HIGHER EDUCATION

STUDENT WELLBEING

2026 GLOBAL REPORT



Research by:
YouGov

Reported by:
Studiosity

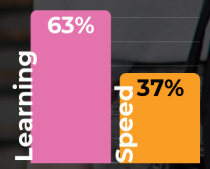
Studiosity

Summary of key findings

High AI use, but low learning confidence.

81%
use AI to complete HE studies.

Reported reason:



The learning confidence gap: Only 41% feel highly confident they are learning while using LLMs.

Highest adoption: Malaysia (97%) and UAE (95%).
Lowest adoption: United Kingdom (71%).
Frequency: Malaysia leads with 50% 'regular' use.
Expectations: Saudi Arabia (71%) and Singapore. (70%) feel their universities are adapting fast enough.
Ethical guidance: The UK leads in providing guidelines for use (66%).

Belonging high; mentor access declines.



Mentorship crisis: Only 40% of students had a mentor assigned (dropped 18pp YoY.)

Access to educators: 85% feel confident contacting professors; lower in Malaysia (76%), Singapore (77%).

Belonging: 71% of students feel a sense of belonging, a slight increase from 69% in 2025.
Highest belonging: USA (77%), Saudi Arabia (76%).
Lowest belonging: Malaysia (56%), Singapore (62%).
Demand for peer mentoring: 60% of Singaporean students without a mentor, want one.

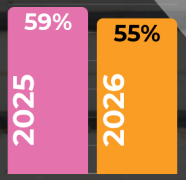
Stress levels remain stable; AI integrity fears up.

- **Money (AUS, CAN)**
- **Study-life balance (USA)**
- **AI & integrity (MY)**
- **Academic pressure (SG)**

Stress levels stable: 30% feel stress weekly, 35% daily.
Most stressed: Canada reports the highest daily/constant stress (43%).
Least stressed: Malaysia reports the lowest daily/constant stress (25%).
Top stressors: Exams & Assessments: Highest in Singapore/Malaysia (69%).
Study-life balance stress: Highest in USA (62%).
Academic workload stress: Singapore (63%), UK (62%).
AI stress: 77% users fear being "wrongly flagged" by AI detection tools; 54% of Canadian students who are stressed while using AI rank as a major stressor.

Perceived skills static; job confidence down.

Confidence drop around securing a job within six months of graduation.



Highest job confidence: Australia (62%), NZ (60%).
Lowest job confidence: United Kingdom (47%).
AI impact concern: 41% globally fear AI will make it harder to get a job in their field, highest in Singapore (48%).
Communication skills: The UK reports the highest confidence in professional English skills (87%).
Integrity and degree quality risk: 47% of students in Saudi Arabia and Malaysia admit they would use AI to write papers if there were no rules.

Can the HE sector rise to meet students' expectations for AI... and reduce rising stress?

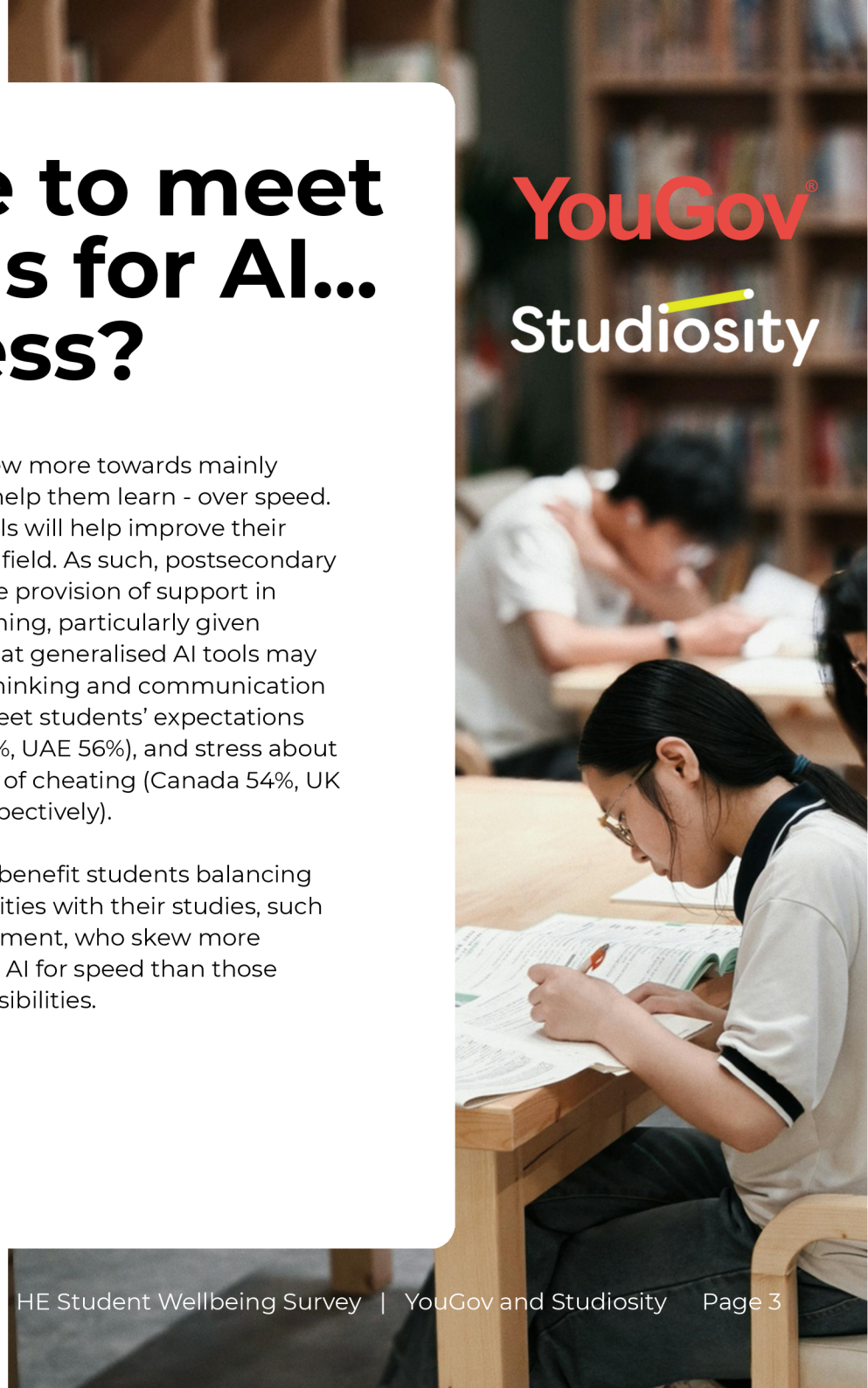
In this tenth annual Student Wellbeing Survey (n=10,330) from Studiosity, postsecondary students are given the opportunity to express their joys, concerns, and recommendations to their university leaders. YouGov was commissioned by Studiosity to conduct this global research, with panels in Australia, Canada, New Zealand, Saudi Arabia, Singapore, United Arab Emirates, the United Kingdom, and the United States, adding Malaysia as a market in the 2026 study.

With highly variable student experiences, leaders will need to continue to address key pillars – human connection, use of AI, student stress, and employability – at scale, prioritising accessibility as a baseline for all, enabling next-level supports including personal mental health supports.

Specifically, postsecondary leaders should address the need for signposted and consistent guidelines around the ethical use of AI as a learning aid, especially in markets where reported AI use is strongest (Singapore 93%, Malaysia 97%), where confidence in contacting professors or teachers with questions is also weaker (Singapore 77%, Malaysia 76%).

Globally, students skew more towards mainly wanting to use AI to help them learn - over speed. Most recognise AI skills will help improve their employability in their field. As such, postsecondary leaders can accelerate provision of support in using AI tools for learning, particularly given students' concerns that generalised AI tools may reduce their critical thinking and communication skills. This will help meet students' expectations (Malaysia concern 57%, UAE 56%), and stress about being falsely accused of cheating (Canada 54%, UK and Australia 52% respectively).

This support will also benefit students balancing additional responsibilities with their studies, such as caring and employment, who skew more towards mainly using AI for speed than those without these responsibilities.



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From our CEO



Mike Larsen
CEO, Studiosity

Our tenth annual Student Wellbeing Survey reveals that students have entered an era of digital maturity and reflective engagement with technology, rather than just adoption. With 81% of students now using LLMs within higher education, the conversation has shifted from "if" to "how", and with what consequences.

While daily stress remains steady at 35%, the nature of that stress has evolved. Students aren't just worried about workloads; they are perplexed by "AI addiction", data privacy, authentic learning, and the ever-present threat of being wrongly accused of cheating by detection tools - an anxiety felt by 77% of our global cohort who use AI to support their study tasks.

Technological disruption has provided a mandate for reinvention. We must move beyond piecemeal tools toward unified digital ecosystems that offer the cost, convenience, durable competencies, and career outcomes the modern student demands. Our shared mission is to increase life chances for all students by ensuring technology does not replace the productive friction that is learning, but provides a robust scaffold for student success and institutional viability in an increasingly complex learning landscape.

Mike

New in the 2026 report:

59%

of students lack high confidence that they are genuinely learning course content while using general-purpose generative AI tools.

77%

of students who use AI globally report anxiety regarding the threat of being wrongly accused of cheating by AI detection tools.

60%

of students globally do not have access to a formal student mentor, a significant decline in mentorship that highlights a growing "human connection gap" in the digital-first era.

From our Chief Academic Officer



Professor Judyth Sachs

Chief Academic Officer, Studiosity
Former Deputy Vice Chancellor, Provost at Macquarie University, Former Pro Vice Chancellor learning and teaching at Sydney University

The 2026 findings remind us that in the classroom, tradition, and innovation are not in opposition - they are in a state of necessary reconciliation. Yet we are also seeing a fractured student population with diverse expectations. While nearly universal AI adoption (up to 97% in some markets) is a reality, only 41% of students feel highly confident they are genuinely learning while using these general tools.

This year's report highlights a significant "AI learning gap." A staggering 44% of students who use AI fear that AI reliance is eroding their critical thinking and communication skills. As educators, we cannot afford to be passive observers of this trend. We need courageous leadership for decisive institutional and sector-wide change. This looks like shifting from "AI policing" to a model of learning validation and pedagogically-sound practice to protect the education pillar.

Additionally, the decline in availability to mentors - dropping year on year to 40% globally - is a concerning signal. In an era of automated feedback, the value of human-centric connection, peer support, and access to teaching and professional staff has never been higher.

Ultimately, to prepare students for a job market where major employers say they are prioritising skills over degrees, we must act to ensure - and then prove - the value behind credentials. The AI era has made it clearer than ever, that as education leaders, your commitment to student wellbeing and success must be unwavering, adaptive, and supported by a pedagogy-first, rather than technology-first, mission.

Judyth

From YouGov®

The education sector continues to be a powerful force for global transformation, with today's students set to become tomorrow's leaders, entrepreneurs, carers, and more. As the landscape of higher education evolves, it is important for institutions to actively engage with student feedback, address concerns, and implement recommendations that reflect the realities of learners.

Students are navigating increasingly complex terrain. To ensure their success, universities should strive to provide personalised support, foster a sense of belonging, and support integration of AI-driven support and tools in studies with clear guidance.

This survey captures the voices of students, to support education leaders in their ongoing efforts to help shape learning experiences that not only meet current academic needs, but also empower students to achieve their future aspirations.



Survey introduction

Background

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

For ten years, Studiosity has run an annual student wellbeing survey. In September 2025, YouGov was commissioned by Studiosity to conduct this global research, with panels in Australia, Canada, New Zealand, Saudi Arabia, Singapore, United Arab Emirates, the United Kingdom, and the United States, adding Malaysia as a market in 2026.

Research objectives

The survey investigates key areas of student wellbeing in 2026. 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 and uses of artificial intelligence, institutional belonging, connection to professors/teachers, stress, and optimism for the future.

The specific objectives of the research were to provide insights to help assist Studiosity inform on four pillars:

- Use of AI
- Human connection
- Study stress
- Employability

Methodology

Data collection method	Online survey
Target population	University students 18+
Sample source	YouGov panel and trusted YouGov partners
Sample size	N=10,330
Quotas	By country totals: Australia n= 1,234 Canada n= 1,014 Kingdom of Saudi Arabia n= 515 Malaysia n = 531 New Zealand n= 530 Singapore n= 541 United Arab Emirates n=527 United Kingdom n= 2,384 United States n= 3,054
Pilot dates	17 October – 28 October 2025
Fieldwork dates	20 October – 22 November 2025

The questions build on Studiosity's previous surveys, with refinements to address the objectives of the research in 2026. A copy of the questionnaire is included in an appendix to this report.

Weighting

Data was weighted according to the dimensions of gender, level of university studies finished, and geography based on an ideal weighting from the various statistic institutions of each country. This ensures the results are representative of each of the countries' population in relation to the aforementioned target group.

Notes on how to read this report

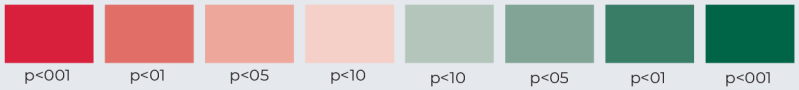
Tests for statistical significance at a 95% confidence interval have been conducted to determine statistically significant differences in results, either within a question or between sub-groups of interest (see the sample profile section for the sub-groups analysed).

Only differences that are statistically significant are noted in the commentary and are identified with arrows as follows:

▲▼ denotes figure is significantly higher or lower compared to the average across all countries.

⇧⇩ denotes figure is significantly higher or lower compared to that country's total.

In tables, cells are coloured if their value is statistically significantly different from the overall data shown in the 'All' or 'Previous year (2025)' column.



Please note: Results in figures may not sum to 100% due to rounding. Likewise, commentary referencing sums of figure proportions may differ by +/- 1% due to rounding.

		Total n=	AU	NZ	MY	SG	UK	KSA	UAE	CAN	USA
Gender	**Male**	4,437	515	222	251	277	984	276	294	429	1,189
	Female	5,707	704	306	280	251	1321	239	233	562	1,811
	Other	186	15	2	0	13	79	0	0	23	54
Age	**18-25**	5,187	730	278	386	306	1242	155	327	590	1,173
	26-33	2,413	258	115	95	117	502	205	200	273	648
	34-41	1,380	120	94	30	81	296	126	0	84	549
	42-49	749	68	31	15	25	164	24	0	38	384
	50+	601	58	12	5	12	180	5	0	29	300
Level finished	**1st year**	2,007	208	105	91	74	460	54	74	203	738
	2nd year	1,739	214	76	110	76	381	61	86	166	569
	3rd year	2,995	365	175	196	206	610	151	175	313	804
	Postgraduate	3,589	447	174	134	185	933	249	192	332	943
English as first language	**English**	8,354	966	447	115	484	2,179	202	265	835	2,861
	Other language	1,976	268	83	416	57	205	313	262	179	193
Total		**10,330**	**1,234**	**530**	**531**	**541**	**2,384**	**515**	**527**	**1,014**	**3,054**

Summary

The **darker** the colour, more certain.

Red, lower than the average.

Green, higher than the average.

▲▼ Triangles, all countries.

⇧⇩ Arrows, within that country.

Student responses

In this next section:

1. Key findings: **Global**
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

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Human connection

Belonging is anchored in mentorship access (UK, USA) and staff rapport (KSA, UAE), while a lack of peer support and confidence in seeking academic help limits connection in Singapore and Malaysia.

The majority of students indicate a strong sense of belonging with their university (71%▲ from 2025, 69%). However, Australia, New Zealand, Singapore, and Malaysia have a significantly lower proportion of students indicating net likely to feel like they belong (67%▼, 67%▼, 62%▼, and 56%▼ respectively).

Country

QB4 Belonging	All	AU	NZ	SG	UK	KSA	UAE	CAN	USA	MY
Not much at all, Not much	10%	12%	13%	13%	15%	5%	6%	10%	7%	10%
Neutral	19%	21%	20%	26%	15%	20%	19%	19%	16%	34%
Somewhat, Very much	71%	67%	67%	62%	71%	76%	75%	71%	77%	56%
N	**10330**	**1234**	**530**	**541**	**2384**	**515**	**527**	**1014**	**3054**	**531**

In tables, cells are coloured if their value is statistically significantly different from the overall data shown in the 'All' or 'Previous year (2025)' column.

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

“I think professors don’t really help, there’s always a line being drawn. It is difficult to have a mentor that really understands you.” – Postgraduate student, Singapore

Six in ten (60%▲ from 2025, 42%) students were not provided a student mentor in their first year of college/university, and just under half (46%) of these students would have liked one.

One in seven (15%) students are not confident in contacting their professor or teacher with questions, with 85% expressing confidence. Female students are more likely to say they are not confident in asking their professor questions (16%▲), compared to male students (13%▼).

Younger cohorts were more likely to report not being confident in contacting their professor to ask questions (18-25 year olds: 18%▲ and 26+ year olds: 12%▼). Those from Singapore (23%▲), Canada (19%▲), and Malaysia (24%▲) were more likely than students from other regions to say they did not feel confident contacting a professor or teacher while those from Saudi Arabia, UAE, and USA were likely to say they are confident (89%▲, 88%▲, and 88%▲ respectively).

QC1 Student mentor: provided	All
Yes	40%
No	60%
N	10330

QC2 Student mentor: needed	All
Yes	46%
No	54%
N	6299

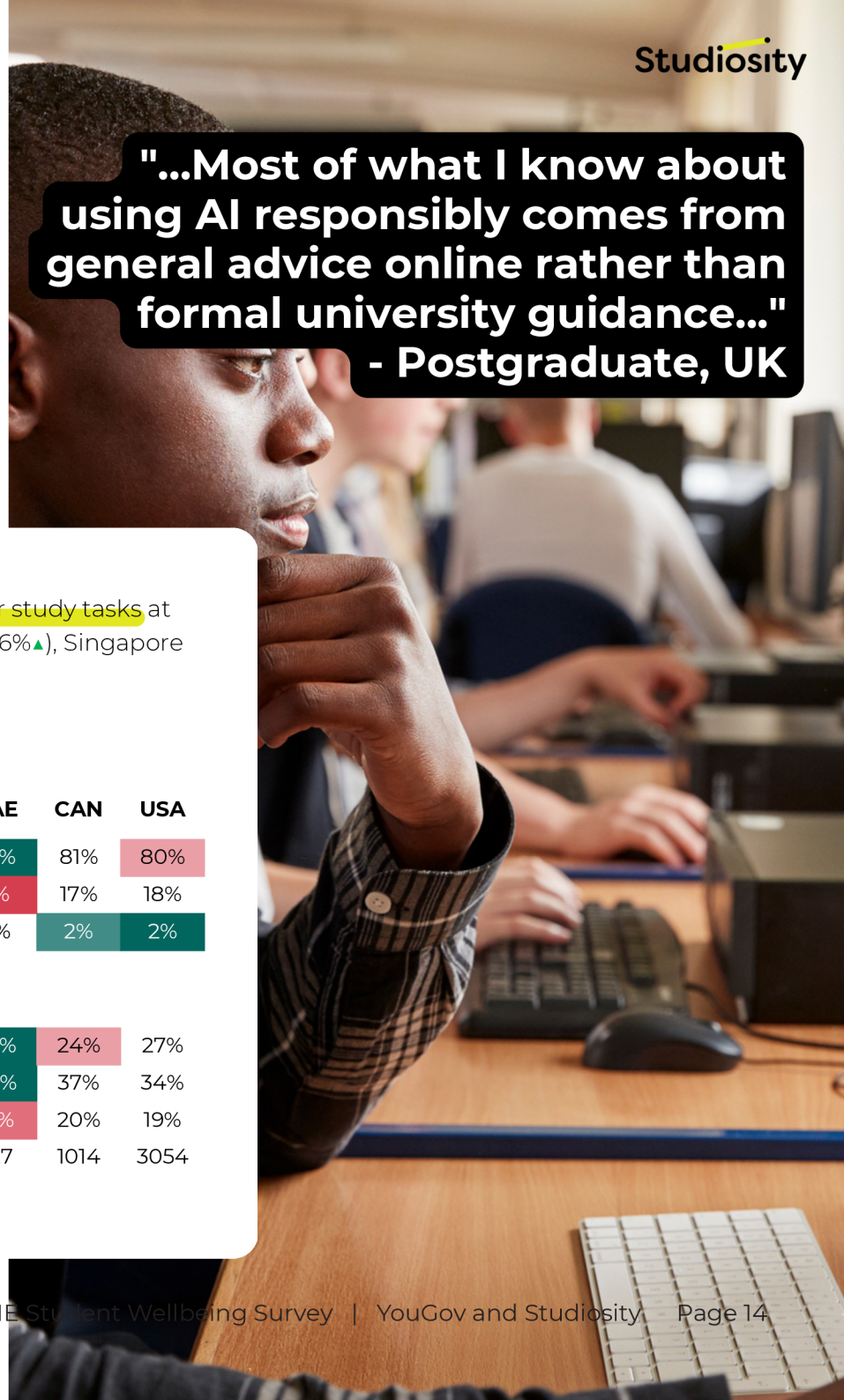
QC5 Confident contacting professor or teacher	All	AU	NZ	MY	SG	UK	KSA	UAE	CAN	USA
Yes	85%	85%	87%	76%	77%	85%	89%	88%	81%	88%
No	15%	15%	13%	24%	23%	15%	11%	12%	19%	12%
N	10330	1234	530	531	541	2384	515	527	1014	3054



Studiosity

Artificial intelligence

AI usefulness centres on learning support (Global) and leaning towards efficiency for working students (AU, UK), while adoption in high-use regions (MY, SG, ME) is tempered by concerns over skill erosion and detection stress, and less institutional guidance.



