

Think Stressful Thoughts: Stress, Anxiety and Depression in College Students

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Abstract

Mental health can have an impact on several vital areas, including but not limited to work, studies or relationships. This paper examines the relationship between mental health issues –such as stress or anxiety– and college students, focusing on the perception of stress that students have in connection to exams, deadlines or time management, among others. For this end, a survey was carried out among a small group of English students (both in Translation and Teacher Training courses) at Universidad Católica Argentina to measure their perceived feelings of stress and to question them about the support systems available to them at the aforementioned university. Both the survey and the literature cited in the paper seem to reinforce the conclusion that mental health issues are relevant in academic contexts and may be connected to a variety of factors including academic pressures, test anxiety and bad time management.

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Keywords: depression, stress, anxiety, college students, mental health, exams, time management

Resumen

La salud mental puede tener un impacto en diversas áreas de la vida, que incluyen, entre otras cosas, lo laboral, el estudio o hasta las relaciones interpersonales. Este trabajo aborda la relación entre cuestiones de salud mental –tales como el estrés o la ansiedad– y los estudiantes universitarios, concentrándose en la percepción del estrés que los estudiantes tienen cuando se trata de exámenes, fechas de entrega o manejo del tiempo, entre otros. A estos fines, se llevó a cabo una encuesta en un pequeño grupo de estudiantes de Traducción y Profesorado de Inglés en la Universidad Católica Argentina para medir los sentimientos de estrés que ellos percibían y para preguntarles por los sistemas de soporte disponibles en dicha institución. Tanto la encuesta como la literatura citada en el trabajo parecen respaldar la conclusión de que la salud mental está involucrada en los contextos académicos y puede estar conectada a una serie de factores, entre los que se encuentran la presión académica, la ansiedad por los exámenes, y un mal manejo del tiempo.

Palabras clave: depresión, estrés, ansiedad, estudiantes universitarios, salud mental, exámenes, manejo del tiempo

Introduction

Mental health is not the taboo subject that it once was. Currently, it is openly discussed and mentions of therapy are included and encouraged in everyday conversation. However, the presence of discussion on mental health within the school system may still be relatively small, particularly as regards support systems.

To understand the issue of mental health related to academic life, this paper will focus on the stress, anxiety and depression perceived by students due to exams, deadlines or other factors that may negatively impact on their university experience. A literature review will analyse contributions made by several authors in order to clarify the concepts under debate. Subsequently, a survey will be carried out to measure the feelings of stress perceived by students under different circumstances, and to question them about support systems at their university.

Literature Review

The lack of mental health awareness that pervades the educational system both in Argentina and in other countries in the world has led to a lack of understanding about certain mental health issues that affect higher education students, both those who are still in their last years of secondary school, but more importantly for this paper, the ones who are in college. The following study shall focus on three issues in particular: stress, anxiety, and depression. After providing a review of the definitions that the literature provides for these terms, possible causes for the appearance of these conditions during college years will be explained.

Firstly, it should be noted that, according to McLeod, Uemura, and Rohrman (2012), anxiety and depression, and by extension, stress, are internalising problems, meaning forms of

distress – or emotional and behavioural issues – that are directed inward. Putwain (2007) states that research into stress has been carried out extensively since the 1950's, and more importantly for this first section of the literature review, he makes a distinction between types of stress, and between stress and anxiety in the hope of clarifying the existent confusion as regards these terms, which have oftentimes been used interchangeably.

As regards the types of stress, Putwain (2007) separates *academic* from *examination stress*. The former refers to all the work involved in academic settings, such as homework or assignments, and is not restricted to examinations. However, for Putwain (2007), examinations, and by extension, examination stress are the most prevalent indicator of stress in school settings.

