stress management facilities or resources, including easier access to mental health counselors and support for

developing coping strategies.

- **Provide clearer academic guidance:** With fear of failing and academic difficulties as major stressors, focus on providing clear and detailed instructions for assignments and exams, as well as sufficient academic support and resources to cater to students' needs.

- **Consider flexible scheduling:** On-campus students report higher levels of stress compared to those studying remotely, which could indicate that universities should explore options for more flexible schedules and increased accessibility to online learning resources to help all students balance their studies and other commitments.



Younger, on-campus students are more frequently stressed by studies.

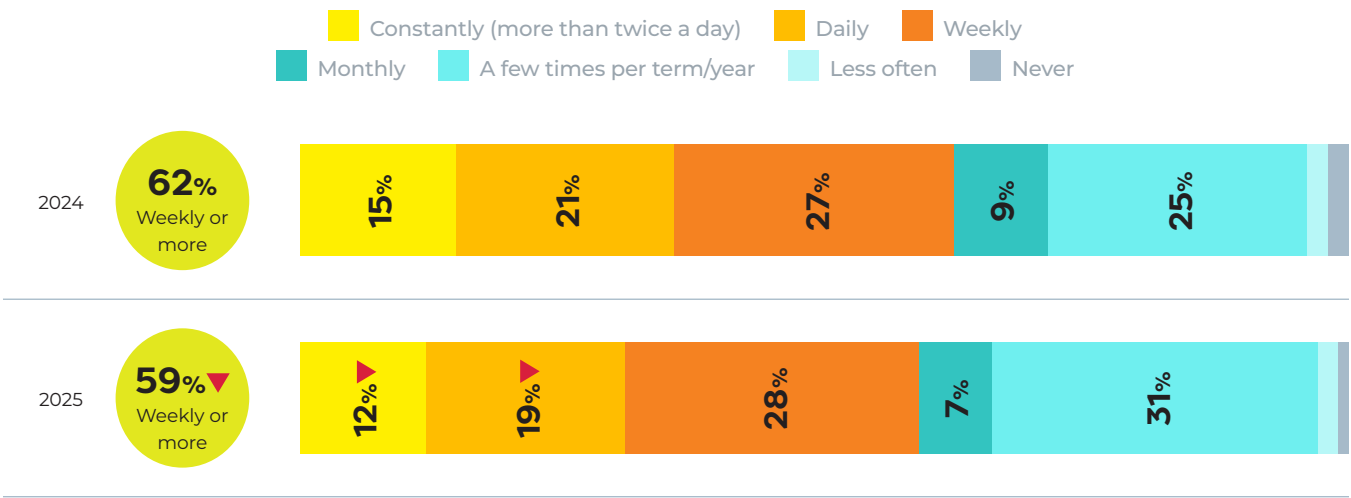
Stress frequency for students in Singapore is overall lower than the global average (59% experiencing study-related stress **weekly or more** compared to 65% globally). This is also slightly lower than Singapore's previous result of 62%.

Q. On average, how often do you feel stressed by studying?

Younger students in the age bracket of 18-25 years old were much more likely to experience weekly or more frequent stress (65% of them), and 36% responded 'Constantly' or 'Daily', compared to just 18% of those over the age of 34. Male students were more likely to report weekly or more frequent stress (64% compared to 56% of females). Full time students are also more frequently stressed at 65% weekly or more compared to 42% of part-time students. And those studying away from campus / by distance are much less frequently stressed, with only 30% of them reporting weekly or more stress. Of those studying on-campus only (n=252), 70% of them reported weekly or more frequent study-related stress.

Chapter 5: Student wellbeing and study stress

FREQUENCY OF STUDY STRESS - YOY



FREQUENCY OF STUDY STRESS – BY STUDY MODE



Chapter 5: Student wellbeing and study stress

‘Fear of failing’ is number 1 cause of stress for students, followed by academic difficulties

Q. Out of the following options, what makes you feel the most stressed about studying? Please select your top 3

The top reason for study stress this year is ‘fear of failing’, with 20% of students putting this at number 1, and 53% of students ranking it in their top 3 reasons. This is in keeping with the global trend. Fear of failing is closely followed by issues around academic struggles, with 40% of students ranking ‘Not having enough time to prepare for exams and assessments’ in their top 3 and 38% of students putting ‘Difficult course content’ in their top 3 reasons for study stress.