Eight in ten (81%▲ from 2025, 79%) students have used AI tools for their assignments or study tasks at least once, with 27% using them regularly. Students in the UAE (34%▲), Saudi Arabia (36%▲), Singapore (36%▲), and Malaysia (50%▲) are significantly more likely to use AI tools regularly.

		Country								
QD1 Used any AI tools to help with assignments or study tasks	**All**	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Yes	81%	84%	81%	97%	93%	71%	91%	95%	81%	80%
Never	18%	15%	18%	3%	6%	29%	8%	5%	17%	18%
Not sure	1%	1%	0%	0%	1%	1%	1%	0%	2%	2%
Yes, regularly	27%	25%	22%	50%	36%	21%	36%	34%	24%	27%
Yes, a few times	35%	35%	35%	37%	44%	28%	43%	47%	37%	34%
Yes, once or twice	19%	25%	25%	10%	13%	22%	12%	14%	20%	19%
N	10330	1234	530	531	541	2384	515	527	1014	3054

The main reason for students using AI is to support their learning (63%), with around four in ten (37%) saying that they use it to get their studies done faster. Students from countries where AI usage is more prominent are more likely to say that they use AI to get their studies done faster (UAE 47%▲, Saudi Arabia 48%▲, and Singapore 43%▲ respectively).

Perhaps to aid with balancing study-life responsibilities, students engaged in full time or casual employment (41%▲ and 41%▲) or caring responsibilities are more likely to say they use AI to get their studies done faster (42%▲), whereas those without these responsibilities are more likely to say they use AI to help them learn.

Around six in ten students (58%) say their university is adapting fast enough to include AI support tools for study, with students located in countries that are heavy users of AI are more likely to say that their university is adapting fast enough to AI (UAE 70%▲, Saudi Arabia 71%▲, and Singapore 70%▲).

Only four in ten (41%▲ from 2025, 39%) students feel very or extremely confident that they are learning while using AI tools, while 55% are only slightly or moderately confident. Malaysia (70%▲) has a significantly higher proportion of students in the slightly or moderately confident group, followed by Singapore (65%▲). Meanwhile, Saudi Arabia (50%▲) and the US (46%▲) over-indexes in students who are very or extremely confident. Over half (55%) of students globally who mainly use AI to help them learn, say that they are only slightly/moderately confident that they are learning while using AI tools as part of their studies.

	Country									
QD7 University adapting fast enough to include AI support tools for study	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Yes	58%	60%	62%	59%	70%	52%	71%	70%	50%	57%
No	42%	40%	38%	41%	30%	48%	29%	30%	50%	43%
N	10330	1234	530	531	541	2384	515	527	1014	3054

QD5 Confidence about learning while using AI tools	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Not at all confident	4%	4%	4%	2%	2%	5%	5%	2%	3%	5%
Slightly confident, Moderately confident	55%	52%	53%	70%	65%	55%	46%	60%	59%	49%
Very confident, Extremely confident	41%	45%	43%	27%	33%	40%	50%	39%	38%	46%
N	8409	1055	435	513	506	1678	468	501	808	2445

"Laws and ethics to curb misuse of AI. And proper teaching methods with integrated AI to benefit the students." – Postgraduate, UAE

However, 44% of AI-using students agree that using AI for their written assignments is reducing their critical thinking and/or communication skills. This agreement is highest in Malaysia (58%▲), UAE (56%▲), and Saudi Arabia (52%▲), all countries which are heavier users of AI as part of their studies. Those aged 18-25 are more likely to agree with this statement (48%▲) than older students 26+ (40%▼).

Around three quarters (77%) of AI-using students experienced any stress specifically about 'being wrongly flagged by AI detection tools,' with 34% being 'slightly stressed' and one in six (16%) reporting being 'extremely' or 'very' stressed. Moderate or slight levels of stress were more common in Singapore (68%▲), the UAE (68%▲), and Malaysia (73%▲) whereas high levels of stress were more common in Saudi Arabia (20%▲).

While 'being unsure about AI rules at their university' as a source of stress did not vary much between countries, countries where students report heavy AI usage including Saudi Arabia (29%▲), Malaysia (31%▲), and the USA (25%▲) are more likely to say that their university does not provide 'AI training, policies or guidelines on the ethical use of AI'. However, students in Australia and the UK are more likely to say their universities have provided them with 'training, policies or guidelines on the ethical use of AI'.

	Country									
QD13 Concerned that using AI for written assignments is reducing thinking and/or communication skills	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Net Disagree	30%	27%	25%	11%	26%	36%	24%	17%	30%	37%
Neutral	26%	27%	27%	32%	29%	21%	24%	27%	28%	25%
Net: Agree	44%	46%	48%	57%	45%	43%	52%	56%	42%	38%
N	8409	1055	435	513	506	1678	468	501	808	2445

QD12 Stress about being wrongly flagged by AI detection tools	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Not stressed at all	23%	22%	20%	11%	15%	25%	26%	19%	19%	29%
Net: Slightly or moderately stressed	61%	63%	64%	73%	68%	59%	55%	68%	64%	55%
Net: Very or extremely stressed	16%	15%	16%	17%	18%	15%	20%	13%	16%	16%
N	8409	1055	435	513	506	1678	468	501	808	2445

D11 University provided any training, policies or guidelines on the ethical use of AI	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Yes	58%	63%	60%	41%	61%	66%	53%	57%	52%	56%
No	23%	20%	23%	31%	21%	17%	29%	24%	27%	25%
Not sure	19%	18%	17%	28%	18%	17%	19%	19%	20%	19%
N	10330	1234	530	531	541	2384	515	527	1014	3054

Study stress

Stress is primarily fueled by financial insecurity (AU, CAN) and work-life balance (USA), while assessment pressure and AI-integrity concerns drive peak anxiety in Singapore and Malaysia.

Students reported experiencing stress most commonly on a weekly basis (30%), with Saudi Arabia (34%▲) and New Zealand (34%▲) slightly over-indexing. However, in Canada, a significantly higher proportion (26%▲) felt stressed daily, followed by the USA (24%▲). Those in Canada were also more likely to feel stressed constantly (17%▲).

		Country								
QA1 How often felt stressed by studying	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Constantly (more than twice a day)	14%	15%	13%	9%	14%	15%	8%	9%	17%	15%
Daily	21%	18%	18%	17%	23%	19%	21%	20%	26%	24%
Weekly	30%	31%	34%	29%	31%	30%	34%	28%	30%	30%
Monthly	8%	8%	11%	9%	6%	9%	10%	9%	6%	6%
A few times per term / semester	18%	17%	16%	29%	20%	18%	15%	26%	13%	15%
A few times a year	3%	3%	3%	2%	2%	4%	5%	3%	2%	3%
Less often than a few times a year	3%	3%	2%	4%	2%	3%	1%	4%	3%	3%
Never	3%	5%	2%	1%	2%	2%	4%	2%	4%	4%
N	10330	1234	530	531	541	2384	515	527	1014	3054

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QA2_Rank_Top3 Top 3 Important Reasons felt most stressed about studying	All	Country								
		AU	NZ	MY	SG	UK	KSA	UAE	CAN	USA
Exams and assessments	61%	60%	60%	69%	69%	63%	60%	66%	61%	58%
Balancing study with personal life	57%	58%	56%	50%	51%	58%	50%	50%	51%	62%
Academic workload	57%	54%	58%	58%	63%	62%	47%	47%	55%	57%
Financial concerns (e.g., tuition, living costs, work)	48%	51%	53%	51%	39%	47%	41%	41%	52%	51%
Future career prospects	40%	41%	42%	40%	43%	38%	47%	51%	42%	37%
Social pressures, making friends	20%	21%	19%	19%	21%	18%	29%	23%	22%	18%
AI detection on my work	12%	12%	11%	11%	12%	9%	22%	18%	14%	12%
Other	4%	3%	2%	2%	2%	6%	3%	3%	3%	6%
N	10330	1234	530	531	541	2384	515	527	1014	3054

The top three reasons for study stress varied by country, with 'Exams and assessments' being significantly higher in Singapore (69%▲) and Malaysia (69%▲), with 'balancing study with personal life' being significantly higher in the USA (62%▲), and 'academic workload' being significantly higher in Singapore (63%▲) and the UK (62%▲). In Australia (51%▲), New Zealand (53%▲), USA (51%▲), and Canada (52%▲) 'financial concerns'; and in UAE (51%▲) and Saudi Arabia (47%▲), 'future career prospects', over-indexed.

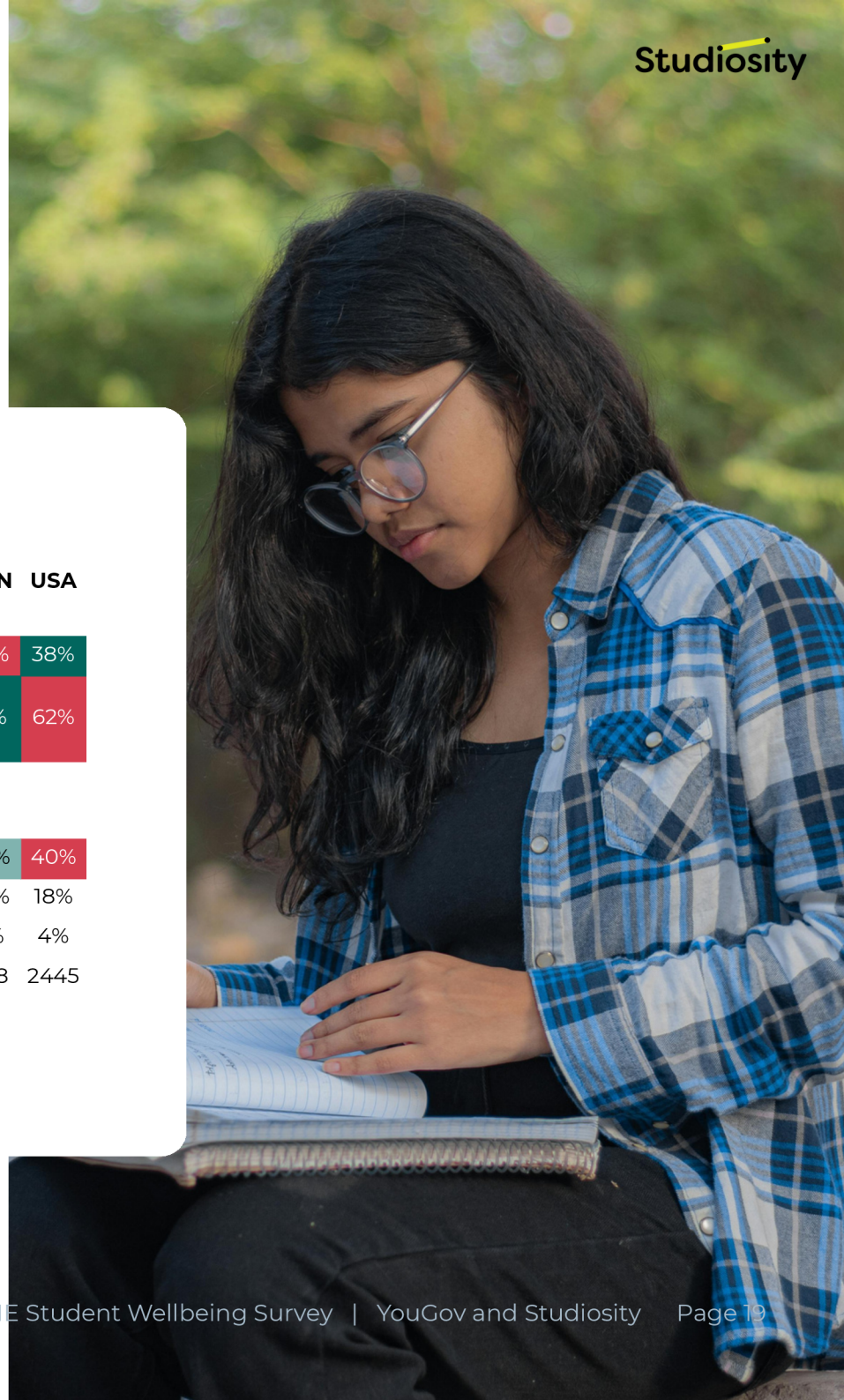


"The workload is so demanding and overwhelming." – Undergraduate, New Zealand

"Closer to final year, I'm getting more stressed and pressured." - Undergraduate, Malaysia

Overall, around two-thirds (65%▼ from 2025, 68%) of students report some level of stress while using AI tools in their studies. In the UK, UAE, and USA around four in ten (40%▲, 40%▲, 38%▲) students report 'no stress,'. Meanwhile, Saudi Arabia (23%▲) has more students experiencing 'some stress' followed by Canada (20%), New Zealand (19%), Malaysia (19%), and Singapore (19%). Students in Saudi Arabia (7%▲) are also more likely to report a lot of stress.

		Country								
QD2NEW Stress experienced while using AI tools as part of studies	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
No stress	35%	34%	33%	23%	25%	40%	33%	40%	29%	38%
A little stress, Some stress, A lot of stress	65%	66%	67%	77%	75%	60%	67%	60%	71%	62%
A little stress	43%	44%	45%	57%	52%	41%	37%	42%	47%	40%
Some stress	18%	17%	19%	19%	19%	15%	23%	17%	20%	18%
A lot of stress	4%	5%	3%	1%	4%	4%	7%	1%	4%	4%
N	8409	1055	435	513	506	1678	468	501	808	2445



Studiosity

When asked why using AI was stressful, nearly half of all students surveyed included 'being accused of cheating when I did nothing wrong' in their top 3 most stressful parts of AI (47%), with students in Canada (54%▲), the UK (52%▲), and Australia (52%▲) slightly over-indexing.

In Singapore (40%▲), Malaysia (40%▲), and the USA (39%▲), students were significantly more likely to say they were stressed because they were 'not learning anything' because of overuse of AI, whereas students in the UAE (46%▲) and Malaysia (55%▲) are significantly more likely to cite 'being addicted to using AI' as a source of their stress. Students aged 18-25 (42%▲) were also more likely to be worried about 'being addicted to AI' and 'being accused of cheating when I did nothing wrong' (50%▲).

Older students (26-33; 19%▲, 34-41; 20%▲, 42-49; 19%▲), as well as those with caring responsibilities (21%▲) were more likely to say that their 'professor or teacher doesn't understand AI' was a cause of their stress.

		Country								
QD10 Top 3 Most stressful parts of using AI	All	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Being accused of cheating when I did nothing wrong	47%	52%	52%	35%	43%	52%	43%	37%	54%	45%
Becoming addicted to using AI	40%	41%	35%	55%	41%	37%	40%	46%	38%	36%
Privacy and security of my data	38%	37%	34%	41%	37%	39%	39%	35%	33%	40%
Ownership of my work when AI is involved	37%	37%	39%	36%	46%	40%	30%	41%	27%	36%
Not learning anything because I use AI too much	34%	33%	26%	40%	40%	31%	26%	37%	29%	39%
Other students using AI to get better grades	31%	28%	39%	32%	28%	35%	38%	31%	34%	28%
Unsure about AI rules at my Institution	30%	32%	31%	24%	29%	29%	33%	34%	31%	29%
Getting caught cheating	20%	19%	22%	15%	20%	16%	19%	19%	28%	22%
My professor or teacher doesn't understand AI	15%	14%	16%	12%	11%	11%	26%	14%	20%	16%
Other	7%	6%	5%	9%	4%	11%	5%	5%	6%	8%
N	5472	719	292	392	375	989	308	297	582	1518

		Age				
QD10 Top 3 Most stressful parts of using AI	**All**	**18 – 25**	**26 – 33**	**34 – 41**	**42 – 49**	**50 +**
Being accused of cheating when I did nothing wrong	47%	50%	44%	43%	43%	47%
Becoming addicted to using AI	40%	42%	38%	35%	31%	36%
Privacy and security of my data	38%	35%	42%	40%	44%	41%
Ownership of my work when AI is involved	37%	34%	38%	39%	42%	54%
Not learning anything because I use AI too much	34%	38%	30%	28%	30%	29%
Other students using AI to get better grades	31%	32%	33%	32%	27%	22%
Unsure about AI rules at my Institution	30%	28%	32%	37%	32%	32%
Getting caught cheating	20%	22%	19%	17%	18%	14%
My professor or teacher doesn't understand AI	15%	12%	19%	20%	19%	14%
Other	7%	7%	5%	8%	13%	13%
N	5472	3024	1249	653	334	212

Employability

Confidence in skill development remains high globally, but immediate graduate job security is declining as AI-related career displacement fears emerge (see: SG, 3rd year students).

While there has been an increase in employment metrics of 'developing the skills I need to succeed in future jobs' (76%▲ from 2025, 74%), there has been a significant decrease of those who agree with 'I will be able to get a job related to my degree within six months of graduation' (55%▼ from 2025, 59%). Over four in ten (41%) students are 'concerned that AI will make it harder to get a job in my field of study', and agreement with this statement is highest in Singapore (48%▲) and 3rd year students (43%▲). Despite this concern, other employment metrics, particularly in skill development, remain high among students.

		Country								
QE1. Statements Agreement level	**All**	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
I have strong English writing and communication skills needed to apply for and get a job	80%	81%	82%	62%	76%	87%	71%	74%	75%	82%
My degree is developing the skills I need to succeed in my future job	76%	78%	78%	76%	75%	76%	68%	77%	66%	79%
If I get a good grade, it means I learned the subject well	70%	70%	75%	77%	68%	73%	69%	69%	65%	68%
I will be able to get a job related to my degree, within 6 months of graduation	55%	62%	60%	53%	57%	47%	58%	52%	53%	59%
AI skills will be important for getting a job in my field of study	46%	48%	42%	53%	59%	39%	62%	57%	43%	44%
I'm concerned that AI will make it harder for me to get a job in my field of study.	41%	42%	42%	43%	48%	41%	36%	41%	42%	38%
If there were no rules around AI use, I would use AI to write my papers	32%	36%	32%	47%	43%	21%	47%	44%	35%	30%
N	10330	1234	530	531	541	2384	515	527	1014	3054

"Collaborate with companies within our field of study so we can secure jobs after finishing the programme. And/Or organise work placements." - Undergraduate, UK

Key findings: Australia

In this next section:

1. Key findings: Global
2. Key findings: **Australia**
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Survey sample: Australia

Young majority, balanced gender in student sample.

The sampled population of university students in Australia skewed towards 18 to 25 year olds (61%). Gender was split with female students accounting for 51%, male students 48%, and 1% others (i.e., non-binary, transgender, others, and preferring not to specify) making up the full respondent number. Additionally, 33% completed their third year of study, whilst postgraduate students accounted for 30%.



Artificial intelligence

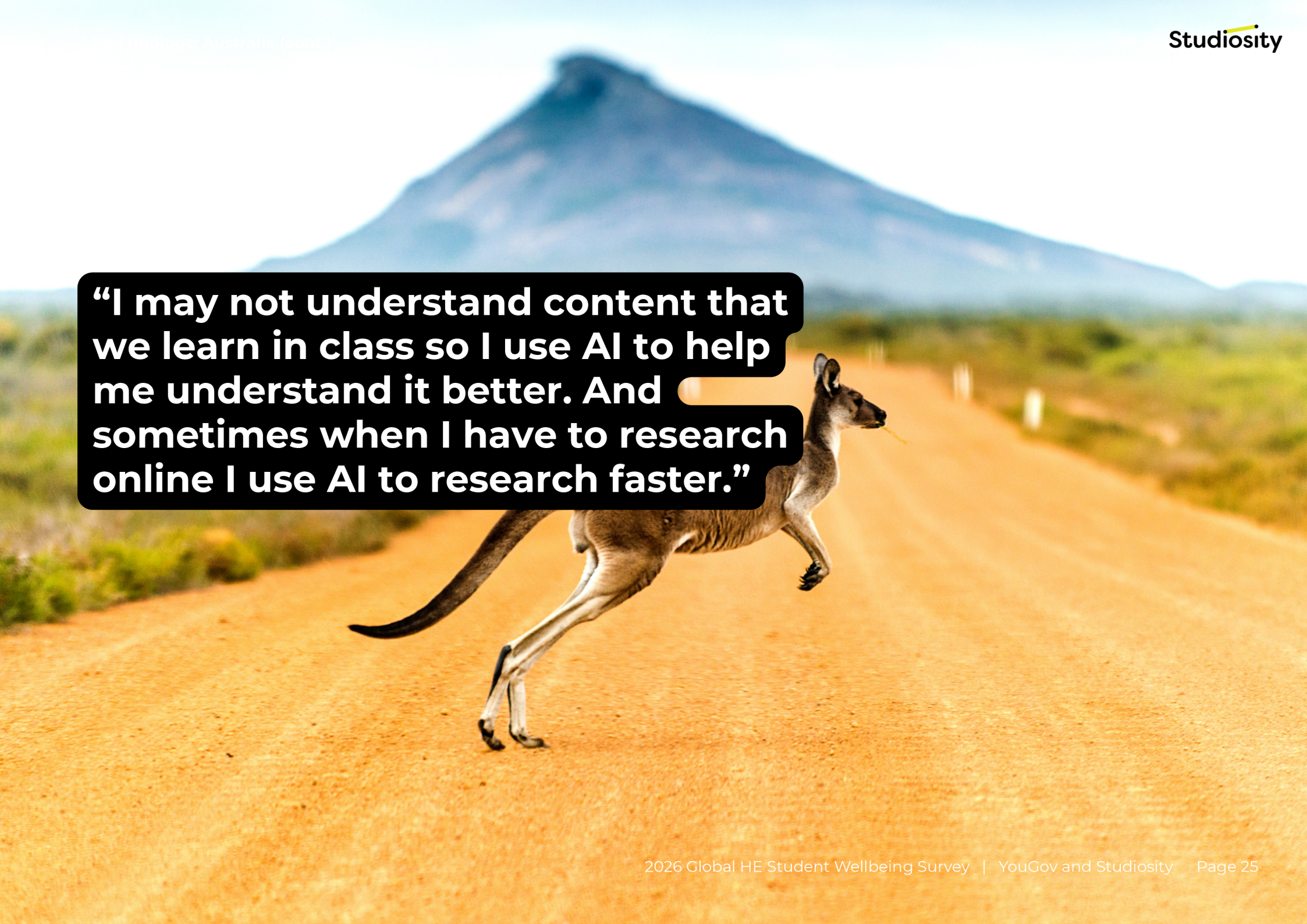
While AI use in Australia is shifting toward learning support and institutional adaptation, localised stress persists among female and international cohorts due to fears of "false-positive" cheating accusations.