In connection to the distinction between stress and anxiety, Putwain (2007) defines anxiety after Eysenck (1992), as follows: “Anxiety refers to a subjective experience of fear and apprehension accompanied by a state of physiological arousal where heart rate increases, palms become sweaty and so forth” (p. 211). Another point that Putwain (2007) makes is that stress is alternatively used to refer to a cause and an effect, contrary to the term anxiety, which is solidly an effect. The definition quoted above would then correlate with this distinction in terms, as it positions anxiety as the outcome of a specific stimulus. However, Putwain (2007) warns that reducing stress to a cause, or to a mere stimulus may divert attention from how stress is perceived by different people. This perception of stress is important since not everybody is stressed by the same stimulus, or even presents the same responses to their feelings of anxiety. In addition to this, anxiety is not the only outcome of stress, which can also be accompanied by depression, anger, or perceived self-esteem.

Putwain (2007) has exalted the importance of examination stress and also the necessity of taking test anxiety into consideration; he defines the latter as the “(...) reactions of students in a variety of testing and assessment contexts (...)” (p. 209). He is not the only one to focus on test anxiety. For instance, Peleg (2009) dedicates a section of their study to explain that test anxiety, particularly when it is high, can lead to low self-esteem, behavioural issues, feelings of dread, poor academic performance, and a general negative attitude towards school due to the severe fear of failure. Moreover, Birenbaum (2007), after reviewing some studies, describes two opposite models connected to information processing in people who suffer from test anxiety: the interference model and the skill-deficit model. In the first one, students are distracted by worrisome thoughts during the test, which leads to an inability to properly process the information needed to solve the tasks. In the second, on the contrary, the students present poor learning strategies, which results in the fact that they may not be able to organise the information properly in their mind, complicating its retrieval during the evaluation situation.

Similarly to Putwain (2007), Robotham (2008) associates stress to the perception of subjects who are incapable of dealing with an event either from the present, the past, or the future. This stress may lead to positive consequences if the students feel challenged, or to negative ones if they perceive the situation as a threat. Robotham (2008) then goes on to define a series of student stressors, divided into the following categories: related to studying, to studying abroad, to the transition to university, to financial issues, and to examinations.

Within each category, Robotham (2008) enumerates several stressors that affect students to varying degrees, and sometimes more than one factor is at play. In the case of stressors related to studying, what must be taken into account according to the research that Robotham (2008) has

carried out includes stress over the workload, over the ability to meet deadlines, and the fear of failure, which, Schafer (1996), who Robotham cites, defines as the

[...] perfectly natural and can help motivate you to prepare and perform well. Sometimes, however, fear of failure becomes so extreme that it creates unnecessary emotional and physical distress. (p. 555).

In addition to these stressors, another very important one that can be included within this category is the one related to time management, since the inability to manage their time properly leads several students not only to feelings of anxiety, but also to performing unhealthy behaviours which worsen the situation. For example, sometimes students who are not capable of managing their time as they should, resort to working during the night and losing sleep, which inevitably leads to a decrease in their capacities to deal with stress, due to their not being able to cope with it. Finally, high achievers are more affected by all of these stressors, as they are more worried about their performance at school.

Examination stress, as has been stated above, is a recurrent element in educational settings, often accompanied, at least as regards college students, by physical symptoms such as nausea, stomach pains, and changes in eating and sleeping patterns. However, Robotham (2008) points out that, in general, stress levels decrease after the first examination, which may raise the question of whether it is the idea of taking a test which causes the stress, rather than the test itself.

Regarding the transition to university, the stress that is caused by this factor can be very serious, as evidenced by a study on students attempting suicide, carried out by Bernard et al. (1982), which Robotham (2008) makes reference to in order to explain that “Of those who had attempted suicide only 7% cited academic problems as a key factor, while 75% identified social

and personal problems.” (p. 739). The issues in the transition to university arise from the absence of the support system that the newcomers used to have during high school, which was composed of childhood friends and their families, paired with the new social environment, and the need to make new friends, all of which they have to adapt to at the same time as they learn about the new academic requirements they must fulfil.

Those who go to a different country to study have to deal with all the aforementioned elements and, on top of that, may have difficulties with the language if their level is not proficient enough for a higher education course, and the new culture in which they are immersed may come as a shock to them.