‘Fear of failing’ is especially prevalent among younger students (59% of 18-25 year olds ranked in top 3), full time students (56%), female students (55%), and domestic students (55%).

International students are much more likely to rank ‘meeting new friends’ with 10% of students putting this at number 1 compared to domestic students (3%).



Students’ suggestions to reduce study-related stress

“Introduce better stress management facilities or resources for students to cope with the ever increasing stress level.”

“More online classes like 90/10 % , more accessibility to lecturers and professors remotely, more guidance on usage of data and resources on internet for assessments”

“Providing clear and detailed instructions for assignments, exams”

“Having a less choked up schedule and having enough time to rest in the day so I won’t be feeling stressed the next day”

“Easy access to mental health counselors for support with stress management and coping strategies.”



Students' recommendations to their education providers:

Students responding to the survey were asked to offer their qualitative comment on how to improve their wellbeing, success, overall experience, and could offer an 'other' topic area of interest. Themes are grouped by frequency, and real student comments are included.

Overall, students ask their institutions to consider providing more one-to-one connection, to prioritise mental health supports, improve communication and transparency and awareness of resources, reduce financial pressure, and offer more feedback mechanisms.

Students' recommendations for: Wellbeing

Increase Mental Health and Wellbeing

Support services: Students want more accessible and readily available support services, particularly for mental health. They want services that are easy to find, have shorter wait times, and offer flexible options (e.g., online, after-hours).

"Provide more mental health support"

"Expand mental health services on campus, including counseling, therapy, and crisis intervention."

"Having sleeping pods more welfare drives"

Provide Academic Support: Students want better support for the difficult course content and access to resources that help them manage their studies effectively.

"More support for lectures"

"Provide resources for time management, study skills, and academic planning to help students balance their academic workload effectively."

"Providing sufficient and efficient services or materials to cater for the student's academic needs."

Enhance Campus Environment and

Facilities: Many of the recommendations revolve around an improved campus environment with more opportunities for student interaction, relaxing activities, and better leisure areas.

"More student to student interaction"

"More relaxing activities for students"

"More leisure area"

"Cozy corners for rest and study"

"Having many study spots available and have spaces to unwind and relax"



Students' recommendations for: Success

Connect students with career

opportunities: Students strongly emphasize the need for more practical career preparation, including job placements, internships, and closer ties with industry to ensure they are job-ready upon graduation.

"Redesign course content according to jobs requirements so students graduate 100% job ready"

"Link up with job fairs or company openings"

"Intern attachment to companies during school breaks"

"Provide job placement assistance, internships, and co-op opportunities to enhance students' career prospects."

"Increase partnerships with companies to provide more internship and co-op opportunities for practical experience."

Enhance Academic Guidance and

Resources: Students are asking for more personalized academic support, detailed feedback, and resources like

study guides and tutoring to deepen understanding and improve academic performance.

"A hotline for assignment asking"

"Allow us time to study for exam"

"Provide personalised guidance on course selection and career paths. Provide leadership development programs, trainings & workshops"

"More focus on understanding on course content. Not just setting hard papers which no one can do"

"Provide timely and constructive feedback on assignments and assessments to help students improve their academic skills and performance."

Create Dynamic and Interactive

Learning: There's a clear call for more engaging learning experiences through group work, interactive lectures, and activities that make education both fun and enriching.

"More group work"

"Make it mor fun"

"More medals can be given"

"Encourage knowledge sharing among students"

"Adopt a different strategy with regards to how lessons are conducted. I notice many lecturers conduct lessons like presentations. Lectures should be more interactive."

Improve University Infrastructure and Systems:

Recommendations focus on enhancing the university's infrastructure, providing more resources, more communication, and improving policies like the academic calendar and fee structure to better support student success.

"Flexible academic calendar"

"Lower sch fees, upgrade facilities"

"The university needs to make certain resources more readily available for their students rather than needing to drop emails to several people just to know more about various programmes and opportunities."