Majority of students have used AI tools to help with their assignments or study tasks (net: yes 84%▲ from 2025, 74%), with this year on year increase being driven by occasional users of AI (once or twice = 25%▲ from 2025, 18%). Around two-thirds of Australian students (66%) experience some level of stress while using AI tools as part of their studies, with a similar proportion (66%▲) saying that they mainly use AI tools to help them learn over getting their studies done faster.

This could form one reason why over four in ten (45%▲) students feel very or extremely confident that they are learning and improving their skills while using generative AI tools and why three in ten (27%▼) are not concerned that using AI for written assignments is reducing their critical thinking and/or communication skills. This could also be supported by institutional adaptation, with six in ten believing their university is adapting fast enough to include AI support tools to help with study ('Yes' 60%) - an improvement from 2025 ('Yes' 53%).

In 2026, students feel less stressed using AI as part of their studies than in 2025 (66% report some level of stress from 2025, 70%). However, female students (25%⇧) and international students (28%⇧) are more likely to say they feel a lot/ some stress when using AI, despite international students being more likely to use AI regularly/ a few times (76%⇧).

Female students are more likely to include 'being accused of cheating when I did nothing wrong' (57%⇧) in their top 3 most stressful parts of using AI. This links through to later in the survey findings where both female (84%⇧) and international students (88%⇧) are more likely to record some level of stress when asked about being wrongly flagged by AI detection tools.


“I may not understand content that we learn in class so I use AI to help me understand it better. And sometimes when I have to research online I use AI to research faster.”

Studiosity

Study stress

Academic and financial pressures drive stress in Australia; female students report significantly higher rates of constant and daily anxiety.

Three in ten students are experiencing stress weekly (31%), with most common reasons including exams and assessments (60%), balancing study with personal life (58%), and financial concerns (51%▲).

Female students are experiencing stress more regularly compared to male students constantly (19%⇧ compared to 10%⇩) and daily (22%⇧ compared to 14%⇩). Although female students being more likely to say they are concerned about 'being accused of cheating when I did nothing wrong' when using AI in their studies, academic stressors remain a concern for them, while male students are more stressed about future career prospects.

		Gender		
QA2_Rank_Top3: Stress factors	**All**	**Male**	**Female**	**Other**
Exams and assessments	60%	53%	67%	60%
Balancing study with personal life	58%	52%	63%	80%
Academic workload	54%	52%	56%	67%
Financial concerns (e.g., tuition, living costs, work)	51%	53%	49%	33%
Future career prospects	41%	46%	36%	13%
Social pressures, making friends	21%	28%	14%	20%
AI detection on my work	12%	13%	11%	13%
N	1,234	515	704	15

"The university could offer more accessible mental health resources tailored to the pressures faced by students balancing work and study, such as flexible counseling hours and peer support groups."

Human connection

Belonging in Australia lags global averages as mentorship availability declines; international students report higher demand for peer support while female students lack confidence in academic outreach.

Feelings of belonging in their university community are lower than other markets, despite a majority of students saying they belong (net: somewhat or very much 67%▼).

Three quarters (74%▲) of students did *not* have a student mentor assigned in their first year, and when asked if they would have liked to have a mentor, over four in ten students agreed (46%). Whilst mentor availability has dropped to below 2025 levels (formal mentor in first year), self-reported mentor need has also dropped significantly. However, international students are more likely than domestic students to say they need a mentor (59%⇧ compared to 44%⇩).

Confidence in contacting a professor or teacher is high (85%), though female students (18%⇧) are more likely to say they lack confidence in asking professors or teachers questions.

QC1 Student mentor: availability	2025	2026
Yes	47%	26%
No	53%	74%
N	1234	1234

QC2 Student mentor: Need	2025	2026
Yes	56%	46%
No	44%	54%
N	687	944

“I'm worried they won't support me correctly or won't give me the right feedback.”

Employability

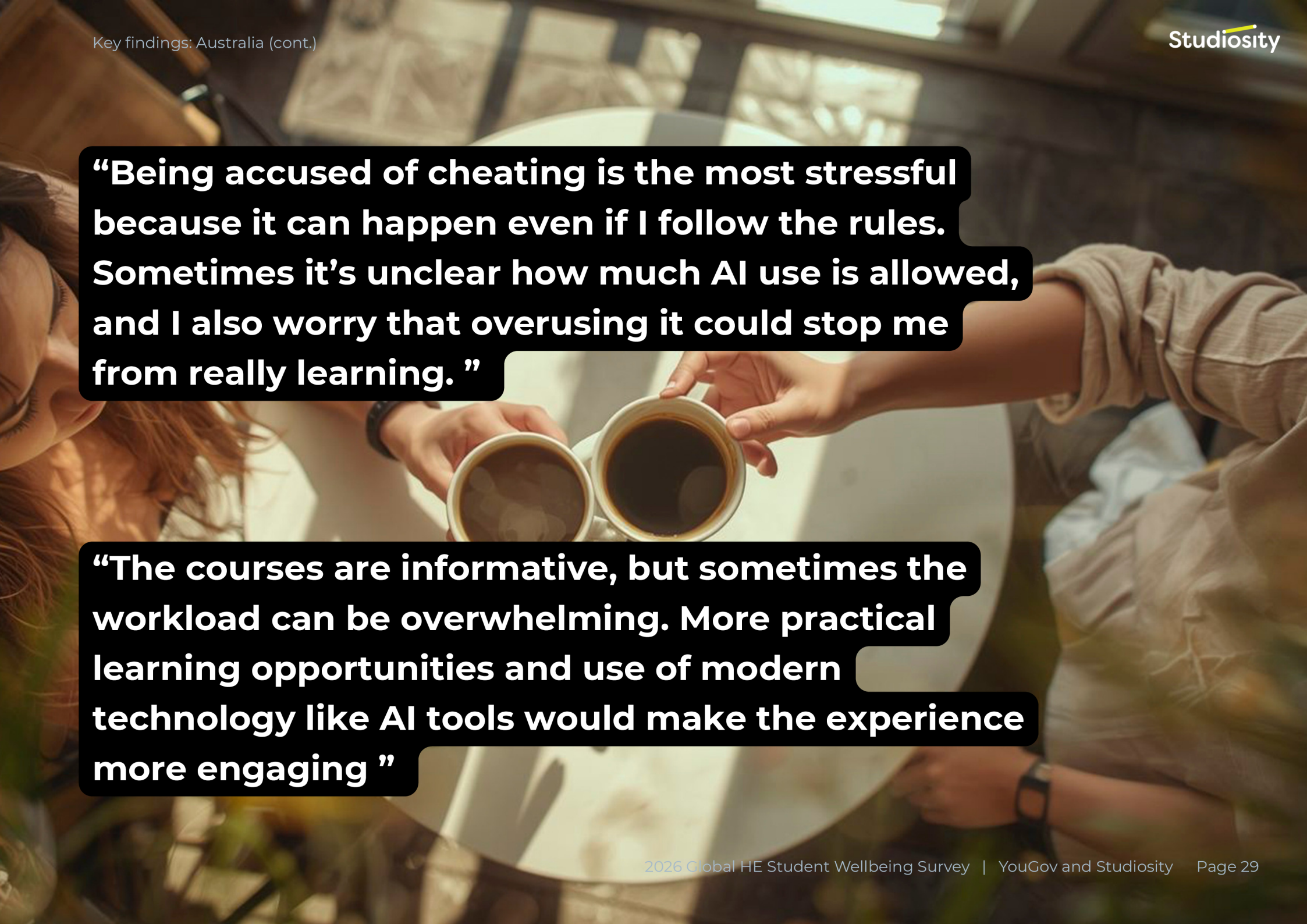
High confidence in skill development and job prospects persists in Australia, but STEM and Business students report significantly higher concerns regarding AI's impact on future job security.

There is a general confidence in employability metrics across students in Australia, with a majority (78%▲) agreeing their degree is developing the skills they need to succeed in their future job, eight in ten (81%) agree they have strong English writing and communication skills needed to apply for and get a job, and over six in ten (62%▲) have confidence in attaining a job related to their degree within 6 months of graduation.

Meanwhile, 70% believe if they get a good grade, it means they have learned the subject well, while less but still of note agree that AI skills will be important in their field of study (48%), are concerned that AI will make it harder to get a job in their field of study (42%), and if there were no rules around AI use, they would use AI to write their papers (36%▲).

Business students and STEM students were most likely to highlight AI in their concerns surrounding employability, with 63% (⇧) of STEM students and 57% (⇧) of business students agreeing that AI skills will be important for getting a job in their field of study. Around half of STEM and business students (51%⇧, 52%⇧ respectively) are also concerned that 'AI will make it harder for me to get a job in my field of study.'

"For my degree I think it's been really good, as my job is super practical I've had a lot of clinical placement which has been really beneficial and has set me up for success."



“Being accused of cheating is the most stressful because it can happen even if I follow the rules. Sometimes it’s unclear how much AI use is allowed, and I also worry that overusing it could stop me from really learning. ”

“The courses are informative, but sometimes the workload can be overwhelming. More practical learning opportunities and use of modern technology like AI tools would make the experience more engaging ”

Key findings: New Zealand

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: **New Zealand**
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Key findings: New Zealand

Primarily 18-25, students report 60% female, 17% Māori.

The representation among the university student population in New Zealand leaned more towards 18- to 25-year-olds (53%), and female students (60%). Furthermore, 33% had successfully completed their third year of study, and a similar proportion, 31% recently finished postgraduate studies. The majority of students who completed the survey came from the North Island (76%). 17% self-reported as Māori.



Artificial intelligence

New Zealand leads in using AI for learning rather than speed, though high adoption is met with significant concerns regarding skill erosion and detection accuracy.

Majority of students have used AI tools to help with their assignments or study tasks (net: yes 81%), with 71%▲ of students saying that they mainly use AI to help them learn, being the most likely country to do so.

Just under half of New Zealand students (48%) are 'concerned that using AI for written assignments is reducing my critical thinking and communication skills', with humanities and social sciences students more likely to agree (62%⇧) whilst business students and male students are less concerned, with business students being less likely to agree with this statement (37%⇩) and male students being more likely to disagree with this statement (29%⇧).

Two thirds of New Zealand students (67%) who use AI tools as part of their studies report experiencing stress while using it, with 23% saying they experience either some or a lot of stress. Female students are more likely to say they experience a lot/some stress (28%⇧). When asked about the top 3 most stressful parts of using AI, 'being accused of cheating when I did nothing wrong' (52%), 'other students using AI to get better grades' (39%▲), and 'ownership of my work when AI is involved' (39%) are the main stressors. Male students are more likely to say 'my professor or teacher doesn't understand AI' is a top 3 source of stress when using AI (23%⇧).

Nearly two thirds (64%) say they are slightly or moderately stressed about being wrongly flagged by AI detection tools, with around one in six (16%) saying they are very or extremely stressed. However, around three in five (60%) New Zealand students say that their university has provided any training, policies or guidelines on the ethical use of AI.

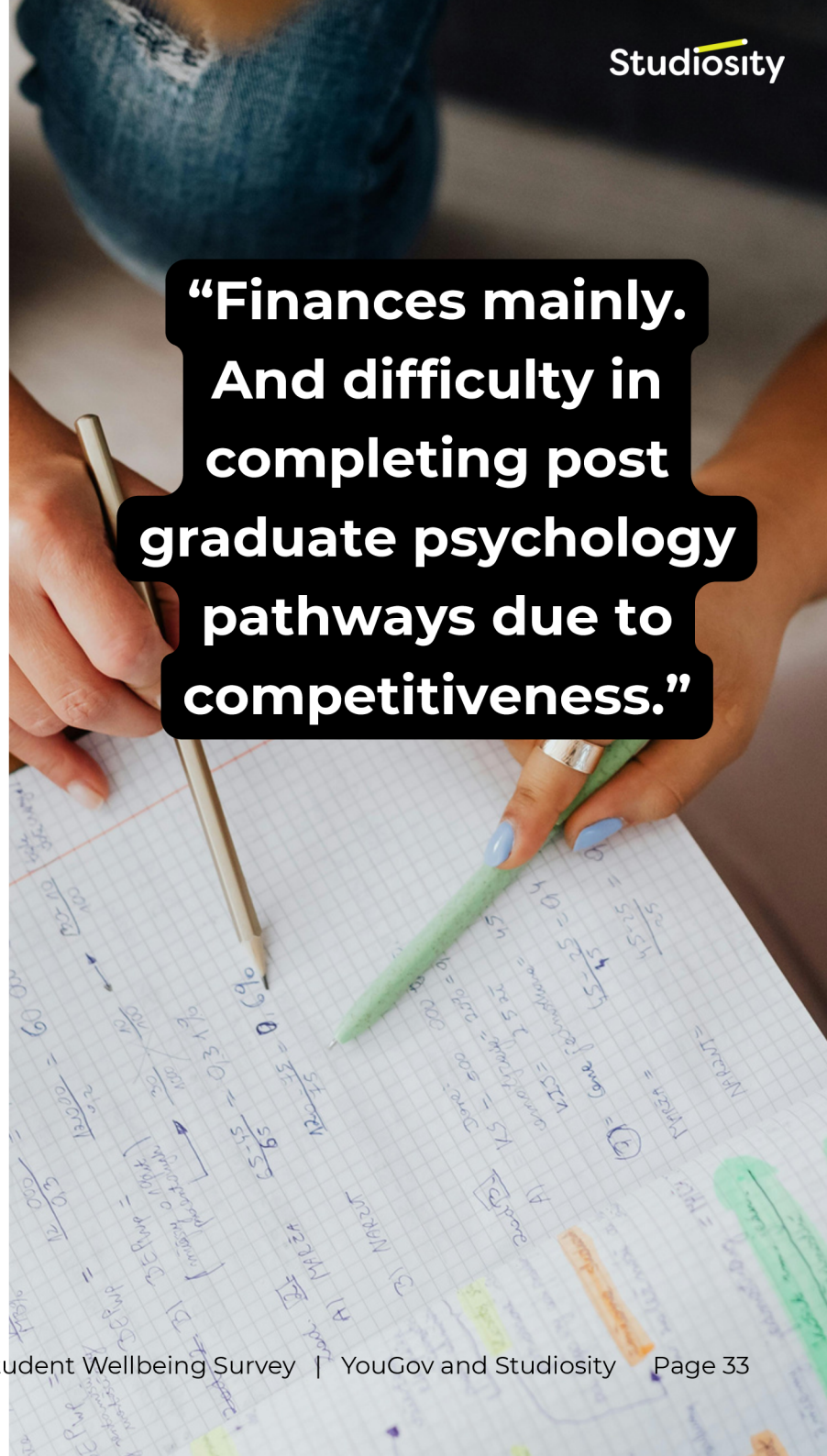
Study stress

Frequent study stress has declined since 2025 for New Zealand students, with academic workload and financial pressures being key contributors, particularly for female and younger students.

A third of students are experiencing stress weekly (34%), with the number of students saying they are stressed either weekly or more (65%) or constant/daily (31%) having declined since 2025 (72% and 38% respectively). Students aged 18-25 (37%⇧), female students (39%⇧), and those in casual employment (45%⇧) are likely to report being stressed constantly/daily.

When asked why, New Zealanders cite exams and assessments (60%), academic workload (58%), balancing study with personal life (56%), and financial concerns (53%▲) as key stressors. Male students are more likely to say that 'AI detection on my work' (16%⇧) is a top source of stress.

		Gender		
QA2_Rank_Top3: Stress factors	**All**	**Male**	**Female**	**Other**
Exams and assessments	60%	54%	64%	100%
Academic workload	58%	55%	60%	100%
Balancing study with personal life	56%	53%	58%	0%
Financial concerns (e.g., tuition, living costs, work)	53%	49%	56%	50%
Future career prospects	42%	44%	40%	50%
Social pressures, making friends	19%	29%	12%	0%
AI detection on my work	11%	16%	8%	0%
N	530	222	306	2



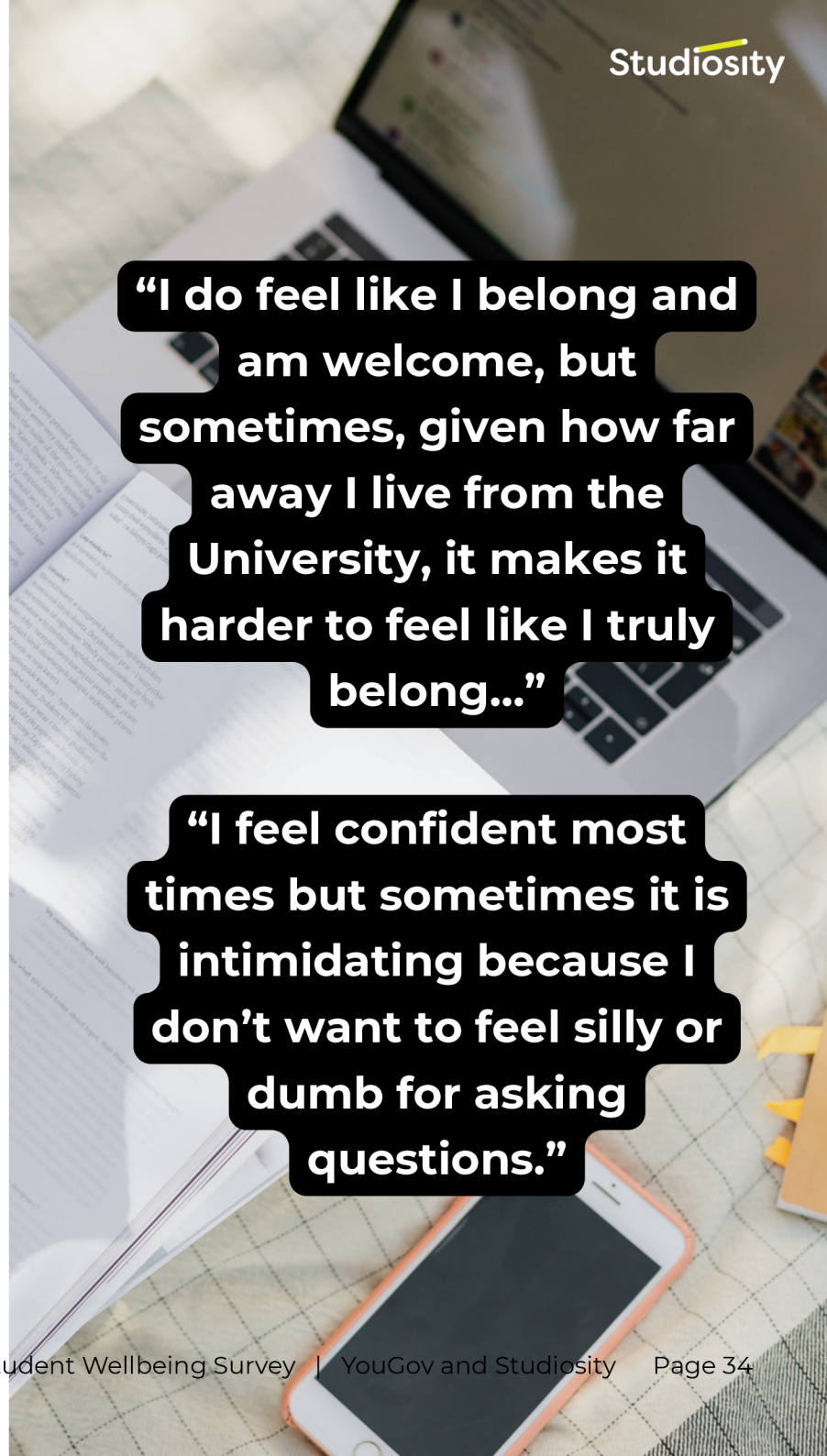
Human connection

University belonging in New Zealand can be high overall but is below global averages, while mentorship gaps persist and staff accessibility remains intimidating for younger and female students.