Finally, some students have to face financial issues that, whether temporal or not, heighten their anxiety, especially if the situation is dire enough that students feel the need to work part-time, which can bring about problems in time management, among other things. Robotham (2008) uses the Student Living Report (2004) to illustrate the detrimental effects that working due to financial instability may have on students’ well-being:

This need to work has added to what is, for some, already a stressful situation, such that 59% of students reported that they feel more stressed now, in comparison to their previous educational experiences. (Robotham, 2008, p. 740).

Gallegos, Langley, and Villegas (2012) contribute to the discussion by analysing the presence of stress, anxiety and depression in students with learning disabilities in Mexico, reaching the conclusion that those with learning disabilities are more prone to suffering from depression or anxiety. Furthermore, having these disabilities sometimes leads to their being bullied or to peer victimization, which causes anxiety and loneliness, the second of which can be a prelude to a

depressive disorder. McLeod *et. al.* (2012) add the impact of disadvantaged social statuses as another factor which increases the likelihood of distress and disorders.

Another side of the discussion is the one presented by Wintre *et. al.* (2011), where they analyse the motives why a certain sector of the college population in Canadian universities experience a decline in their grades during their first year of university when compared to their performance during the last year of secondary school. They divide students into two groups: the maintainers, who, as the name indicates, generally maintain the same averages they had in high school; and the decliners, who do not. What stands out from their research are the possible motives why this takes place, among which one can find psychological well-being, demographic and familial variables, and factors related to the transition into university life. Although all of them are of importance, the present review is going to concentrate on the first.

The variables related to psychological well-being include depression, perceived stress, self-esteem and perceived mental health. Wintre *et. al.* inform that “Estimates of depression in the university population range from 30% of students experiencing mild depression to 15% experiencing clinically severe levels of depression.” (2011, p. 469), showcasing just how serious the problem is. As was explained by Robotham (2008), and now by Wintre *et. al.* (2011), the psychological well-being of students depends, largely, on how students have to adapt to a new interpersonal and work environment, with demands –social, intellectual, financial- that are different from those they knew before. The shock of encountering these new demands is more pronounced for first-year students, for they are unfamiliar with how university life works, especially in comparison with their previous schooling. One of the most important conclusions that Wintre *et al.* (2011) reach is that by November, when the first set of finals is closing in, the

Maintainers report more positive measures of psychological well-being, compared to the Decliners. Their better psychological well-being is accompanied by a better adaptation to university life, by concrete plans and by proper time management.

Lastly, as for the responses that students may have to mental health issues, in particular to stress, Robotham (2008) divides them into the following categories:

Emotional (fear, anxiety, worry, guilt, grief, or depression), cognitive reactions (i.e., their appraisal of stressful situations and strategies), behavioural (crying, abuse of self or others, smoking and irritability) and physiological (sweating, trembling, stuttering, headaches, weight loss or gain, body aches). (p. 740)

The mental health issues that have been discussed in this review do not only affect the academic performance of those who suffer from them, but they also have repercussions on their social status, due to the stigma that accompany them. McLeod et al. (2012) refer to labelling theory as proposed by Gove (1982) and Scheff (1966), according to which mental health problems have social consequences due to their stigmatisation and the rejection that is expected by those who are diagnosed with some sort of mental disorder of the type described in this review.

The stigmatisation of mental illness can lead to a lack of access to services meant to help overcome these issues, a problem that ought to be solved by taking initiative and by designing early identification and intervention programs, as Gallegos, Langley and Villegas (2012) are adamant on. In the same line of thought, Robotham (2008) proposes that higher education institutions ought to provide resources for its students that will enable them to learn how to deal with stress and with its associated problems, such as anxiety and depression. According to Robotham (2008), this is generally more effective at the individual level, where the intervention

is centred on teaching the individual how to cope with stress by either eliminating or reducing the stressors around them, or to manage the negative effect that these stressors generate on their mental stability.

To conclude, stress and its associated emotional and behavioural outcomes are present in college life, particularly affecting first year students. The methods for helping students cope with them, or to reduce the stigma surrounding those suffering from these issues are still being worked on, and in the context of Argentina, ought to be studied in more depth. As for the causes, these mental health issues seem to ensue from a wide variety of factors, ranging from the financial, to the social, to the personal learning strategies and coping mechanisms, among others.