"Expanding the free resources"

Recommendations for Improvement: Overall Experience

Revamp Curriculum for Relevance and Engagement:

Students desire a more modern, engaging, and practical curriculum. Recommendations focus on integrating real-world applications, technology, diverse learning formats, and more industry input to better prepare students for their careers.

"Curriculum Innovation"

"Revise curriculum to include more hands-on projects, real-world applications"

"Review and update the curriculum to ensure it remains relevant"

"Update course content to align with industry trends and emerging technologies."

"Increase hands-on learning experiences, research opportunities, capstone projects"

"Incorporate technology effectively into teaching methods, communication channels"

Foster a Supportive and Less Stressful

Environment: Many students express concerns about stress, workload, and the need for better support systems. Recommendations include reducing stress, providing more support services, improving communication, and fostering a greater sense of community.

"Less stress"

"More support can be given"

"Enhanced Communication"

"Reduce exams but more on project works"

"Academic Support Services"

"Let us have enough sleep"

Build a Vibrant and Inclusive Campus

Community: Students seek a more active and connected campus life. Recommendations center around increasing social activities, fostering interaction, promoting diversity and inclusion, and improving communication between students and faculty.

"Memorable activities outside of studies"

Recommendations for Improvement: Overall Experience (continued)

"More opportunities for student interaction"

"Organise and host more social activities like concerts and cultural events to promote an inclusive campus culture"

"Foster a diverse and inclusive campus culture by celebrating cultural differences"

"More exchanges with international students"

"more school life programmes"

Enhance Teaching Quality and Faculty Engagement:

Feedback highlights a desire for better teaching methods, more approachable professors, and increased interaction with faculty.

Recommendations focus on improving teaching quality, providing mentoring, and ensuring clearer communication.

"Better professors and better recording software in lectures"

"More mentoring"

"Faculty-Student Interaction"

"Encourage more interaction between faculty and students through office hours"

"Provide professional development opportunities for faculty to enhance teaching methods"

"Improve student-faculty interaction and feedback"

Focus on Practical Skills and Career Preparation:

Students emphasize the need for practical experience and career readiness. Recommendations include increasing internships, placements, industry exposure, and focusing on skills relevant to employment.

"Internships and placements, industry experience is a must to be included."

"Seek internship"

"Degree related to employment"

"Prepare for professional certifications"

"Attend career fairs"

"Improve industrial experience, such as internship, opportunity or industry attachment programme"

Recommendations for Improvement: Other

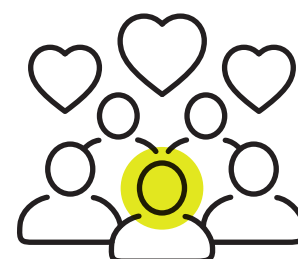
Lastly, students were also given the opportunity to make suggestions on any other facet of university life.

Their recommendations for improvement are diverse and cover a wide range of student needs and concerns. Many students suggested increasing recreational activities and opportunities for networking and interaction. There were repeated requests for more flexible schedules, additional support such as mentoring and tutoring, and a better work-life-study balance. Several students mentioned the need for more online lectures and classes, as well as increased financial aid and scholarship support.

Another key area of focus was the improvement of academic support and resources. Recommendations included providing more links to self-learning materials, expanding access to experiential learning activities, and having regular wellness checks. Some students suggested reducing the emphasis on GPA, while others asked for more feedback on their assignments and activities. There were also comments about improving facilities, technology investment, and technology expertise, as well as providing better study spaces.

Finally, many students expressed a desire for more communication, transparency, and a better system overall. Suggestions

included implementing student feedback, considering changes to the semester schedule, and providing clearer rubrics for marking schemes. Several students mentioned the need for more support services for international students and language support. Additionally, concerns about stress, workload, and the pace of studies were raised, with some students suggesting more study free time and less emphasis on exams.





Acknowledgments

Research report: Studiosity Australia and YouGov

For further details about this report please contact:

Evelyn Levisohn | Marketing Manager, APAC & Middle East
studentexperience@studiosity.com

studiosity.com