Feelings of belonging in their university community are high (net: somewhat or very much 67%▼), though still lower than other markets, with more feeling that they belong 'not much' in 2026 (11%) than in 2025 (7%). New Zealand respondents were similar to neighbouring Australia, in this regard.

Two thirds (67%▲) of students did not have a student mentor assigned in their first year, and when asked if they would have liked to have a mentor, around half of (51%) New Zealand students agreed.

Confidence in contacting professor or teacher is high (87%), significantly higher than in Singapore (77%), Canada (81%), and Malaysia (76%), with female students (16%⇧) and those aged 18-25 (17%⇧) more likely to say they lack confidence in contacting professors or teachers, whereas students with caring responsibilities are more likely to be confident in contacting professors or teachers (92%⇧).



Employability

High confidence in core skill development among New Zealand students is contrasted by a lower recognition of AI's career importance among younger students and significant anxiety regarding entry-level job security.

Confidence is generally high when it comes to developing skills to succeed in their future jobs, with nearly eight in ten agreeing so (78%), and 82% saying they have strong English writing and communication skills needed to succeed to apply for and get a job. Six in ten (60%) say they will be able to get a job related to their degree within 6 months of graduation, while three quarters (75%) believe if they get a good grade, it means they learned the subject well.

Meanwhile, around four in ten agree that AI skills will be important in their field of study (42%▾) and are concerned that AI will make it harder to get a job in their field of study (42%). If there were no rules around AI use, 32% say they would use AI to write their papers.

STEM (52%⇧) and business students (63%⇧) are more likely to agree that 'AI skills will be important for getting a job in my field of study.' However, students aged 18-25 were less likely to agree that AI skills will be important for getting a job in their field (34%⇩). They were also least likely to express confidence that they will be able to get a job, related to their degree within 6 months of graduating (52%⇩).

		Age				
QE1. Statements Agreement level	**All**	**18-25**	**26-33**	**34-41**	**42-49**	**50 +**
I have strong English writing and communication skills needed to apply for and get a job	82%	79%	83%	88%	90%	90%
My degree is developing the skills I need to succeed in my future job	78%	78%	73%	81%	87%	84%
If I get a good grade, it means I learned the subject well	75%	69%	75%	85%	91%	81%
I will be able to get a job related to my degree, within 6 months of graduation	60%	52%	63%	76%	71%	61%
I'm concerned that AI will make it harder for me to get a job in my field of study.	42%	43%	41%	48%	21%	42%
AI skills will be important for getting a job in my field of study	42%	34%	47%	62%	31%	44%
If there were no rules around AI use, I would use AI to write my papers	32%	30%	28%	48%	15%	44%
N	530	278	115	94	31	12


“Success would be improved by having access to more networking opportunities and career development resources.”

Key findings: Malaysia

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: **Malaysia**
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Key findings: Malaysia

Mostly younger, undergraduate respondents.

Among the university student population in Malaysia, 72% fell within the age group of 18 to 25, and 60% were female. Additionally, 34% had completed their third year of study, whilst 30% recently completed postgraduate studies.



Studiosity

Artificial intelligence

Malaysia leads all markets in AI adoption and usage-related stress, driven by high dependency and significant anxiety regarding "AI addiction" and learning erosion.

Nearly all students surveyed in Malaysia have used AI tools to help with their assignments or study tasks (net: yes 97%▲), the highest of any market. Meanwhile over three quarters (77%▲) experience any level of stress using AI tools as part of their studies. Nearly all (99%⇧) of 18-25 year olds have used AI, with nine in ten (90%⇧) having used it regularly/ a few times. Female students are also more likely to say they have used it regularly/ a few times (91%⇧).

		Age				
QD1 Used any AI tools to help with assignments or study tasks	**All**	**18-25**	**26-33**	**34-41**	**42-49**	**50 +**
Yes, regularly	50%	55%	44%	31%	19%	24%
Yes, a few times	37%	35%	38%	41%	66%	19%
Yes, once or twice	10%	9%	11%	12%	9%	40%
Never	3%	1%	6%	16%	6%	18%
N	531	386	95	30	15	5

When Malaysian students use AI tools in their studies, four in ten (40%) mainly use them to get their studies done faster (more so among those employed full time 49%⇧), whereas 60% say they mainly use to help them learn. Around three in ten (27%▾), the lowest of any market, say they are very or extremely confident that they are learning while using AI tools in their studies. They are more likely than other markets to be either slightly or moderately confident (70%▴), with those aged 18-25 (74%⇧) and female students (75%⇧) more likely to express these lower levels of confidence. Nearly six in ten Malaysian students (57%▴) are concerned that using AI for written assignments is reducing critical thinking and/or communication skills.

Almost six in ten students (59%) believe their university is adapting quickly enough to include AI support tools. However, just around three in ten say that their university has not provided training, guidelines or policies on the ethical usage of AI (31%▴) or are unsure if they have (28%▴) – both levels being the highest among the markets surveyed.

When asked why they are stressed about AI, top reasons include 'being addicted to AI' (55%▴), 'privacy and security of my data' (41%), and 'not learning anything because I use AI too much' (40%▴). In particular, Malaysian students aged 18-25 are more likely to include 'becoming addicted to AI' (58%⇧) in their top three sources of stress, as well as 'not learning because I use AI too much' (44%⇧) - as are those without caring responsibilities ('not learning anything because I use AI too much', 43%⇧). Meanwhile, students in full time employment are more likely to be concerned about the privacy and security of their data (56%⇧) whereas those who are not working are more likely to be stressed about being addicted to using AI (61%⇧).

Students from Malaysia are most likely to be moderately stressed about being wrongly flagged by AI detection tools (34%▴), though they experience the highest levels of any stress out of any country surveyed (some level of stress, 89%▴).

		Age				
QD10 Top 3 Most stressful parts of using AI	**All**	**18-25**	**26-33**	**34-41**	**42-49**	**50 +**
Becoming addicted to using AI	55%	58%	44%	36%	59%	0%
Privacy and security of my data	41%	39%	52%	44%	41%	0%
Not learning anything because I use AI too much	40%	44%	28%	28%	29%	0%
Ownership of my work when AI is involved	36%	32%	50%	50%	29%	100%
Being accused of cheating when I did nothing wrong	35%	36%	31%	32%	50%	0%
Other students using AI to get better grades	32%	33%	21%	61%	21%	100%
Unsure about AI rules at my Institution	24%	21%	34%	34%	50%	100%
Getting caught cheating	15%	15%	18%	6%	21%	0%
My professor or teacher doesn't understand AI	12%	11%	18%	8%	0%	0%
Other	9%	11%	4%	0%	0%	0%
N	531	386	95	30	15	5



QD10 Top 3 Most stressful parts of using AI	All	Caring Status: Carer	Caring Status: Non-Carer
Becoming addicted to using AI	55%	50%	56%
Privacy and security of my data	41%	39%	41%
Not learning anything because I use AI too much	40%	27%	43%
Ownership of my work when AI is involved	36%	49%	34%
Being accused of cheating when I did nothing wrong	35%	34%	35%
Other students using AI to get better grades	32%	33%	32%
Unsure about AI rules at my $QUNI	24%	29%	23%
Getting caught cheating	15%	21%	14%
My professor or teacher doesn't understand AI	12%	12%	12%
Other	9%	6%	10%
N	392	62	330

“If I had to spend brainpower writing proper sentences, I'd probably be smarter. But time is luxury.”



Studiosity

Study stress

Malaysian students report the lowest global rates of frequent stress, though academic pressure is a significant burden for younger cohorts and ‘regular’ AI users.

While 29% of students said they were stressed by studies weekly or a few times per term respectively, compared to students in other geographies, a much lower proportion of students in the surveyed group reported experiencing stress constantly (more than twice a day) (9%▾) and daily (17%▾).

The highest self-reported study stress is exams and assessments (69%▴), academic workload (58%), and financial concerns (51%). Students aged 18-25 (73%⇧) are more likely to be stressed about exams and assessments. Meanwhile, students who use AI regularly as part of their studies are more stressed about their academic workload (63%⇧).



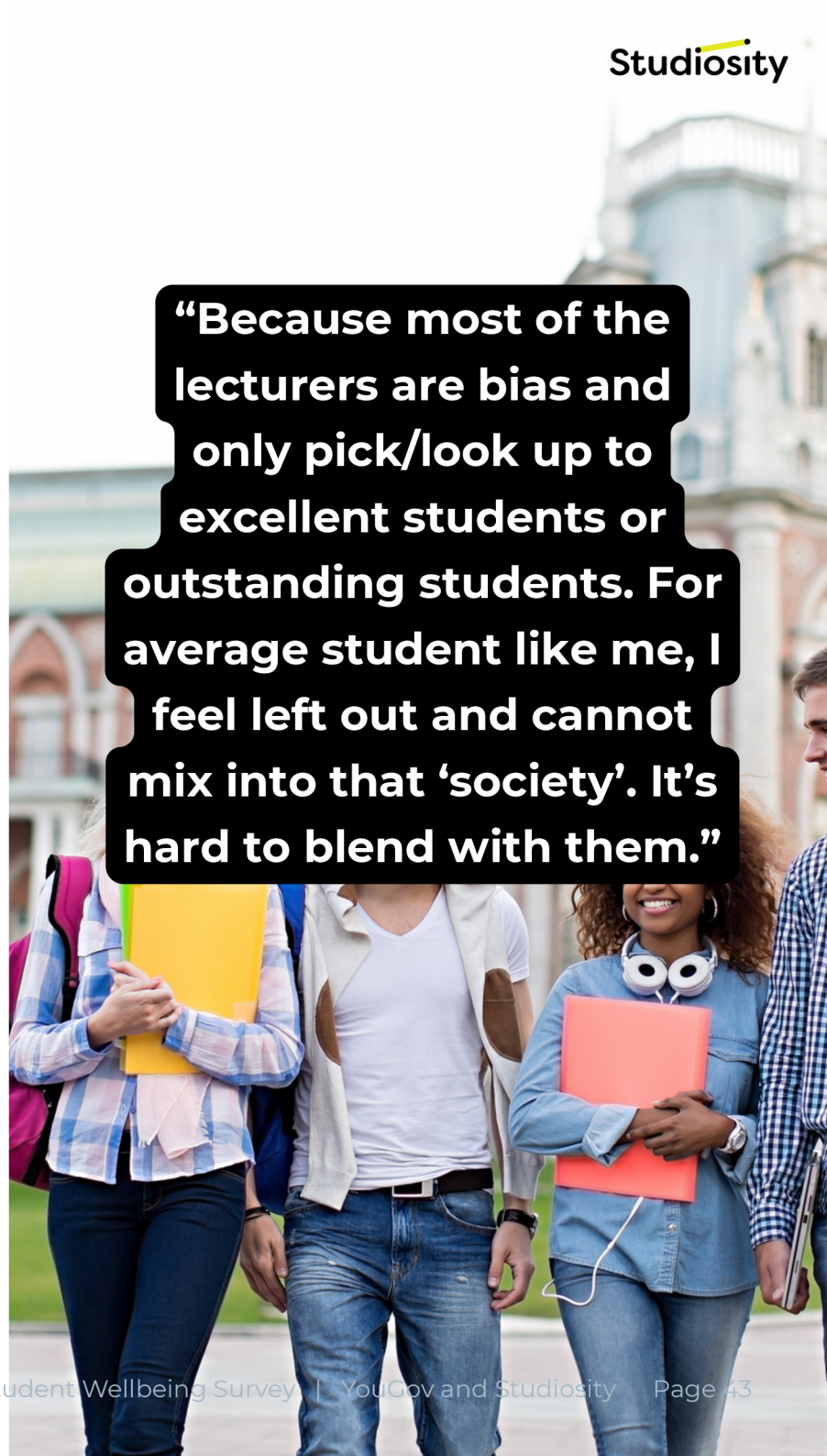
Studiosity

Human connection

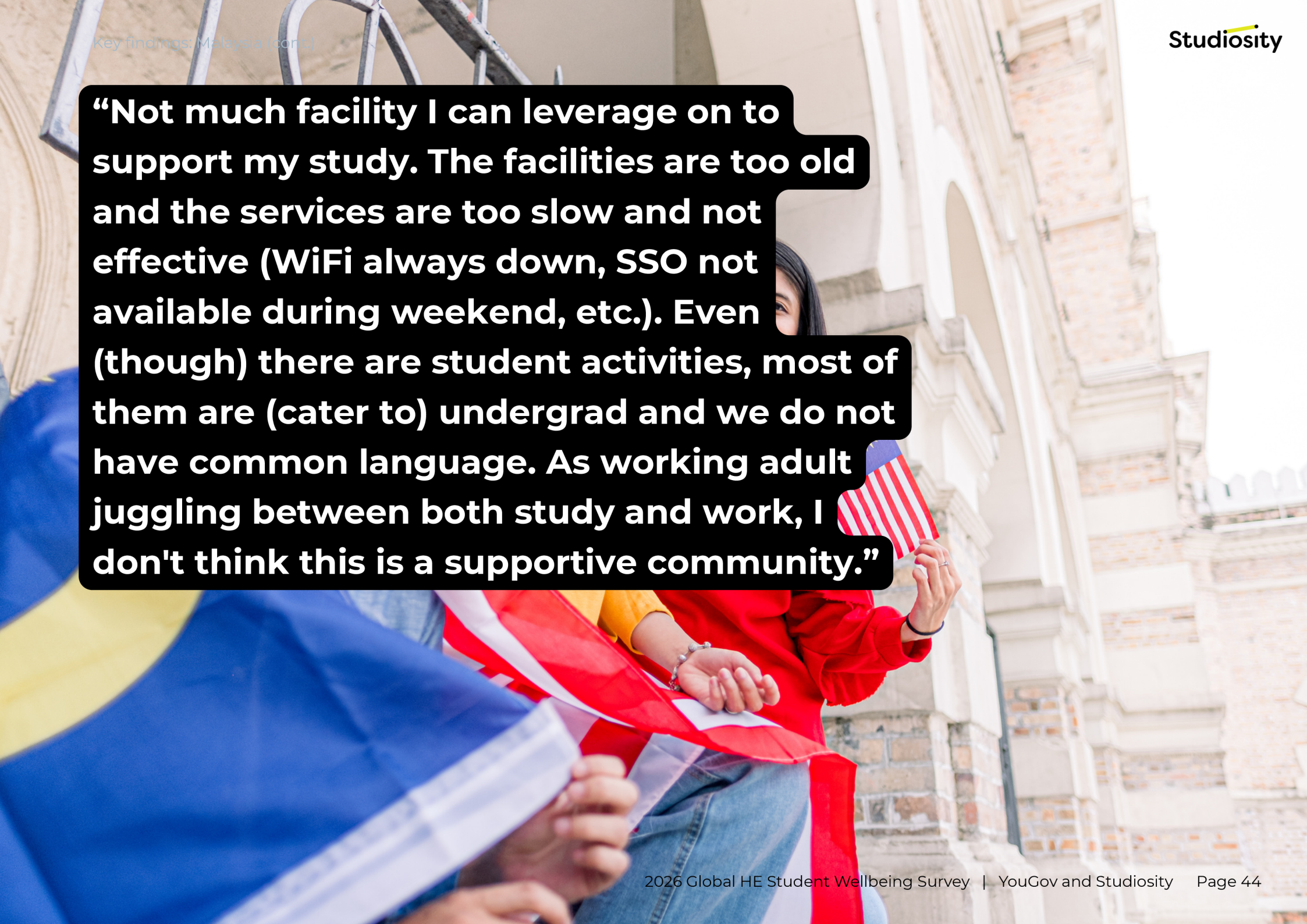
Belonging and confidence in contacting staff are the lowest among all surveyed markets, with students reporting significant barriers to mentorship and academic outreach.

Students in Malaysia reported a positive sense of belonging (net: somewhat or very much 56%▼) at a rate lower than other countries. Students aged 18-25 are more likely to say they are neutral (38%⇧) when asked if they feel like they belong in university.

Over half of students (54%▼) did not have a student mentor assigned in their first year - yet around half of these students expressed interest in having one (53%▲). In particular, students in part time employment (62%⇧) are more likely to say they would have liked a mentor. Around one in four (24%▲) students, the highest of any country (ahead of Singapore 23%▲), are not confident in contacting their professor or teacher for questions. Those aged 18-25 are more likely to say they are not confident (27%⇧), as are those without caring responsibilities (27%⇧).



Studiosity



“Not much facility I can leverage on to support my study. The facilities are too old and the services are too slow and not effective (WiFi always down, SSO not available during weekend, etc.). Even (though) there are student activities, most of them are (cater to) undergrad and we do not have common language. As working adult juggling between both study and work, I don't think this is a supportive community.”

Employability

Confidence in skill development is high, but Malaysia reports the lowest global proficiency in professional English communication and high inclinations toward AI-driven academic misconduct.

While there is a general confidence in employability metrics across students in Malaysia, it is lower than most of the other countries. The majority (76%) agree their degree is developing the skills they need to succeed in their future job, while around six in ten (62%▼) agree they have strong English writing and communication skills needed to apply for and get a job, and around half (53%) have confidence in attaining a job related to their degree within 6 months of graduation. Malaysian students are also among the most likely market to agree that 'if there were no rules around AI, I would use AI to write my papers' (47%▲, on par with Saudia Arabia at 47%▲).

Over half (53%) of students feel AI skills will be important for getting a job in their field of study, with STEM students more likely to feel this way (60%⇧). The majority (77%) of Malaysian students feel if they get a good grade, they will have learned the subject well, while 43% are concerned that AI will make it harder for them to get a job in their study field.

Malaysian students who have student mentors are more likely to agree that they will be able to get a job related to their degree within 6 months of graduation (58%⇧). Additionally, those who say they use AI to get their studies done faster are more likely to say that they would use AI to write their papers if there were no rules around AI use (57%⇧).

"Expose student[s] to more career useful skill[s] instead of studying useless things."

"Clearly map how course skills and assignments relate to potential careers. Host regular, small-scale talks with alumni in various jobs, not just one large, overwhelming career fair."

Key findings: Singapore

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: **Singapore**
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Key findings: Singapore

Young majority, 58% female, large number of respondents just finished their third year of studies.

The surveyed university student demographic in Singapore skewed towards 18- to 25-year-olds (59%), and female students (58%). Moreover, 40% had completed their third year of study, and 32% finished postgraduate studies.



Studiosity

Artificial intelligence

Among students in Singapore, widespread AI adoption is supported by high perceived institutional adaptation, yet students report significant concerns regarding learning dependency and intellectual ownership.

More than nine in ten students have used AI tools to help with their assignments or study tasks (net: yes 93%▲), with over a third of students (36%▲) from Singapore using AI regularly. Three in four (75%▲) experience any level of stress when using AI tools as part of their studies, with around half experiencing only 'a little stress' (52%▲).

When asked why they use AI, Singaporean students are more split between using AI to get their studies 'done faster' (43%▲) and to 'help me learn' (57%▼), with students engaged in full time employment more likely to use AI to get their studies done faster (51%⇧)

One in three (33%▼) students using AI as part of their studies feel very or extremely confident they are learning while using AI tools, while the majority (65%▲) feel only slightly or moderately confident. Students are less likely to say they are concerned that using AI for written assignments is reducing their critical thinking and/or communication skills (net: disagree 26%▼), with male students being more likely to disagree (30%⇧).

	Country									
QD10 Top 3 Most stressful parts of using AI	**All**	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Being accused of cheating when I did nothing wrong	47%	52%	52%	35%	43%	52%	43%	37%	54%	45%
Becoming addicted to using AI	40%	41%	35%	55%	41%	37%	40%	46%	38%	36%
Privacy and security of my data	38%	37%	34%	41%	37%	39%	39%	35%	33%	40%
Ownership of my work when AI is involved	37%	37%	39%	36%	46%	40%	30%	41%	27%	36%
Not learning anything because I use AI too much	34%	33%	26%	40%	40%	31%	26%	37%	29%	39%
Other students using AI to get better grades	31%	28%	39%	32%	28%	35%	38%	31%	34%	28%
Unsure about AI rules at my $QUNI	30%	32%	31%	24%	29%	29%	33%	34%	31%	29%
Getting caught cheating	20%	19%	22%	15%	20%	16%	19%	19%	28%	22%
My professor or teacher doesn't understand AI	15%	14%	16%	12%	11%	11%	26%	14%	20%	16%
Other	7%	6%	5%	9%	4%	11%	5%	5%	6%	8%
N	5472	719	292	392	375	989	308	297	582	1518

Seven in ten students think their university is adapting fast enough to include AI support tools to help with study (70%▲), with around six in ten (61%) saying that their university provides training, policies or guidelines on the ethical use of AI.

	Country									
QD7 University adapting fast enough to include AI support tools for study?	**All**	**AU**	**NZ**	**MY**	**SG**	**UK**	**KSA**	**UAE**	**CAN**	**USA**
Yes	58%	60%	62%	59%	70%	52%	71%	70%	50%	57%
No	42%	40%	38%	41%	30%	48%	29%	30%	50%	43%
N	10330	1234	530	531	541	2384	515	527	1014	3054

It may be due to their universities having a relatively high adaptation to AI, that Singaporean students using these tools are less likely to say that their professor not understanding AI is a source of stress for them (11%▼). However, they are more likely to cite 'not learning anything because I use AI too much' (40%▲) and 'ownership of my work when AI is involved' (46%▲) as sources of stress when using AI.