Procedure

Context

In order to deepen the understanding of the topics discussed in the literature review, a questionnaire was designed with views to analysing the presence of stress, depression and anxiety within the UCA community of English students. The questionnaire consists of 16 questions and was administered to 20 respondents, all belonging to two of the English courses of studies at Universidad Católica Argentina: the teacher training course and the translation studies training course, through an anonymous Google form. The respondents share similar educational experiences, due to belonging to the same college and area of studies, and have shared many subjects, particularly during the first two years of studies.

However, the number of respondents only represents a small sample size of the population, so the results must be weighed taking this into account. In addition to this, such issues as stress,

anxiety and depression belong to the field of psychological and psychiatric studies, and the writer of this article does not claim to be an expert in the field. Furthermore, the questions aim to evaluate the student's subjective perception of their stress. Taking no specific stand as regards psychological school of thought, this paper contains and examines general notions about the aforementioned issues, as seen in the Literature Review.

Description and Questionnaire

1. Do you perceive a feeling of stress as regards midterms?
 - a. Always
 - b. Very often
 - c. Sometimes
 - d. Hardly ever
 - e. Never

This question aims to gather information about how much stress students perceive is caused by midterm exams.

2. Do you perceive a feeling of stress as regards final exams?
 - a. Always
 - b. Very often
 - c. Sometimes
 - d. Hardly ever
 - e. Never

This question aims to gather information about how much stress students perceive is caused by final exams.

3. Mention which types of examinations stress you the most
 - a. Oral
 - b. Written
 - c. Both
 - d. Other (s) (assignment, test)

This question aims to assess what types of examinations participants perceive stress students the most, and whether there is any difference between oral and written exams.

4. As you sit for a series of exams, does the feeling of stress lessen as you progress?
 - a. Always
 - b. Sometimes
 - c. Never

This question evaluates whether the feeling of stress decreases after the first exam in a series, whether during midterm or finals season.

5. Have you had difficulties concentrating during an exam because you felt nervous?
 - a. I lose a lot of my concentration
 - b. I slightly lose my concentration
 - c. I do not lose my concentration
 - d. My concentration improves

The purpose of this question is to assess the relationship between perceived nervousness (as part of stress) and perceived concentration during an exam.

6. Choose which of the following physical sensations you have experienced before, during or after an exam or important deadline (you can choose more than one):
- a. Sweating palms
 - b. Pulse acceleration
 - c. Stomach pains
 - d. Nausea
 - e. Changes in eating and sleeping patterns
 - f. Other

This question seeks to identify what the most common physical indicators of anxiety as regards examinations or deadlines are.

7. Have you felt stress during a midterm or final exam because you felt you had not studied enough?
- a. Yes
 - b. Sometimes
 - c. Not very often
 - d. Never

This question aims to check if not feeling prepared enough has any influence on students' exam performance.

8. Have you considered that the amount of work to be done was more than you could handle?

- a. Always
- b. Very often
- c. Sometimes
- d. Hardly ever
- e. Never

This question aims to check if the workload was perceived to be overwhelming for students, as this is one of the most common causes of academic stress.

9. Have you had difficulties meeting deadlines at the correct time and in the appropriate form?

- a. Always
- b. Very often
- c. Sometimes
- d. Hardly ever
- e. Never

The purpose of this question is to identify the respondents who have had issues meeting deadlines.

10. If the answer to the previous question was affirmative, did you feel worried or stressed over not being able to meet the deadline?

- a. Yes
- b. No

This question acts as a continuation of the previous one, in order to determine whether those who could not meet deadlines felt stressed, checking if not meeting deadlines is a possible source of stress or anxiety.

11. Have you been afraid of failing to accomplish your academic goals?

- a. Always
- b. Very often
- c. Sometimes
- d. Hardly ever
- e. Never

The purpose of this question is to determine if academic goals have ever been a source of worry for students.

12. Did you feel depressed or stressed during your first year at college?

- a. Always
- b. Very often
- c. Sometimes
- d. Hardly ever
- e. Never

This aim of this question is to check what the perception of stress was for students as regards their first year at college, which can be very stressful for students.