18-25 year olds are more likely to say 'not learning anything because I use AI too much' is a source of stress (46%⇧) whereas female students are more likely to say they are stressed about becoming addicted to AI (46%⇧).

Similarly, around over four fifths of these students (85%▲) say they experience any stress about being wrongly flagged by AI detectors, with the majority saying they are slightly or moderately stressed (68%▲).

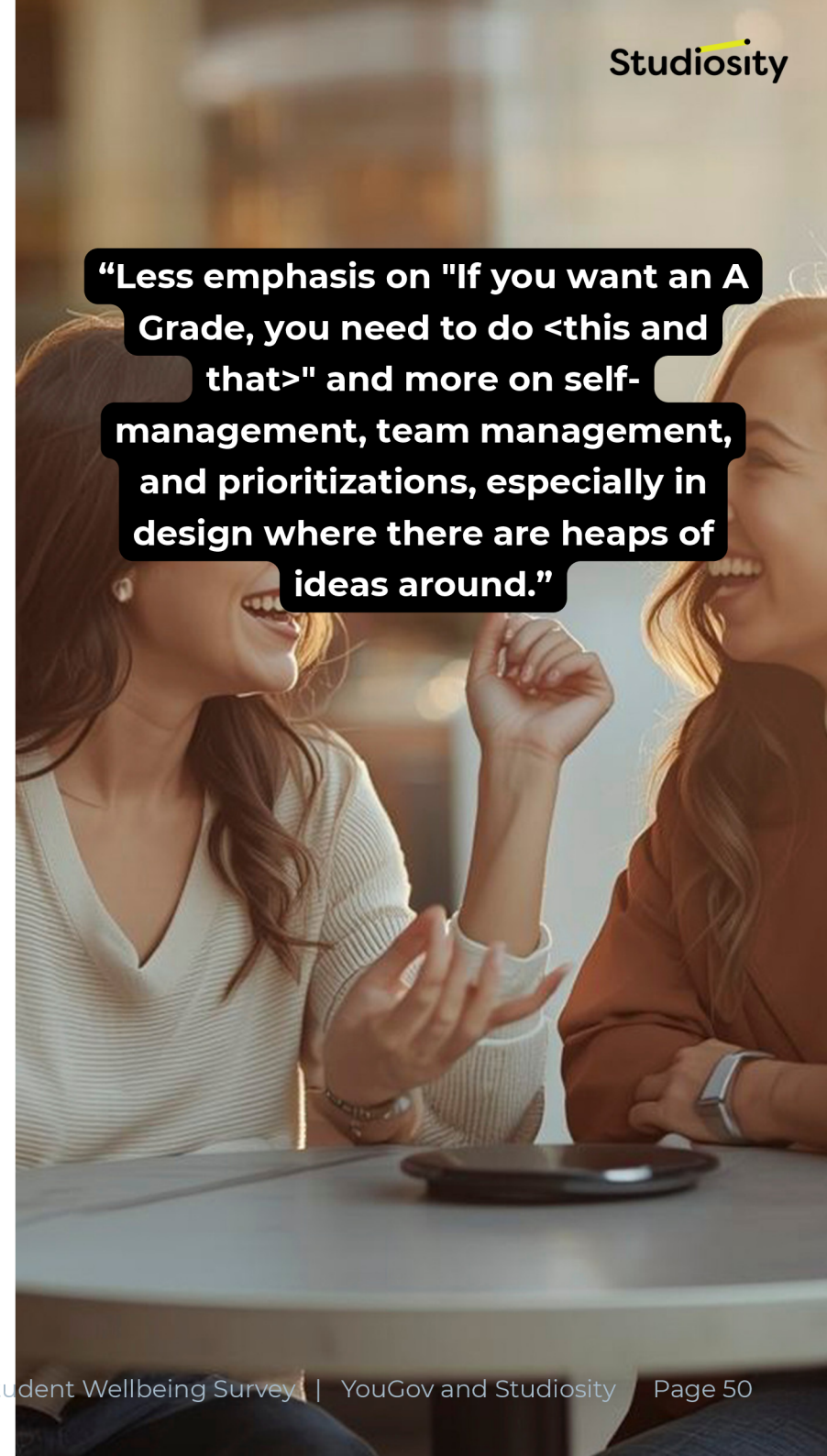
"If we become too trusting and take it word for word, and lack the motivation to further cross-check, then we slowly develop this habit and get enveloped in."

Study stress

Academic performance and workload are the primary drivers of stress in Singapore; social pressures facing international students.

Around three in ten Singaporean students (31%) reported weekly stress. Stress is attributed most to exams and assessments (69%▲), academic workload (63%▲), and balancing study with personal life (51%▼).

International students are more likely to say that 'social pressures, making friends' (29%⇧) is a source of stress whereas domestic students are more likely to say 'academic workload' (65%⇧) is a source of stress. 18-25 year olds are more likely to say 'future career prospects' is a top source of stress (47%⇧).



Studiosity

Human connection

Declining sense of belonging and a significant drop in mentorship availability highlight growing gaps in the student support ecosystem.

Students in Singapore reported a lower sense of belonging than those in other markets, although the majority of students still say they feel like they belong (net: somewhat / very much 62%▾). This belonging has decreased since 2025 from 67%.

Around four in ten Singaporean students say they have access to a mentor when they need one (40%) and, among those who did not have a mentor, six in ten (60%▴) expressed a desire to have one. Mentor need has remained stable since 2025, but mentor availability has dropped significantly from 54% having a formal mentor in their first year to 40%.

Even among those who say they belong in their university, the high need for a student mentor persists (among those who say net: somewhat/ very much 59%▴).

Approximately eight in ten (77%▾) Singaporean students say they feel confident in contacting their professor or teacher with questions. Students who didn't have a student mentor assigned to them in first year, are less likely to say they feel confident in contacting their professor or teacher (74%⇩).

"I fear of judgement and looking unprepared."

QC23 Student Mentor Need among those who say they either somewhat or very much belong in QB4	Country									
	All	AU	NZ	MY	SG	UK	KSA	UAE	CAN	USA
Yes	45%	46%	49%	51%	59%	40%	63%	55%	50%	41%
No	55%	54%	51%	49%	41%	60%	37%	45%	50%	59%
N	4095	578	221	150	189	865	133	167	451	1341

Employability

Singaporean students place highly in recognising the career necessity of AI skills, yet this awareness is coupled with high job security anxiety and lower confidence in communication proficiency.

Singaporean student confidence is mixed, as they are more likely to stress the importance of AI skills in getting a job (59%▲) than in other markets but are also more likely to be concerned that AI will make it harder to get a job in their field of study (48%▲). They are also less likely to agree that 'I have strong English writing and communication skills needed to apply for and get a job' (76%▼).

Students already in full time employment are more likely to believe AI skills are an important part of getting a job in their field of study (70%⇧) and it is this cohort who are also more likely to say they would use AI to write their papers if there were no rules surrounding its usage (53%⇧). Students who say they use AI in their studies mainly to help them learn, are more likely to say that their degree is developing the skills they need to succeed in a future job (80%⇧).

		Employment Status			
QE1. Statements Agreement level	**All**	**Casual**	**Part-time**	**Full-time**	**Not in paid employment**
I have strong English writing and communication skills needed to apply for and get a job	76%	83%	80%	74%	68%
My degree is developing the skills I need to succeed in my future job	75%	69%	78%	79%	67%
If I get a good grade, it means I learned the subject well	68%	66%	72%	64%	68%
AI skills will be important for getting a job in my field of study	59%	62%	55%	70%	49%
I will be able to get a job related to my degree, within 6 months of graduation	57%	49%	59%	60%	54%
I'm concerned that AI will make it harder for me to get a job in my field of study.	48%	53%	48%	47%	47%
If there were no rules around AI use, I would use AI to write my papers	43%	42%	42%	53%	32%
N	541	60	198	168	115

Key findings: Saudi Arabia

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: **Kingdom of Saudi Arabia**
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Key findings: Kingdom of Saudi Arabia

18-33 year old majority, 60% male.

The surveyed university student demographic in Saudi Arabia is evenly split between 18- to 25-year-olds (36%) and 26-33 year olds (37%) whilst skewing towards male students (60%). Of all respondents, 38% had completed their third year of study, and similar proportion, 30% in postgraduate education.



Artificial intelligence

High AI adoption, perceived institutional adaptation in KSA, offset by significant integrity stress and a reliance on AI for efficiency over learning.

Majority of students have used AI tools to help with their assignments or study tasks (net: yes 91%▲), with over two in three (67%) experiencing any level of stress by using AI tools as part of their studies.

Students from Saudi Arabia are the highest out of all markets to say they mainly use AI to help them get their studies done faster (48%▲) over helping them learn (52%▼). Interestingly, around half of students (50%▲) feel very or extremely confident that they are learning while using AI tools, with this confidence higher among regular users (61%⇧), than once or twice users (31%⇩). However, around half of students (52%▲) are concerned that using AI for written assignments is reducing their critical thinking and/or communication skills.

Interestingly, while students from Saudi Arabia are the market most likely to say that their university is adapting fast enough to include AI support tools to help with study (71%▲), they are less likely to say that their university provided them with training, policies or guidelines on the ethical use of AI (53%▼) even among those who believe their university is adapting fast enough to provide AI support tools or guidelines (65%▼).

When asked why students are stressed about using AI in their studies, common reasons include 'being accused of cheating when I did nothing wrong' (43%), 'becoming addicted to AI' (40%), 'privacy and security of my data' (39%), and 'other students using AI to get better grades' (38%▲). Interestingly, students from Saudi Arabia are the most likely geographically to be stressed that their professor or teacher doesn't understand AI (26%▲).

Furthermore, international students are more likely to be stressed that their professor or teacher doesn't understand AI (34%⇧), whereas domestic students are more likely to say they are stressed because they could be 'accused of cheating when I did nothing wrong' (54%⇧). Turning to being stressed specifically about being wrongly flagged by AI detection tools, students from Saudi Arabia have the highest report of very or extremely stressed (20%▲) than other markets, with 74% experiencing any stress about this. Those who say they use AI to get their studies done faster are more likely to exhibit these high levels of stress (net: very or extremely stressed 27%⇧).

"Makes completing assignments fast, gives me good sources"
"They train students how to use AI features for different scope of works."
"Being overly dependent on AI leads to the loss of independent analytical ability."

Study stress

‘Frequent’ study stress has declined since 2025 amongst students in KSA, though students remain highly concerned about future careers and AI detection.

Compared to students in other markets, while 34% experience stress weekly, students are less likely to say they are stressed about their studies either constantly or daily than last year (29%▼, significantly down from 38% in 2025). When asked why they feel study stress, students from Saudi Arabia are most likely to say exams and assessments (60%), balancing study with personal life (50%▼), future career prospects (47%▲), and academic workload (47%▼) as their main stressors. Similar to their usage of AI, they were the most likely country to say that ‘AI detection on my work’ was a source of stress (22%▲), with this being driven by students aged 18-25 (27%⇧). Those who are studying business are more likely to say that future career prospects is a source of stress (59%⇧).

		Age				
QA2_Rank_Top3: Top 3 Stress factors	**All**	**18-25**	**26-33**	**34-41**	**42-49**	**50+**
Exams and assessments	60%	60%	57%	63%	67%	79%
Balancing study with personal life	50%	51%	51%	45%	54%	46%
Future career prospects	47%	42%	55%	48%	41%	14%
Academic workload	47%	47%	46%	49%	44%	77%
Financial concerns (e.g., tuition, living costs, work)	41%	39%	39%	43%	63%	30%
Social pressures, making friends	29%	30%	29%	30%	22%	7%
AI detection on my work	22%	27%	20%	18%	10%	48%
N	515	155	205	126	24	5



Human connection

KSA leads all markets in university belonging and staff accessibility, supported by high mentorship rates and strong institutional affinity.

Students in Saudi Arabia reported a high sense of belonging, being the highest out of any country surveyed to say they are likely to feel like they belong (95%▲, net: somewhat/ very much belong 76%▲). Students in full time employment (82%⇧) and with caring responsibilities (83%⇧) are more likely to say they feel like they belong either somewhat or very much.

Four in ten (38%▼) students were not assigned a student mentor in their first year, the lowest out of any market but a significant increase from 2025 (19% not having a formal mentor in their first year). A majority of these students expressed interest in having one (61%▲ – higher than all countries surveyed), with STEM students the most likely to express a need for a student mentor (73%⇧), as well as those at distinction/high distinction average grade (68%⇧).

Nine in ten students (89%▲ – higher than all countries surveyed) say they are confident in contacting their professor or teacher, although female students (85%⇩) and those averaging a pass or below grade (80%⇩) are less likely to say they are confident in contacting their professor or teacher.

“...as a student we are needed to learn and the people who help us are the professors”

Studiosity

Employability

Steady year-on-year confidence in skill development and job prospects; KSA also leads all global markets in recognising AI's career importance and also has the greatest inclination to use it for written assessments for degree attainment.

There is a general confidence in employability metrics across students in Saudi Arabia, with a majority (68%▾) agreeing their degree is developing the skills they need to succeed in their future job, seven in ten (71%▾) agreeing they have strong English writing and communication skills needed to apply for and get a job, and around six in ten (58%) having confidence in attaining a job related to their degree within 6 months of graduation. Students from Saudi Arabia are the market most likely to say that AI skills will be important in getting a job in their field of study (62%▴) and are more likely to say that they would use AI to write their papers for their awarded degree if there were no rules around AI use (47%▴).

Male students are more likely to say that they would use AI to write their papers if there were no rules surrounding it (51%⇧) as are those in full time employment (58%⇧) and with caring responsibilities (52%⇧). STEM students are most likely to say that AI skills will be important for getting a job in their field of study (70%⇧) whilst also being the most likely to express concern that AI will make it harder to get a job in their field of study (46%⇧).



Key findings: United Arab Emirates

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: **United Arab Emirates**
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: United States of America

Key findings: United Arab Emirates

Young, male-majority, mostly senior/postgrad.

The composition of university students in the United Arab Emirates (UAE) leaned towards 18- to 25-year-olds (68%), and male students (60%). Additionally, 38% of the participants had completed their third year of study, and 30% were engaged in postgraduate studies.



Artificial intelligence

Nearly universal AI adoption in UAE sees low stress and high trust, despite fears of addiction.

Majority of students have used AI tools to help with their assignments or study tasks (net: yes 95%▲), with around one in three saying they use it regularly (34%▲). Around four in ten say they experience no stress (40%▲) when using AI tools as part of their studies, with only around one in five (18%▼) experiencing a lot/ some stress. Students aged 26-33 (48%⇧) and those with caring responsibilities are more likely to report having no stress when using AI (50%⇧).

Students in the UAE are almost evenly split between using AI tools to get their studies done faster (47%▲) and to help them learn (53%▼). Male students are more likely to say they use AI to get their studies done faster (52%⇧), whereas female students are more likely to say they use it to help them learn (61%⇧).

		Gender	
QD8 Main use of AI tools for studies	**All**	**Male**	**Female**
Get it done faster	47%	52%	39%
Help me learn	53%	48%	61%
N	501	282	219

“Personally, it just gets the job done, a lot more quicker or faster, and I think it should be learned or used in more other schools/uni, and it's very advanced way to either get information or research about something, and it has helped me as well, during those times, and it has also helped me In a lot of ways especially when I am trying figuring out something about my course...”

Students in the UAE are the most likely group to express soft confidence that they are learning using AI tools (27%▲ slightly confident), with 98% (▲) expressing any degree of confidence. Students aged 26-33 are more likely to say they are extremely/ very confident (52%⇧) that they are learning while using AI tools, with this confidence persisting across usage types and stress levels. However, over half of students from the UAE (56%▲) are concerned that using AI for written assignments is reducing their critical thinking and/or communication skills.

Seven in ten (70%▲) students in the UAE think their university is adapting fast enough to include AI support tools to help with study, with 57% saying that their university is providing training, policies or guidelines on the ethical use of AI. Students who have caring responsibilities (with 41%⇧ using tools regularly in their studies) are more likely to say that their university is adapting fast enough to provide AI support tools to help with their study (85%⇧) and that their university provides training, policies or guidelines on the ethical uses of AI (67%⇧).

When asked what the most stressful parts are of using AI, around four in ten cite 'becoming addicted to AI' (46%▲), 'ownership of my work when AI as involved' (41%), 'not learning anything because I use AI too much' (37%), and 'being accused of cheating when I did nothing wrong' (37%▼). Female students are more likely to say that privacy and security of their data is a concern (43%⇧) whereas those with caring responsibilities are more likely to say that their professor or teacher doesn't understand AI is a source of stress for them (27%⇧) and are less likely to say that lack of learning because of overuse of AI is a concern for them (26%⇩).

Similar to their stress levels surrounding AI in general, UAE student's stress levels surrounding being wrongly flagged by AI detection tools are high overall, with eight in ten (81%▲) experiencing some level of stress, but concentrated towards those who are slightly or moderately stressed (68%▲). However, this is mostly driven by male students, who are more likely to have low levels of stress (74%⇧ net: slightly or moderately stressed), with female students more likely to feel very or extremely stressed about this (19%⇧).

"Using ai feels like im weak[en]ing my own brain."

"They guide us to use AI for educational purposes and to understand everything as simple as possible but they also guide us not to be dependent completely on AI because if we get dependent on AI then we will not use books which are more accurate and have upto date information[]. So they just guide us that do not be so much dependent on AI."


“Providing more academic support, like tutoring, mentoring, and career guidance, would help students achieve better results.”
"Should add more practical courses so that the students can actually apply what they learnt when they start working."

Study stress

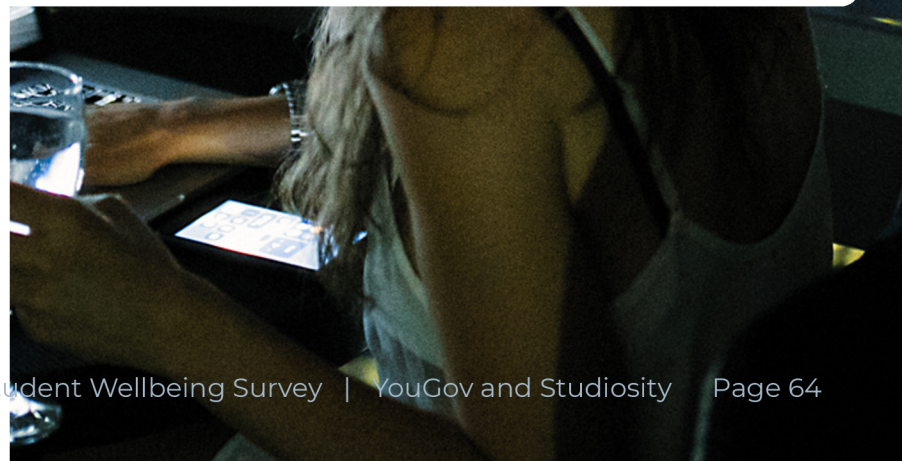
Daily stress steady YoY for UAE students, as academic, career, and caregiver-specific pressures remain high.

While 28% of students feel stressed by studies weekly, more experience stress a few times per term/semester (26%▲) with 29%▼ feeling stressed constantly/daily. In the UAE, the primary cause of stress was exams and assessments (66%▲), future career prospects (52%▲), and balancing study with personal life (51%▼). Students with caring responsibilities are more likely to say that AI detection on their work is a top source of study stress (25%⇧). Interestingly, those who use AI to help them learn are more likely to be concerned about academic workload (50%⇧), as are those who did not have a student mentor assigned (54%⇧).



	QD8 Main use of AI tools for study		
QA2_Rand_Top3: Stress factors	**All**	**Get it done faster**	**Help me learn**
Exams and assessments	66%	69%	63%
Future career prospects	52%	55%	49%
Balancing study with personal life	51%	50%	53%
Academic workload	46%	41%	50%
Financial concerns (e.g., tuition, living costs, work)	41%	45%	37%
Social pressures, making friends	23%	20%	26%
AI detection on my work	18%	18%	18%
N	501	241	260

“They should take into consideration the student life outside of university, it is very unreasonable to have night classes when no one pays attention and when all students are against it.”



Human connection

The UAE maintains a high sense of belonging and staff accessibility, despite a sharp decline in formal mentorship availability over the last year.

Students in the UAE reported a high sense of belonging (net: somewhat or very much 75%▲). Just under half of (47%▼) students did not have a student mentor assigned to them in their first year of study, a significant increase from 2025 where only one in four students did not have a formal student mentor (24%). Additionally, over half of these students expressed interest in having one (55%▲), with students aged 26-33 (72%⇧) and business students (69%⇧) more likely to report they need a student mentor.

Almost nine in ten (88%▲) students in the UAE say they are confident in contacting a professor or teacher, with this number highest among students aged 26-33 (92%⇧), students with caring responsibilities (93%⇧), those studying business (96%⇧), and students with access to a student mentor (93%⇧).

QC1 Student mentor: availability	2024	2025	2026
Yes	75%	76%	53%
No	25%	24%	47%
N	500	554	527

“They are pretty open to questions and solving our problems.”

Employability

While confidence in skill development remains high, there is a sharp decline in short-term job security expectations, particularly among younger students, alongside a strong recognition of AI's career role.