13. Why do you think you felt this way? (can choose more than one option)

- a. Academic preoccupations (much to study, exams, complexity of content)

- b. Difficulties adapting to the new social environment
- c. Bad time management
- d. Lack of a concrete plan for your career
- e. Other

The aim of this question is to identify the possible causes of stress and/or depression during students' first year at college.

14. Did your academic performance suffer a negative or positive change, or did it remain the same between your last year of secondary school and your first year at college?

- a. Positive change (better marks)
- b. Negative change (worse marks)
- c. Remained the same

This question aims to check whether the respondents fall into the categories of decliners (answer b), maintainers (answer c) or if they have improved (answer a).

15. Would you be willing to ask for help if you felt stressed or depressed due to university demands?

- a. Yes
- b. No

The purpose of this question is to assess whether students would ask for help if they felt stressed.

16. If the answer to the previous question was negative, which of the following factors would influence your decision?

- a. Worry over the stigmatisation of mental health
- b. Fear of being judged
- c. Fear of not being understood by faculty members
- d. Lack of support programs within the university
- e. Other

The purpose of this question is to determine why the respondent would not be willing to ask for help, in case they responded negatively to question 15.

Results

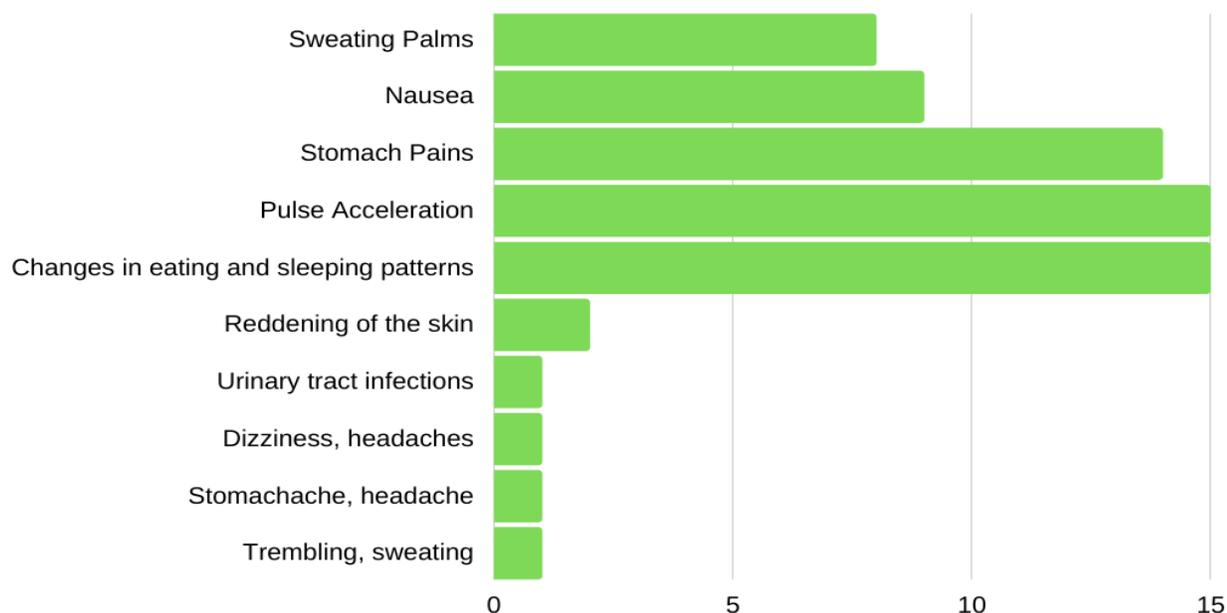
The first four questions focus on evaluating stress levels according to the different types of examinations that exist: midterm, finals, oral, and written. Finals seem to cause more stress than midterms, according to the results: 75% of respondents stated that they were stressed by midterms, while 85% admitted that finals made them feel that way. In addition to this, an overwhelming number of students -70%- seem to find oral exams stressful, while the remaining 30% is equally stressed by both oral and written exams. As for the measurement of stress when it comes to a series of exams, 85% of students claimed that their stress sometimes decreases, but not always. Only 5% answered that their stress levels always decrease as they sit for the different exams in a series, such as what occurs during finals season. Consequently, students could either be unaware of their relative stress levels throughout a period of time, or other considerations must be taken into account such as what types of subjects they are sitting for, time of the year, or whether the series of exams belongs to midterms or finals. Furthermore, this finding does not fully correlate with Robotham's

(2008) claim that stress levels decrease after the first examination because what causes the stress is the idea of the exam, rather than the exam itself.

The answers to question number five were surprisingly mostly negative, with 40% affirming that they did not lose their concentration during exams due to feeling nervous, followed by a 25% who only slightly lost their concentration. A considerable number of respondents -15%- asserted that they actually achieved a higher level of concentration during exams. According to the classification that Birenbaum (2007) proposes, the students who asserted that they lost their concentration would fit into the interference model because their worry interferes with their ability to focus on the exam. Question seven can be grouped with this one, seeing as they both deal with the connection between nervousness, stress and concentration during an exam. 50% of respondents answered affirmatively to question number seven, revealing that they felt stressed during examinations because they felt they had not studied enough. This percentage represents students who may be placed within the skill-deficit model that Birenbaum (2007) establishes, where their nervousness results from problems in the studying process previous to the exam. On the other hand, the second highest percentage, 30%, stated that their experience was the opposite, and they did not feel like this very frequently.

Question number six focused on some of the physical indicators of anxiety, whether in connection to exams, or to other academic events such as deadlines and handing-in of assignments. There was a tie between pulse acceleration and changes in eating and sleeping habits, which corresponds to the literature. However, respondents were able to add some other physical indicators that they considered relevant, such as blushing or trembling, as can be seen in the following graph:

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Questions eight to ten were related to the amount of work to be done at college, and the ability students have to fulfil their obligations. Question eight presented a moderately even split - 55% to 40%- between very often and sometimes, respectively. Considering the slight difference between the terms, which is not as large as that between always and hardly ever, for example, it would appear that students generally feel overwhelmed by their workload. Surprisingly, however, the answers to question nine were not as even: 40% expressed that they hardly ever had difficulties handing in on time and in the appropriate manner, and a remarkable 10% answered that they never had this issue. However, 30% answered sometimes and 20%, very often. Grouped together for the same reason as for question eight, they would represent half of the respondents.

In spite of these numbers, 14 people chose to answer question number ten, which was optional. Moreover, the response to that question was a resounding yes, with the totality of

respondents admitting that when they could not meet their deadlines, they felt stressed or worried. This finding confirms that problems regarding time management can generate anxiety in students.

Question number eleven shows an equal split between always -35%- very often -30%- and sometimes -30%-, with only 5% of respondents answering completely negative. This proves that, in general terms, many students would seem to be afraid of failing academically.

As for the questions connected to the first year of university and the transition from secondary school into college, the results were the following: 30% of respondents answered that they always felt stressed or depressed during their first year, followed by 25% who recounted that they hardly ever felt that way, which would paint two contrasting pictures; 20% answered very often, and the same amount claimed that they sometimes felt that way. The contrasting answers between always and hardly ever would indicate that what students experience during their first year varies greatly, and their experiences cannot be homogenised. When asked to provide the possible reasons for why they felt that way, in case their answer was affirmative, 50% answered that it was due to bad time management, followed by 45% claiming that it was as a result of academic pressures. Other responses, added by the students, were that the first year was difficult because of personal issues, or due to the fact that it had been a long time since they had been to University.

Taking into considerations these results, it could be stated that the majority of students felt stressed or depressed during their first year due to academic motives, either related to passing the course, meeting deadlines, or being overwhelmed by the workload. This finding partly reflects what the literature states concerning first year stressors.

In spite of this, 40% enjoyed a positive change from secondary school to university, seeing an improvement in their marks. For 25%, their marks remained the same, and only a 35% suffered a worsening of their marks, which would classify them as Decliners.

Finally, the last two questions are concerned with the availability of support systems within the university, and whether students would be willing to make use of them. 70% answered affirmatively to question number fifteen, and of those who answered negatively, admitting that they would not ask for help, their main motive for asserting that, was the lack of support programs within the university, followed by fear of not being understood by teachers or other members of the faculty.