"They did best for students but it's not easy to get the job without knowing AI tools."

There is a general confidence in employability metrics across students in the UAE, with a majority (77%) agreeing their degree is developing the skills they need to succeed in their future job, nearly three in four (74%▼) agree they have strong English writing and communication skills needed to apply for and get a job, and two in three (52%, a significant decrease from 65% in 2025) have confidence in attaining a job related to their degree within 6 months of graduation, with 18-25s in lower agreement (44%⇩). Moreover, 69% agree that if they get a good grade, it means they learned the subject well.

UAE students also skew higher than other countries in agreeing that AI skills will be important in getting a job in their field of study (57%▲) and that if there were no rules around AI use, they would use it to write their papers (44%▲).

Four in ten (41%) are concerned that AI will make it harder for them to get a degree-related job, with students aged 26-33 agreeing more (49%⇧). Moreover, students aged 26-33 are more likely to say that AI will be important to get a job in their field of study (65%⇧) and are more confident they will get a job related to their degree within six months of graduating (70%⇧).

Finally, students with caring responsibilities are more likely to say they are concerned that AI will make it harder for them to get a job in their field of study (53%⇧), that AI skills will be important in them getting a job (71%⇧), and that if there were no rules around AI use, they would use it to write all their papers (51%⇧).

Key findings: United Kingdom

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: **United Kingdom**
9. Key findings: Canada
10. Key findings: United States of America

Key findings: United Kingdom

Young, 56% female, senior undergraduates.

In the UK, university students were predominantly female, accounting for 56% of the sample, whilst 56% were aged between 18 and 25, 30% had completed their third year of study, and 31% recently completed postgraduate programs.



Studiosity

Artificial intelligence

The UK reports the lowest global AI adoption rate but leads in institutional ethical guidance, with a clear divide between learning-focused and speed-focused usage across demographics.



Seven in ten students have used AI tools to help with their assignments or study tasks (net: yes 71%▾, a significant increase from 2025 at 64%), the lowest of all markets, with usage more likely to be once or twice (22%▴) or never (29%▴). Six in ten students experience any level of stress while using AI (60%▾).

When asked what they mainly use AI for, one third use it to get their studies done faster (33%▾) and around two thirds say they use AI to help them learn (67%▴). Male students are more likely to say they use AI to get their studies done faster (36%⇧), whereas female students are more likely to say they use AI to help them learn (70%⇧). STEM students are more likely to say they use AI tools to help them learn (73%⇧) whereas law, and humanities and social science students, as well as those with caring responsibilities, are more likely to say they use it to get their studies done faster (44%⇧, 38%⇧, and 40%⇧ respectively).

Four in ten (40%) students using AI tools as part of their studies feel very or extremely confident that they are learning while using, with 5%▴ saying they have no confidence. Higher levels of confidence is less likely among those aged 18-25 and female students (35%⇩; 34%⇩ extremely/ very confident respectively). Around four in ten (43%) are concerned that using AI for their written assignments is reducing their critical thinking and/or communication skills.

QD7 University adapting fast enough to include AI support tools to help with study	2025	2026
Yes	47%	52%
No	53%	48%
N	2328	2384



The perception of universities adapting quickly enough to include AI support tools was among the lowest when compared to other countries ('yes' 52%▼) – although an improvement from 2025 ('yes' 47%). However, UK students are the highest-reporting country to say that their university provided training, policies or guidelines on the ethical use of AI (66%▲).

When asked what the most stressful parts of using AI in their studies are, UK students are most likely to cite 'being accused of cheating when I did nothing wrong' (52%▲), 'ownership of my work when AI is involved' (40%▲), and privacy and security of my data (39%). Female students are more likely to say that stressful parts of using AI include 'being accused of cheating when I did nothing wrong' (55%⇧) and 'ownership of my work when AI is involved' (44%⇧). Despite being less likely to ever use AI as part of their studies (58%⇩), nonetheless humanities and social science students who do use these tools are more likely to say 'being accused of cheating when I did nothing wrong' is a key source of stress (65%⇧).

"Sometimes I think that I'm taking the lazy way out rather than engaging my brain to rewrite something to make it sound better. But then, I don't think I could ever come up with anything as good as AI."

		Area of study				
QD10 Top 3 Most stressful parts of using AI	**All**	**STEM**	**Psychology**	**Business**	**Law**	**Humanities and Social Sciences**
Being accused of cheating when I did nothing wrong	52%	49%	51%	46%	47%	65%
Ownership of my work when AI is involved	40%	41%	47%	44%	36%	34%
Privacy and security of my data	39%	43%	39%	38%	39%	36%
Becoming addicted to using AI	37%	44%	32%	37%	36%	33%
Other students using AI to get better grades	35%	32%	35%	38%	35%	42%
Not learning anything because I use AI too much	31%	33%	27%	33%	29%	32%
Unsure about AI rules at my university	29%	24%	33%	25%	25%	25%
Getting caught cheating	16%	14%	9%	15%	27%	16%
My professor or teacher doesn't understand AI	11%	8%	14%	16%	19%	5%
Other	11%	11%	11%	9%	7%	12%
N	989	265	101	124	57	163

Other areas of study as well as those with n<50 responses were excluded from this table.

Three quarters of students (75%▾) say they experience some level of stress from being wrongly flagged by AI detection tools. However, female students are more likely to say they are very or extremely stressed (17%⇧), as are international students (22%⇧) and those with caring responsibilities (24%⇧), the latter two of which are more likely to use AI tools in their studies to get things done faster (42%⇧ and 40%⇧ respectively).

"If I feel really stressed and worried that I won't get an assignment done on time then I use AI to help me come up with ideas of what to write and how to structure them."

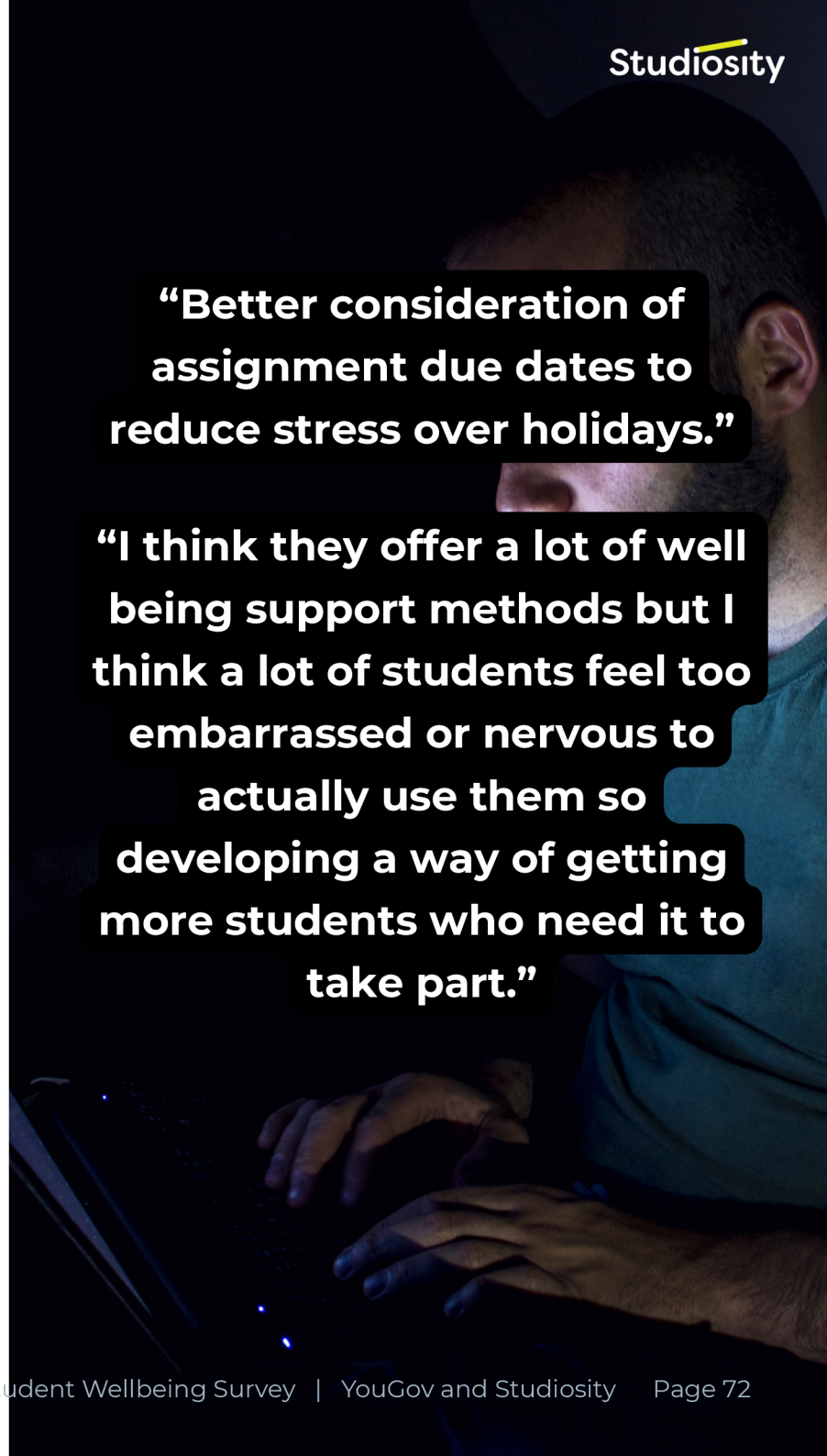


"teaches students about it and the rules they apply as well as including a traffic light system to show the level of AI allowed to be used."

Study stress

The UK student experience is defined by high academic pressure and workload, with significant stress peaks among younger students and female cohorts.

Three in ten (30%) students experience study-related stress weekly, while those aged 18-25 and female students are more likely to feel stressed constantly/daily (38%⇧ and 39%⇧ respectively). The primary factors contributing to this stress include exams and assessments (63%), academic workload (62%▲), and balancing study with personal life (58%). When compared to other markets, in combination with academic stressors UK students were the least likely to say 'AI detection on my work' is a source of stress (9%▼). Business and law students were more likely to be stressed about future career prospects (44%⇧ and 47%⇧ respectively), as are students aged 18-25 (45%⇧).



Human connection

While a sense of university belonging is high amongst young UK students, there is a growing disconnect regarding mentorship and confidence in academic outreach.

Feelings of belonging in their university community are high (net: somewhat or very much 71%) and have slightly increased since 2025, as students move from neutral (20% in 2025 to 15%▼ in 2026) into this positive net (65% in 2025). Those aged 18-25 are more likely to feel like they belong (somewhat/ very much 74%⇧) whereas older students are less likely to feel like they belong (somewhat/ very much, 42-49: 56%⇩; 50+: 55%⇩) as well as those in full time employment (62%⇩).

Over half (55%▼) of UK students did not have a student mentor assigned to them in their first year of study, increasing significantly from 47% in 2025 (had a formal mentor in their first year) - and a significant portion expressed no interest in needing one (58%▲, a significant increase from 50% in 2025 and among the highest across other countries). Around one in seven students (15%) are not confident asking questions to their professor or teacher, with students aged 18-25 more likely to say so (17%⇧) as well as female students (17%⇧). The desire for a mentor may be linked to students perceived difficulty in contacting their professor or teacher, as 54%⇧ of those not confident would have liked to have access to a student mentor.

“I get along with people and get invited out also. I don’t have to stress being involved or not.”

“[…] rarely responds in a time-relevant fashion. […] responses are half arsed.”

Employability

UK students report exceptionally high confidence in their communication skills, yet face significant pessimism regarding immediate post-graduation employment and the professional relevance of AI.

UK students express confidence in their degree, with three quarters (76%) agreeing that their degree is developing the skills they need to succeed in the future, and 87% (▲, up significantly from 84% in 2025) saying that they have strong English and communication skills needed to apply for and get a job.

“Include more work experience, teach workplace skills. E.g. teach as if on the job rather than just teaching information that has no relevance”

“Integration with local businesses for job opportunities on finishing the course.”

“Stop trying to shove AI everywhere without providing a single use case that doesn't use 'convenience' somewhere in it.”

However, UK students are less likely than other markets to say that they will be able to get a job within 6 months of graduation (47%▾, down significantly from 51% in 2025), with agreement low among 18-25 year olds (42%⇩), female students (43%⇩), those without student mentor access (43%⇩), as well as creative arts students (24%⇩) and humanities and social science students (32%⇩).

UK students are also less likely than other markets to say that AI skills will be important for getting a job in their field of study (39%▾), and is less agreed on among female students (33%⇩) and non-AI users (17%⇩).

		Age				
QE1. Statements Agreement level	**All**	**18-25**	**26-33**	**34-41**	**42-49**	**50 +**
I have strong English writing and communication skills needed to apply for and get a job	87%	87%	87%	87%	90%	89%
My degree is developing the skills I need to succeed in my future job	76%	75%	82%	83%	72%	62%
If I get a good grade, it means I learned the subject well	73%	70%	73%	84%	77%	79%
I will be able to get a job related to my degree, within 6 months of graduation	47%	42%	57%	61%	42%	39%
I'm concerned that AI will make it harder for me to get a job in my field of study.	41%	49%	34%	35%	31%	19%
AI skills will be important for getting a job in my field of study	39%	38%	45%	46%	36%	24%
If there were no rules around AI use, I would use AI to write my papers	21%	19%	23%	33%	19%	12%
N	2384	1242	502	296	164	180



“Increase real-world experience opportunities, such as internships, micro-placements, and summer jobs, that are closely tied to the curriculum”

“Balance academic learning with the development of career-focused skills through projects and hands-on activities that directly connect coursework to future careers.”

Key findings: Canada

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: **Canada**
10. Key findings: United States of America

Survey sample: Canada

Mostly younger students.

Among the university student population in Canada, 57% fell within the age group of 18 to 25, and 59% were female. Additionally, 32% had completed their third year of study, whilst 30% recently completed postgraduate studies.



Artificial intelligence

High AI adoption and learning focus in Canada are undermined by intense academic integrity anxieties and slow institutional adaptation.

Four in five students have used AI tools to help with their assignments or study tasks (net: yes 81%) with seven in ten (71%▲) experiencing any level of stress by using AI tools as part of their studies. STEM Students (72%⇧) and medicine students (74%⇧) are more likely to say they use AI regularly/ a few times, and medicine students are more likely to say they experience any form of stress when using AI (87%⇧).

When Canadian students use AI tools as part of their studies, four in ten (37%) say they mainly use them to get their studies done faster, whereas 63% say they use these tools to help them learn. Around four in ten students (38%▼) feel very or extremely confident in learning while using AI tools, while a majority (59%▲) feel only slightly or moderately confident. STEM students (48%⇧) and male students (46%⇧) report higher levels of being extremely/ very confident that they are learning while using (medicine students are less evenly split between slight/ moderate confidence: 58% and very/ extremely confident: 41%). Four in ten Canadian students (42%) are concerned that using AI for written assignments is reducing critical thinking and/or communication skills.

The perception of universities adapting quickly enough to include AI support tools and awareness of training, guidelines or policies on the ethical usage of AI were lower than most other markets, with 50%▼ (only 2pp up from 48% in 2025) and 52%▼, respectively. Regular users of AI tools in studies are more likely to say their university is adapting fast enough (61%⇧), as are those studying nursing (63%⇧).

When asked why they are stressed about using AI as part of their studies, the top reasons include 'being accused of cheating when I did nothing wrong' (54%▲) and 'being addicted to AI' (38%). Canadian students were also more likely than those from most other markets to say 'getting caught cheating' (28%▲) and their professor/teacher not understanding AI (20%▲) was a top source of their stress. In particular, Canadian students aged 18-25 are more likely to say that 'being accused of cheating when I did nothing wrong' (59%⇧) and 'getting caught cheating' (30%⇧) are top sources of stress for them.

Interlinked with this is that Canadian students are more likely to say they experience some level of stress (81%▲) relating to being wrongly flagged by AI detection tools comparative to most other markets. This is especially prevalent among students aged 18-25 (85%⇧), who are more likely to say they feel very or extremely stressed about being wrongly flagged by AI detection tools.

Studiosity

QD12 Stress about being wrongly flagged by AI detection tools	All	Age 18 – 25	26 – 33	34 – 41	42 – 49	50 +
Not stressed at all	19%	15%	26%	21%	33%	23%
Net slightly or moderately stressed	64%	66%	63%	64%	53%	49%
Net very or extremely stressed	16%	19%	11%	15%	15%	28%
N	808	476	219	63	31	19

“I use AI tools if I don’t know the answer to something and want ai to explain it to me more in detail with examples.”

“They don't allow the copying of AI generated essays . I don't remember much of their policies but they are very strict about it. Use of AI unethically is academic misconduct and lead to not so pleasant consequences”

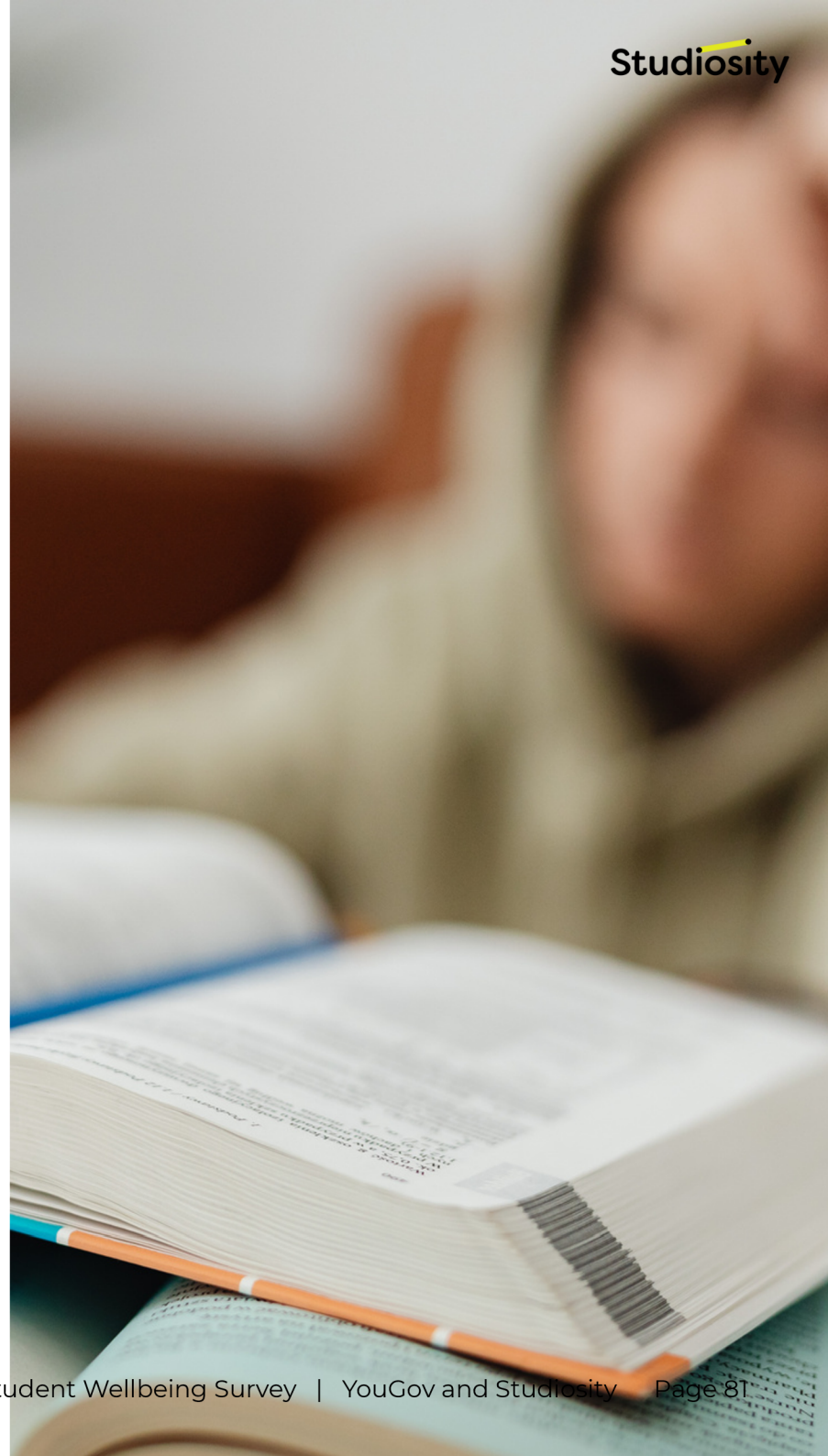
“At the end of the day, I worried that I would focus more on obtaining the right answer rather than learning the material.”

Study stress

Canada reports the highest global rates of frequent stress, driven by academic pressure, financial concerns, and fear of AI detection.

Compared to students in other markets, a higher proportion of students in the surveyed group reported experiencing stress constantly (more than twice a day) (17%▲) and daily (26%▲). Self-reported constant stress is higher among 18-25 year olds (19%⇧) and female students (20%⇧).

After exams and assessments (61%) and academic workload (55%), the next highest self-reported study stress is financial concerns (52%▲) and balancing study with personal life (51%▼). Canadians are more likely than others to cite stress of AI detection on their work (14%▲), though not as high as UAE (18%▲) and Saudi Arabia (22%▲). Female students are more likely to be stressed about exams and assessments (64%⇧) whereas male students are more likely to be stressed about AI detection (19%⇧) as well as social pressures (27%⇧). Students with caring responsibilities are more likely to be stressed about financial concerns (61%⇧).



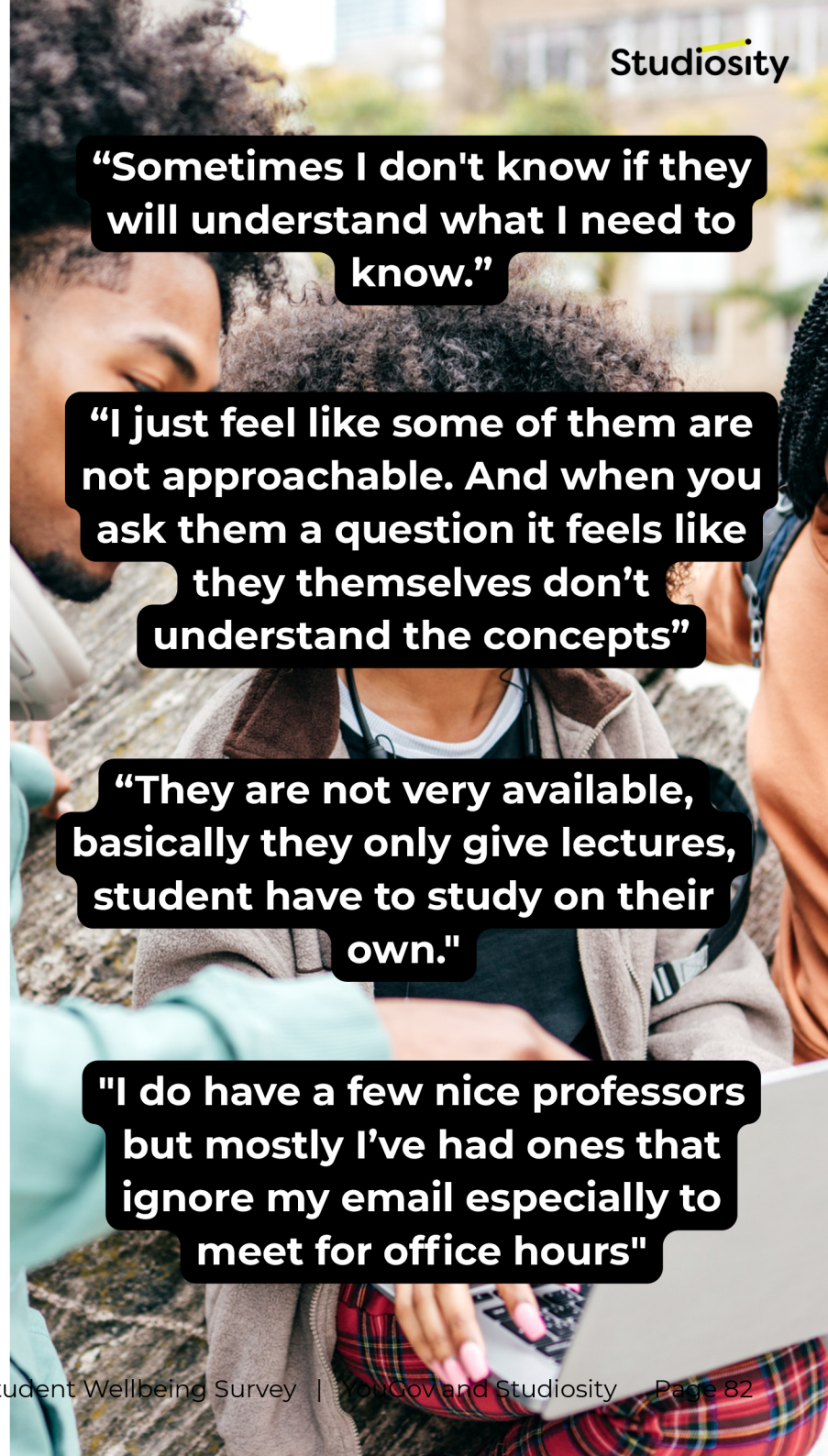
Human connection

Belonging remains stable amongst students in Canada, yet a significant mentorship gap persists for older students, and staff accessibility remains a barrier for nearly one in five.

71% of students in Canada reported a positive sense of belonging (net: somewhat or very much), relatively stable from 2025 (69%). However, students aged 18-25 more commonly feel unlikely to belong (12%⇧).

Around two in three students (68%▲) did not have a student mentor assigned in their first year of study - while around half of these students expressed a need in having one (48%). Interestingly, while 70% of students aged 18-25 did not have a student mentor, these students are less likely to say they would have liked a student mentor (44%⇩), whereas those aged 26-33 are more likely to say they would like one (58%⇧, of 65% not assigned a mentor).

Around one in five (19%▲) students are not confident in contacting their professor or teacher, with those studying law more likely to say they are not confident (31%⇧). Those who have a student mentor assigned to them in their first year are more likely to say they can confidently contact a professor or teacher (88%⇧).



Employability

While students are generally confident in their skills, employability sentiment in Canada lags behind other markets, particularly among younger cohorts and those lacking mentorship.

While there is a general confidence in employability metrics across students in Canada, it is lower than most of the other countries. Two thirds (66%▾) agree their degree is developing the skills they need to succeed in their future job, three quarters (75%▾) agree they have strong English writing and communication skills needed to apply for and get a job, and around half (53%) have confidence in attaining a job related to their degree within 6 months of graduation – with lower agreement among students aged 18-25 (46%⇩). Moreover, 65%▾ agree that if they get a good grade, they will have learned the subject well, with 67% agreement among distinction/ high distinction students and slightly less among credit or below students (61%).



Canadian students are also less likely to say that AI skills will be important for getting a job in their field of study (43%▾), with psychology students less likely to feel this way (20%⇩) and STEM students more so (59%⇧). Meanwhile, 42% of students are concerned that AI will make it harder for them to get a job in their study field, and 35% admit that if there were no rules around AI use, they would use AI to write their papers.

		Area of study								
QE1. Statements Agreement level	**All**	**STEM**	**Medicine**	**Nursing**	**Psychology**	**Business**	**Law**	**Humanities and Social Sciences**	**Creative Arts**	**Other**
I have strong English writing and communication skills needed to apply for and get a job	75%	78%	72%	83%	69%	74%	75%	74%	73%	79%
My degree is developing the skills I need to succeed in my future job	66%	72%	67%	79%	58%	60%	70%	61%	65%	68%
If I get a good grade, it means I learned the subject well	65%	66%	69%	70%	52%	65%	64%	62%	71%	67%
I will be able to get a job related to my degree, within 6 months of graduation	53%	58%	57%	76%	34%	53%	54%	47%	47%	45%
AI skills will be important for getting a job in my field of study	43%	59%	44%	34%	20%	49%	45%	30%	27%	28%
I'm concerned that AI will make it harder for me to get a job in my field of study.	42%	45%	47%	32%	37%	38%	37%	45%	52%	36%
If there were no rules around AI use, I would use AI to write my papers	35%	39%	33%	39%	24%	46%	41%	27%	27%	20%
N	1014	274	69	72	98	185	53	107	52	70

This lack of confidence is predominantly driven by students aged 18-25, and those without student mentors, who on the whole are less likely to agree with most employment statements listed.

		Age					QC1 Student mentor: availability	
QE1. Statements Agreement level	**All**	**18 – 25**	**26 – 33**	**34 – 41**	**42 – 49**	**50 +**	**Yes**	**No**
I have strong English writing and communication skills needed to apply for and get a job	75%	72%	80%	75%	84%	85%	74%	76%
My degree is developing the skills I need to succeed in my future job	66%	62%	73%	73%	72%	63%	70%	65%
If I get a good grade, it means I learned the subject well	65%	61%	69%	77%	50%	82%	73%	62%
I will be able to get a job related to my degree, within 6 months of graduation	53%	46%	64%	64%	56%	56%	63%	49%
AI skills will be important for getting a job in my field of study	43%	34%	54%	51%	61%	49%	56%	36%
I'm concerned that AI will make it harder for me to get a job in my field of study.	42%	44%	40%	26%	49%	55%	39%	43%
If there were no rules around AI use, I would use AI to write my papers	35%	30%	46%	33%	28%	31%	48%	29%
N	1014	590	273	84	38	29	313	701

“stop making it hard for students to pass exams and taking courses that are in no way related to our major.”

Key findings: United States

In this next section:

1. Key findings: Global
2. Key findings: Australia
3. Key findings: New Zealand
4. Key findings: Malaysia
5. Key findings: Singapore
6. Key findings: Kingdom of Saudi Arabia
7. Key findings: United Arab Emirates
8. Key findings: United Kingdom
9. Key findings: Canada
10. Key findings: **United States of America**

Key findings: United States

Majority female, largely young, senior/postgraduate students.

The surveyed university students in the USA showed a demographic skew towards female students (59%), and 39% of the respondents falling within the 18 to 25 age range. Additionally, 27% had finished their third year of study, and 30% completed postgraduate programs.



Artificial intelligence

In the US, AI is primarily viewed as a learning tool, with students showing rising confidence in their learning outcomes despite persistent concerns about ethical guidance and false accusations.

Majority of students have used AI tools to help with their assignments or study tasks (net: yes 80%▾, with this number declining significantly since 2025 at 82%), with over six in ten (62%▾, significantly down from 66% in 2025) of those using AI tools experiencing any level of stress by using these tools as part of their studies.

Male students (85%⇧), those with caring responsibilities (84%⇧), and international students (89%⇧), as well as those studying STEM (86%⇧) and psychology (85%⇧) are more likely to use AI tools.

When asked why they use AI tools in their studies, less than four in ten say they mainly use AI to help get their studies done faster (37%), while over six in ten (63%) mainly use AI to help them learn.

International students (54%⇧) and those studying law (51%⇧) were more likely to use AI to get their studies done faster.



Four in ten (46%▲, up significantly from 2025) students feel very or extremely confident in learning while using AI tools in their studies. Those studying STEM subjects are more likely to be either extremely or very confident (51%⇧) that they are learning when using AI, as are older students aged 26+ (54%⇧), while those aged 18-25 are less likely to report this high confidence (34%⇩).

Interestingly, there is no significant difference in reports of high confidence (very/ extremely confident) between those who use AI to get their studies done faster (44%) and those who use AI to help them learn (47%).

However, results suggest that those who report their university giving them guidance on the ethical use of AI (56%▼), are more likely to report being very or extremely confident that they are learning while using AI (52%⇧) compared to those who don't or are unsure about this (38%⇩).

US students are less likely to agree that they are concerned about reducing their critical thinking and communication skills when using AI for written assignments (38%▼), with students in full time employment being the least likely to agree (34%⇩). Students aged 18-25 (45%⇧), international students (47%⇧), and those who use AI to get their work done faster (45%⇧) are more likely to be concerned that using AI for written assignments is reducing their critical thinking and/or communication skills.

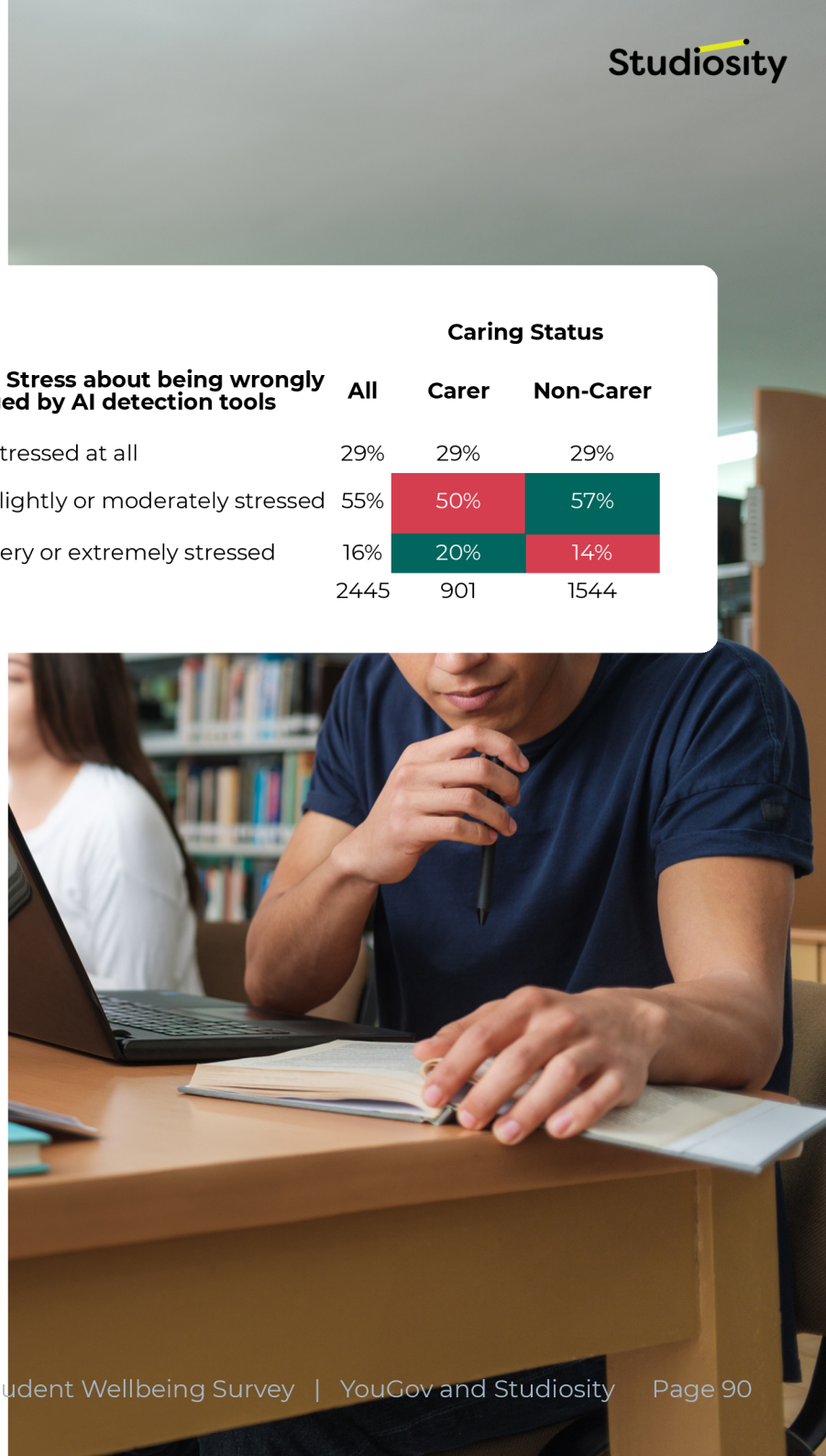
		Status	
QD13 Concerned that using AI for written assignments is reducing thinking and/or communication skills	**All**	**International Student**	**Domestic Student**
Net Disagree	37%	28%	38%
Neutral	25%	26%	25%
Net: Agree	38%	47%	37%
N	2445	306	2139

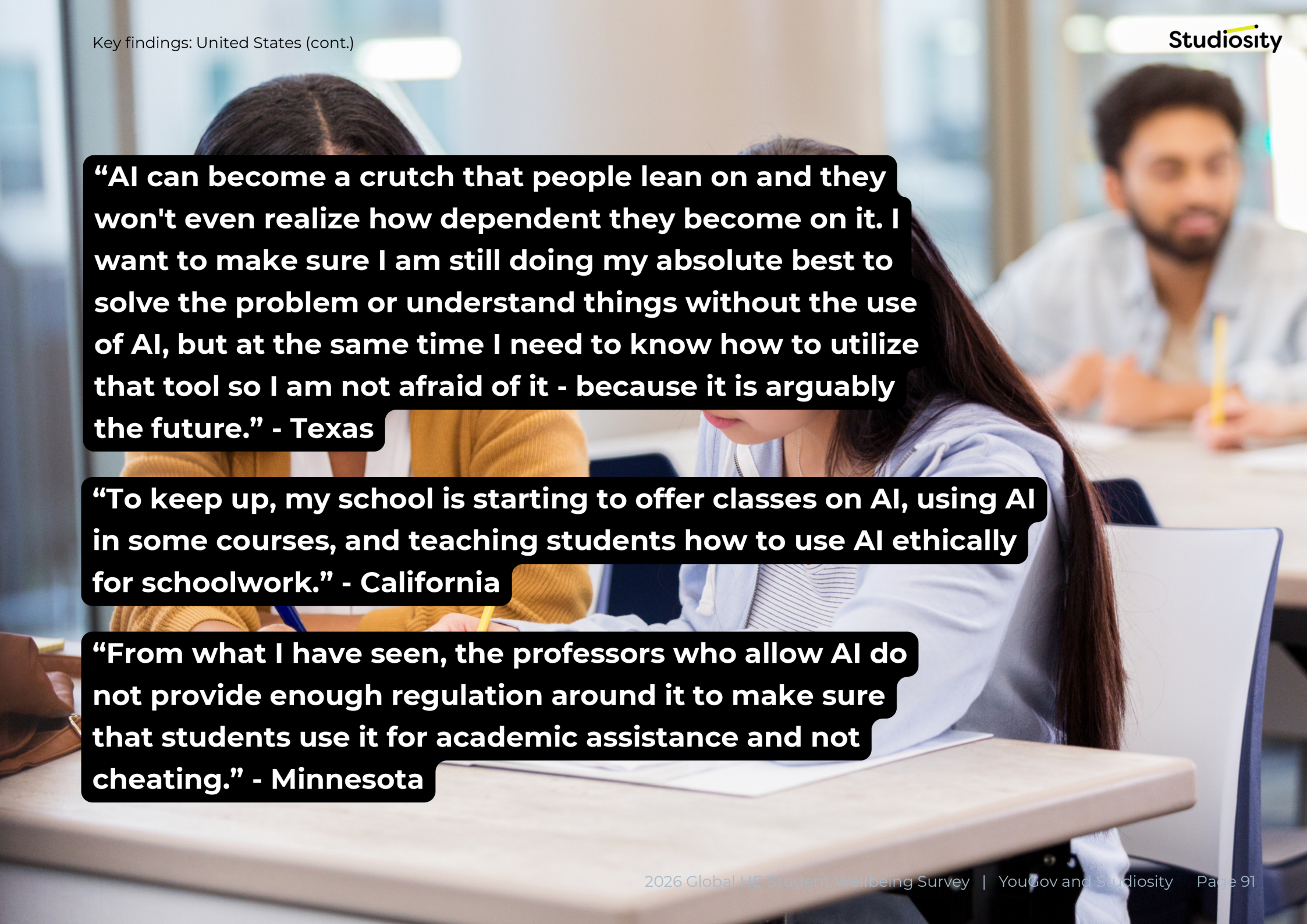
A majority of students perceive universities as adapting quickly enough to include AI support tools, at 57%. A similar proportion (56%▼) report that their university has provided training, policies or guidelines on the ethical use of AI; however, this level is lower than other geographies.

When asked why AI was a source of stress, US students cited 'being accused of cheating when I did nothing wrong' (45%), 'privacy and security of my data' (40%), and 'not learning anything because I use AI too much' (39%▲). Students aged 18-25 are more likely to say they are concerned about accusations of cheating despite doing nothing wrong (49%⇧), not learning because of overuse of AI (46%⇧), becoming addicted to using AI (41%⇧), and getting caught cheating (26%⇧). In particular, STEM students are most likely to put 'not learning anything because they use AI too much' (47%⇧) in their top three stressors, whereas heavy users of AI, such as those who work full time (24%⇧), having caring responsibilities (21%⇧), and international students (31%⇧) are more likely to say that their professor or teacher not understanding AI is a source of concern.

Interestingly, US students are less likely than their counterparts in other geographies to say that 'being addicted to AI' is a source of concern (36%▼). The US was the country most likely to not be stressed at all (29%▲) about being wrongly flagged by AI detection work, with international students (30%⇧) and those with caring responsibilities (20%⇧) more likely to feel very or extremely stressed about being wrongly flagged by AI detection tools.

QD12 Stress about being wrongly flagged by AI detection tools	All	Caring Status: Carer	Caring Status: Non-Carer
Not stressed at all	29%	29%	29%
Net slightly or moderately stressed	55%	50%	57%
Net very or extremely stressed	16%	20%	14%
N	2445	901	1544





"AI can become a crutch that people lean on and they won't even realize how dependent they become on it. I want to make sure I am still doing my absolute best to solve the problem or understand things without the use of AI, but at the same time I need to know how to utilize that tool so I am not afraid of it - because it is arguably the future." - Texas

"To keep up, my school is starting to offer classes on AI, using AI in some courses, and teaching students how to use AI ethically for schoolwork." - California

"From what I have seen, the professors who allow AI do not provide enough regulation around it to make sure that students use it for academic assistance and not cheating." - Minnesota

Study stress

US students report some of the highest levels of frequent stress globally, driven by a struggle to balance personal life with intense academic workloads.

Compared to students in other geographies, except for Canada, a higher proportion of students in the surveyed group reported experiencing stress constantly (more than twice a day)/daily (38%▲), with those aged 18-25, studying medicine, and international students more likely to experience this higher level of stress (42%⇧, 54%⇧, 51% ⇧ constantly/daily respectively).

The primary causes of stress were 'balancing study personal life' (62%▲), 'exams and assessments' (58%▼), and academic workload (57%), with those aged 18-25 and students studying STEM more likely to feel stressed about their academic workload (62%⇧ respectively).