Conclusions

The aim of this paper was to analyse the relevance of mental health issues such as stress, anxiety and depression in an academic setting. The results correspond to the thesis question: that these issues are important for academic life, and are present in the lives of students, and that their causes are varied. Not all students experienced examinations, deadlines, and their first year in the same manner, and those who did feel stressed during these academic events or moments, did so as a result of a variety of factors, including academic pressures, bad time management and test anxiety.

What does seem to be of importance for future developments is the necessity to create a support system for mental health within the university, to ensure that all students feel comfortable seeking help if they are feeling stressed, depressed, or anxious. Furthermore, a strong support

system would mean that faculty members would be better informed about these issues and would consequently be of more help to students who are facing such problems.

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Appendix

Cuestionario

1. ¿Percibe un sentimiento de estrés con respecto a exámenes parciales?
 - a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca

2. ¿Percibe un sentimiento de estrés con respecto a exámenes finales?
 - a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca

3. Mencione en que instancias de examen se estresa más
 - a. Oral
 - b. Escrito
 - c. Ambos
 - d. Otro (s) (trabajo práctico, parcialitos)

4. Al rendir una serie de exámenes, ¿disminuye el nivel de estrés a medida que los rinde?
 - a. Siempre
 - b. A veces

- c. Nunca
5. ¿Ha tenido dificultades para concentrarse durante un examen debido a que se sentía nervioso?
- a. Pierdo mucho la concentración
 - b. Pierdo ligeramente la concentración
 - c. No pierdo la concentración
 - d. Logro concentrarme mejor
6. Marque cuál de las siguientes sensaciones físicas ha experimentado antes, durante o después de un examen o una entrega importante (puede marcar más de una):
- a. Palmas sudorosas
 - b. Aceleración del pulso
 - c. Retorcijones en el estomago
 - d. Nauseas
 - e. Cambios en los hábitos alimenticios y de sueño
 - f. Otra (s):
7. ¿Ha sentido estrés durante un examen parcial o final debido a que sentía que no había estudiado lo suficiente?
- a. Si
 - b. A veces
 - c. No muy frecuentemente
 - d. Nunca
8. ¿Ha considerado que la cantidad de trabajo a realizar era más de la que podía manejar?

- a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca
9. ¿Ha tenido dificultades para realizar entregas de trabajos prácticos en tiempo y forma?
- a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca
10. En caso que la respuesta a la pregunta anterior haya sido positiva, ¿se sentía preocupado o estresado por no poder cumplir?
- a. Si
 - b. No
11. ¿Ha tenido miedo de fracasar en sus objetivos académicos?
- a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca
12. ¿Se sentía deprimido o estresado durante su primer año de universidad?

- a. Siempre
 - b. Muy seguido
 - c. A veces
 - d. Casi nunca
 - e. Nunca
13. ¿Por qué piensa que se sentía así? (puede marcar más de una)
- a. Preocupaciones académicas (mucho para leer; exámenes; complejidad de los contenidos)
 - b. Problemas para adaptarse al nuevo entorno social
 - c. Mal manejo del tiempo
 - d. Falta de un plan concreto para su carrera
 - e. Otro (s):
14. ¿Su desempeño académico sufrió un cambio negativo, positivo o se mantuvo igual entre el último año de secundaria y el primero de la universidad?
- a. Cambio positivo (mejores notas)
 - b. Cambio positivo (peores notas)
 - c. Se mantuvo
15. ¿Estaría dispuesto a pedir ayuda si se sintiera estresado o deprimido por las demandas de la facultad?
- a. Si
 - b. No

16. En caso de que su respuesta a la pregunta anterior haya sido negativa, ¿Cuál de los siguientes factores influiría en su decisión?

- a. Preocupación por la estigmatización de la salud mental
- b. Miedo a ser juzgado
- c. Miedo a no ser comprendido por docentes o directivos
- d. Falta de programas de apoyo dentro de la universidad
- e. Otro (s):