"Some of my professors insist on us using AI, and I stress about using it in the wrong way and being flagged. I'm morally opposed to AI, yet I have to use it without copying anything?!?" - Texas

Human connection

The United States leads in global belonging metrics, showing significant year-on-year improvement, even as formal mentorship programs experience a sharp decline.

Students in the US have the highest reported levels of students who feel they either somewhat or very much feel like they belong (77%▲, significantly up from 2025 at 71%). Though domestic students are less likely than international students to say they belong (76%⇩ compared to 81%⇧ respectively), a majority of students still feel like they belong. This includes students with caring responsibilities (82%⇧) and those in full time employment (77%).

About six in ten students did not get assigned a student mentor in their first year (61%, significantly up from 35% not having a formal mentor in 2025) - while four in ten of these students expressed interest in having one (42%▼ – a significant decrease from 53% in 2025). Psychology students are more likely to say they would have liked a student mentor (51%⇧), as are international students (53%⇧).

Students in the US are confident contacting their professor or teacher (88%▲), with those aged 18-25 (83%⇩) least likely to say they feel confident in doing so, as well as international students (84%⇩) and those who identify as Hispanic (84%⇩). Those who say they would have liked a student mentor are less likely to say they are confident in contacting their professor or teacher (82%⇩).

QB4 Belonging	2025	2026
Net Not much at all, Not much	7%	7%
Neutral	21%	16%
Net Somewhat, Very much	71%	77%
N	3000	3054

“Although I am an online student, I am still frequently contacted about events at my school. My professors make a great effort to include me in any on-campus activities related to my major. I am confident that I can go to campus any time I need help.” - Alabama

Employability

The United States leads in global employability confidence, with students reporting strong skill development and communication proficiency, even as AI concerns begin to divide younger and international cohorts.

“They could help a little bit more with giving students connections to people who are hiring in each field of study.” - Georgia

There is confidence in employability metrics across students in the US with a majority (79%▲) agreeing their degree is developing the skills they need to succeed in their future job, the highest of any country, while eight in ten (82%▲) agree they have strong English writing and communication skills needed to apply for and get a job, and six in ten (59%▲) have confidence in attaining a job related to their degree within 6 months of graduation. One in four (38%▼) are concerned that AI will make it harder for them to get a job in their field of study.

Students aged 18-25 are more likely to be concerned that AI will make it harder for them to get a job in their field of study (42%⇧), especially when compared to other age groups, as are international students (47%⇧), who are also more likely to have confidence they will be able to get a job related to their degree within six months of graduation (66%⇧) and that AI skills will be important in getting a job in their field of study (58%⇧).

Related to this, four in ten US students say that AI skills will be important for getting a job in their field of study (44%▼), which is more likely among those with student mentor access (49%⇧), those with caring responsibilities (54%⇧), and students in full time employment (52%⇧).



“The difficulty and secrecy behind not having full access to previous exams and answers is an issue that myself and a lot of students have struggled with. It makes it difficult to learn from past mistakes.” - Michigan

Appendices

Appendix: questionnaire

Studiosity: 2026 Global Student Wellbeing Survey
Introduction and context
Quotas: Multi-country. N=10,224 university students in the prior year (2025)

Markets and Target Completes	n =
APAC	
Australia	1200
New Zealand	500
Singapore	500
Malaysia	500
UK	2300
Canada	1000
MENA	
UAE	500
Saudi Arabia	500
USA	3000
TOTAL	10,000

Length of Interview (LOI) = 10 mins

CODING INSTRUCTIONS FOR GEOGRAPHY:

CREATE COUNTRY VARIABLE:
1= Australia
2= New Zealand
3= Singapore
4= UK
5= Canada
6= UAE
7= Saudi Arabia
8= USA
9= Malaysia
Notes to scripting
Please note, that all scripting notes have been formatted like THIS. Each question is formatted in a table, the far left column includes the scripting notes for the question unless otherwise indicated.
.

Code	**requirement**
R	RANDOMISE
SR	SINGLE RESPONSE
MR	MULTIPLE RESPOSNE
SR row	Single response in a row - for grid question.
PIPE	Code in response from the question specified
TEXT	Text to use for guidance and introduction
OPENENDED	A text box for the respondent to use to provide a unscripted response.
STLFLAG	Straight line check required, on the vertical axis (row), flag = flagging, alt with Term if you wish to terminate
97	‘Other, please specify’, include a textbox for open ended responses
98	NA, not applicable, none of the above
99	I don’t know, I can’t remember

SCREENER
[INTRODUCTION]

Hi there, and welcome.

What was your experience as a student in 2025?

The feedback you give in this survey is important for sharing with university leaders worldwide and supporting change.

Answer the questions while thinking about your experience as a student in 2025. Please remember your answers will always be treated anonymously.
The survey will take around 10 minutes to complete.

age_pdl OPENENDED	How old are you?

QS2 SR Exclude gender pdl	Are you...?	Male	<01>
		Female	<02>
		Non-binary [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<03>
		Other [please specify] [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<97>
		I prefer not to say [DO NOT SHOW TO COUNTRY VARIABLE CODES 6-7]	<98>

QS3 sr terminate = 03	Are you...?		Currently a university student in 2025	<01>
			Just finished your university studies in 2025	<02>
			Neither	<03>

QS4 SR Terminate if ≠ <01-03> FOR USA and CANADA replace organisation to organization FOR USA replace the word university with college / university	Which of the below best describes the level that you just finished in 2025?	University – 1st year undergraduate	<01>
		University – 2nd year undergraduate	<02>
		University – 3rd year or higher undergraduate	<03>
		University – Postgraduate	<04>
		TAFE / Polytechnic (NZ)	<05>
		Private College	<06>
		Registered Training Organisation	<07>
		Other [please specify]	<97>

Q-Uni sr	HIDDEN Question – Do not show live or testing purpose. SET Code 1: IF COUNTRY = Canada or USA Else SET code 2	college / university	<01>
		university	<02>

QS5 SR	Where is your study <INSERT Q-UNI> based?	United Kingdom	<01>
		Australia	<02>
		New Zealand	<03>
		Canada	<04>
		USA	<05>
		Singapore	<06>
		Middle East / Gulf	<07>
		Malaysia	<08>

QS6 DROP DOWN QUESTION SR refer to xls university list unique codes have been allocated	Please tell us the <INSERT Q-UNI> you were enrolled at in 2025? IF CODE 1 AT QS5: SHOW UK UNIVERSITY LIST IF CODE 2 AT QS5: SHOW AUSTRALIA UNIVERSITY LIST IF CODE 3 AT QS5: SHOW NEW ZEALAND UNIVERSITY LIST IF CODE 4 AT QS5: SHOW CANADA UNIVERSITY LIST IF CODE 5 AT QS5: SHOW USA UNIVERSITY LIST IF CODE 6 AT QS5: SHOW SINGAPORE UNIVERSITY LIST IF CODE 7 AT QS5: SHOW MIDDLE EAST / GULF UNIVERSITY LIST IF CODE 8 AT QS5: SHOW MALAYSIA UNIVERSITY LIST

QS7_1 SR ASK IF QS5=01 Display code 11 and 12 before code o1	Please tell us the state or territory where you lived for most of 2025:	England - Yorkshire & the Humber	<01>
		England - Midlands	<02>
		England - East of England	<03>
		England - London	<04>
		England - South East	<05>
		England - South West	<06>
		Wider UK - Scotland	<07>
		Wider UK - Wales	<08>
		Wider UK - Northern Ireland	<09>
		Wider UK - Channel Islands	<10>
		England - North East	<11>
		England - North West	<12>

QS7_2 SR ASK IF QS5=02	Please tell us the state or territory where you lived for most of 2025:	Sydney – City / Suburbs	<01>
		NSW – Regional	<02>
		Melbourne – City / Suburbs	<03>
		VIC – Regional	<04>
		Brisbane – City / Suburbs	<05>
		QLD – Regional	<06>
		Perth – City / Suburbs	<07>
		WA – Regional	<08>
		Adelaide – City Suburbs	<09>
		SA – Regional	<10>
		ACT	<11>
		Hobart – City/Suburbs	<12>
		TAS – Regional	<13>
		Darwin – City/Suburbs	<14>
		NT – Regional	<15>

QS7_3 SR ASK IF QS5=03	Please tell us the state or territory where you lived for most of 2025:	NZ - South Island	<01>
		NZ - North Island	<02>

QS7_4 SR ASK IF QS5=04	Please tell us the state or territory where you lived for most of 2025:	Alberta	<01>
		British Columbia	<02>
		Manitoba	<03>
		New Brunswick	<04>
		Newfoundland and Labrador	<05>
		Northwest Territories	<06>
		Nova Scotia	<07>
		Nunavut	<08>
		Ontario	<09>
		Prince Edward Island	<10>
		Quebec	<11>
		Saskatchewan	<12>
		Yukon	<13>

Studiosity

QS7_5 SR ASK IF QS5=05	Please tell us the state or territory where you lived for most of 2025:	Alabama	<01>
		Alaska	<02>
		Arizona	<03>
		Arkansas	<04>
		California	<05>
		Colorado	<06>
		Connecticut	<07>
		Delaware	<08>
		Florida	<09>
		Georgia	<10>
		Hawaii	<11>
		Idaho	<12>
		Illinois	<13>
		Indiana	<14>
		Iowa	<15>
		Kansas	<16>
		Kentucky	<17>
		Louisiana	<18>
		Maine	<19>
		Maryland	<20>
		Massachusetts	<21>
		Michigan	<22>
		Minnesota	<23>
		Mississippi	<24>
		Missouri	<25>
		Montana	<26>
		Nebraska	<27>
		Nevada	<28>
		New Hampshire	<29>
		New Jersey	<30>
		New Mexico	<31>
		New York	<32>
		North Carolina	<33>
		North Dakota	<34>
		Ohio	<35>
		Oklahoma	<36>
		Oregon	<37>
		Pennsylvania	<38>
		Rhode Island	<39>
		South Carolina	<40>
		South Dakota	<41>
		Tennessee	<42>
		Texas	<43>
		Utah	<44>
		Vermont	<45>
		Virginia	<46>
		Washington	<47>
		West Virginia	<48>
		Wisconsin	<49>
		Wyoming	<50>

QS7_6 SR ASK IF QS5=06	Please tell us the state or territory where you lived for most of 2025:	Central Region	<01>
		East Region	<02>
		North Region	<03>
		North-East Region	<04>
		West Region	<05>

QS7_7 SR ASK IF QS5=07	Please tell us the state or territory where you lived for most of 2025:	UAE	<01>
		Saudi Arabia	<02>
		Oman	<03>
		Bahrain	<04>
		Kuwait	<05>
		Qatar	<06>
		Egypt	<07>

QS7_8 SR ASK IF QS5=08	Please tell us the state or territory where you lived for most of 2025:	Selangor	<01>
		Johor	<02>
		Kuala Lumpur	<03>
		Sabah	<04>
		Sarawak	<05>
		Perak	<06>
		Kedah	<07>
		Penang	<08>
		Pahang	<09>
		Melaka	<10>
		Negeri Sembilan	<11>
		Kelantan	<12>
		Terengganu	<13>
		Perlis	<14>
		Putrajaya	<15>
		Labuan	<16>

QS8 SR	What was your student status in 2025?	Full-time student	<01>
		Part-time student	<02>

QS9 SR	What is your typical study mode?	Away from campus / distance only	<01>
		On campus only	<02>
		Mix of both campus/away from campus	<03>
		Away from campus with some on-campus visits (for example, on campus for exams or residential)	<04>

QS10 R SR ANCHOR <97>	What area of study was your degree in 2025? Select the one most relevant to your course.	STEM (Science, Technology, Engineering or Mathematics)	<01>
		Medicine	<02>
		Nursing	<03>
		Psychology	<04>
		Business	<05>
		Law	<06>
		Languages	<07>
		Humanities and social sciences (e.g. English, history, gender studies etc.)	<08>
		Journalism and communications	<09>
		Creative Arts	<10>
		Other [please specify]	<97>

QS11 SR	What was your average grade in 2025? Use the closest % range.	Non-Pass (Below 50%)	<01>
		Pass (50 – 64%)	<02>
		Credit (65 – 74%)	<03>
		Distinction (75 – 84%)	<04>
		High distinction (85 – 100%)	<05>
		Prefer not to say	<98>

QS12 SR	Were you in paid employment in 2025? Please select the option most relevant to you.	Yes - Casual	<01>
		Yes – Part-time	<02>
		Yes – Full-time	<03>
		No	<04>

QS13 SR	What best describes your status at your <INSERT Q-UNI>?	I am an international student (I am not a resident of the country I am studying in)	<01>
		I am a domestic student (I am a resident of the country I am studying in)	<02>

QS14 SR	Are you a caregiver for a child or other family member?	Yes	<01>
		No	<02>

QS15 SR	Is English your first language?	Yes	<01>
		No	<02>

QS16 SR	Which of the following is your first language? INSERT YOUGOV LANGUAGE LIST

PILLAR 1: WELLBEING AND STUDY STRESS

QA1 SR	On average, how often do you feel stressed by studying?	Constantly (more than twice a day)	<01>
		Daily	<02>
		Weekly	<03>
		Monthly	<04>
		A few times per term/semester	<05>
		A few times a year	<06>
		Less often than a few times a year	<07>
		Never	<08>

QA2 RANK TOP 3 ORDER R ANCHOR <97>	Out of the following options, what makes you feel the most stressed about studying? Please rank your top 3, where 1 is what makes you feel the most stressed.	Exams and assessments	<01>
		Balancing study with personal life	<02>
		Financial concerns (e.g., tuition, living costs, work)	<04>
		Social pressures, making friends	<07>
		Fear of failing (for e.g., exam, assessment, or other)	<09>
		AI detection on my work	<11>
		Future career prospects	<13>
		Other	<97>

QA2_97 ASK IF <97> SELECTED AT QA2 OPENENDED	What is your Other reason for what makes you feel stressed about studying?

PILLAR 2: WELLBEING AND HUMAN CONNECTION

QB4 SR	Do you feel like you 'belong' in your <INSERT Q-UNI>community? (for example, do you feel supported and included?)?	Very much	<01>
		Somewhat	<02>
		Neutral	<03>
		Not much	<04>
		Not much at all	<05>

QB4OE OPENENDED	When asked if you feel like you 'belong' in your <INSERT Q-UNI> community, you answered '[pipe in QB4]'. Please share why you feel this way.

QC1 SR	Did you have a student mentor assigned to you in your first year of <INSERT Q-UNI>?	Yes	<01>
		No	<02>

QC2 SR ASK IF <2> SELECTED AT QC1	Would you have liked to have a mentor?	Yes	<01>
		No	<02>

Show QC5 and QC5a on same screen			
QC5 SR	Do you feel confident contacting your professor or teacher with questions?	Yes	<01>
		No	<02>
QC5OE OPENENDED	Please share why you feel this way about contacting your professor or teacher.		

PILLAR 3: WELLBEING AND USE OF AI

QD1new SR	Have you used any AI tools to help with your assignments or study tasks? AI or artificial intelligence refers to digital tools or helpers that can give feedback, answer questions, or assist with study tasks.	Yes, regularly	<01>
		Yes, a few times	<02>
		Yes, once or twice	<03>
		Never	<04>
		Not sure	<05>

Show Qd8 and Qd8oe on same screen			
Qd8 SR ASK IF < 1,2,3> SELECTED AT QD1new	When you use AI tools for your studies, what do you mainly use them for? Please select one response.	Get it done faster	<01>
		Help me learn	<02>
Qd8OE OPENENDED ASK IF < 1,2,3> SELECTED AT QD1new	Please share why you mainly use AI tools for this purpose.		

QD2new SR ASK IF < 1,2,3> SELECTED AT QD1new	How much stress do you experience while using AI tools as part of your studies?	No stress	<01>
		A little stress	<02>
		Some stress	<03>
		A lot of stress	<04>

Qd10 RANK TOP 3 ORDER R ASK IF < 2,3,4> SELECTED AT QD2NEW	What are the most stressful parts of using AI? Please rank your top 3, where 1 is the most stressful part.	Getting caught cheating	<01>
		Being accused of cheating when I did nothing wrong	<02>
		Not learning anything because I use AI too much	<03>
		Becoming addicted to using AI	<04>
		Privacy and security of my data	<05>
		Ownership of my work when AI is involved	<06>
		Other students using AI to get better grades	<07>
		Unsure about AI rules at my <INSERT Q-UNI>	<08>
		My professor or teacher doesn't understand AI.	<09>
		Other	<97>

Qd10OE OPENENDED ASK IF <97> SELECTED AT Qd10	You selected “Other” as one of the most stressful parts of using AI. Please tell us more about this other stress you experience when using AI tools for your studies.

Show Qd11 and Qd11oe on same screen			
QD11 SR	Has your <INSERT Q-UNI> provided any training, policies, or guidelines on the ethical use of AI to support your studies?	Yes	<01>
		No	<02>
		Not sure	<03>
Qd11OE OPENENDED ASK IF <1> SELECTED AT Qd11	Please share more details about your <INSERT Q-UNI>’s approach to training, policies, or guidelines on the ethical use of AI. This could include reasons why and how they are provided, or why they are not.		

QD12 SR ASK IF < 1,2,3> SELECTED AT QD1new	When submitting a final or major written assessment, how stressed do you feel about the possibility of being wrongly flagged by AI detection tools?	Not at all stressed	<01>
		Slightly stressed	<02>
		Moderately stressed	<03>
		Very stressed	<04>
		Extremely stressed	<05>

QD5New SR ASK IF < 1,2,3> SELECTED AT QD1new	How confident are you that you are learning when using AI tools as part of your studies?	Not at all confident	<01>
		Slightly confident	<02>
		Moderately confident	<03>
		Very confident	<04>
		Extremely confident	<05>

Show Qd13 and Qd13oe on same screen			
QD13 SR ASK IF < 1,2,3> SELECTED AT QD1new	Please rate how much you agree with the following statement. I am concerned that using AI for written assignments is reducing my critical thinking and/or communication skills.	Strongly Disagree	<01>
		Disagree	<02>
		Neutral	<03>
		Agree	<04>
		Strongly Agree	<05>
Qd13oe OPENENDED	Please share why you feel this way when using AI tools as part of your studies.		

QD6 SR WITH OPEN ENDED	Do you expect your university to give you access to generative AI (artificial intelligence) tools to support your studies?	Yes. Please specify which tools you expect your University to give you access to and/or why you expect them to give you this access. [Optional Text Field]	<01>
		No. Please specify why you do not expect your university to give you this access. [Optional Text Field]	<02>

QD4 SR [AUTOCODE < 1> IF < 1> SELECTED AT QD6 [AUTOCODE < 2> IF < 2> SELECTED AT QD6	Do you expect your university to give you access to generative AI (artificial intelligence) tools to support your studies? AI or artificial intelligence refers to a trained digital helper that provides personal feedback and other 24/7 study help.	Yes	<01>
		No	<02>

QD7 OPEN ENDED	Is your university adapting fast enough to include AI (artificial intelligence) support tools to help with your study?	Yes. Please give examples of how your university is adapting [Open ended]	<01>
		No. Please explain why. [Open ended]	<02>

QD5 SR R	What is the main reason you would use the university's AI support or feedback?	Confidence – to check I'm on the right track throughout my assignment	<01>
		Speed – only waiting minutes, not a day or several days for feedback	<02>
		Grades – to improve my own work before I submit	<03>
		Do not want to burden others – for example, I won't feel bad asking for my teacher's or friend's time	<04>
		Avoid embarrassment from a real person – for example, the AI won't judge my writing	<05>
		Safety – because I can trust AI resources that my university provides	<06>
		Other [Field]	<97>

QD7 OPEN ENDED	Is your <INSERT Q-UNI> adapting fast enough to include AI (artificial intelligence) support tools to help with your study?	Yes. Please give examples of how your <INSERT Q-UNI> is adapting [Open ended]	<01>
		No. Please explain why. [Open ended]	<02>

PILLAR 4: WELLBEING AND EMPLOYABILITY

QE1	Please rate how much you agree with the following statements on a scale of 1 to 5.					
GRID R ROWS SR PER ROW		1 Strongly Disagree	Disagree	Neutral	Agree	5 Strongly Agree
<01>	My degree is developing the skills I need to succeed in my future job	1	2	3	4	5
<02>	I have strong English writing and communication skills needed to apply for and get a job	1	2	3	4	5
<03>	I will be able to get a job related to my degree, within 6 months of graduation	1	2	3	4	5
<04>	I'm concerned that AI will make it harder for me to get a job in my field of study.	1	2	3	4	5
<05>	AI skills will be important for getting a job in my field of study	1	2	3	4	5
<06>	If I get a good grade, it means I learned the subject well	1	2	3	4	5
<07>	If there were no rules around AI use, I would use AI to write my papers	1	2	3	4	5

PILLAR 5 AND CONCLUSION:

FREE INPUT FROM STUDENTS, FEEDBACK TO UNIVERSITY LEADERS

QF1 OPENENDED 4 RESPONSE BOXES	Recommendations for improvement: In your opinion, what specific changes or improvements could your <INSERT Q-UNI> make to enhance these areas for students:
<01>	Wellbeing [open text response]
<02>	Success [open text response]
<03>	Overall degree experience [open text response]
<04>	Other parts of your studies [open text response]

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