



RESEARCH ARTICLE

NAVIGATING ACADEMIC STRESS: DETERMINANTS AND IMPACTS ON WELL-BEING AND PERFORMANCE AMONG UNIVERSITY STUDENTS AT THE STATE UNIVERSITY OF SANTA CRUZ (UESC)

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ABSTRACT

Academic stress represents a critical and multifaceted challenge impacting university students globally, with significant repercussions on mental health, well-being, and academic achievement. This study investigates the principal academic and social factors contributing to stress among students at the State University of Santa Cruz (UESC) in Brazil, analysing their effects on emotional health, productivity, and scholastic performance. Employing a quantitative descriptive methodology, data were collected via validated questionnaires administered to a representative sample of business students, enabling the identification of stressors, coping mechanisms, and suggested institutional improvements. Findings highlight academic overload, stringent deadlines, and assessments as predominant stressors, exacerbated by socio-economic pressures and insufficient personal time. Despite employing diverse coping strategies, including time management, physical exercise, and social support, Students report only partial efficacy, reflecting gaps in institutional facilitation and mental health services. The results underscore the necessity for systemic interventions encompassing workload management, curricular flexibility, and enhanced psychological support to foster resilience and optimise academic performance. This research contributes localized empirical evidence within the broader discourse on academic stress and advocates for holistic, multidisciplinary approaches to promoting student well-being and success across diverse educational contexts.

INTRODUCTION

Academic stress constitutes a profound and multifaceted challenge within contemporary higher education systems globally, critically affecting students' mental health, well-being, and scholastic achievement (Lazarus & Folkman, 1984; Stallman, 2010). The phenomenon is characterised by physiological, cognitive, and emotional responses to academic demands perceived as threatening an individual's equilibrium (Selye, 1936). At its core, stress activation serves an adaptive function; however, when chronic, it can precipitate significant psychological distress and impaired academic functioning (McEwen, 2007). Universities increasingly recognise that the academic environment, while designed to foster intellectual growth, inadvertently imposes intrusive stressors, underscoring the urgent need for empirical investigations within specific institutional contexts. The present study focuses on students at the State University of Santa Cruz (UESC) in Brazil, a population navigating complex social and academic pressures amid evolving educational expectations and socio-economic constraints. The central research objective is to provide a comprehensive analysis of the academic and social determinants of

stress, assessing their impact on emotional perception, productivity, and educational outcomes. Extant literature highlights academic overload, assessment-related anxieties, and insufficient personal time as pervasive stressors among university populations (Cassady & Johnson, 2002; Stallman, 2010; Robotham & Julian, 2006). These factors, interacting with individual predispositions—such as temperament and resilience—and contextual variables, such as social support and institutional policies, culminate in varied stress experiences shaping students' academic trajectories (Eysenck, 1997; Taylor *et al.*, 2000; Xanthopoulou, Demerouti, & Schaufeli, 2015). The appraisal theory formulated by Lazarus and Folkman (1984) foregrounds cognition and coping as vital mechanisms whereby individuals interpret and manage stress, implicating psychological hardiness traits as resilience factors (Kobasa, 1979). Moreover, the distinction between eustress and distress elucidated by Taylor (2015) possesses clinical and practical significance, with distress linked to deleterious mental health outcomes, including anxiety, depression, and burnout (Lindau *et al.*, 2023). The role of neuroendocrine pathways—in particular cortisol modulation—is increasingly recognised in mediating stress impacts on cognition and emotion regulation (Lupien

et al., 2009; McEwen & Gianaros, 2011). Given such biopsychosocial complexity, multidisciplinary and holistic frameworks have been advocated to inform interventions and policies targeting student well-being (Bautista, 2023; Seligman, 2011; WHO, 2025). Academic performance itself must be reconceptualised as a dynamic and integrated construct encompassing cognitive mastery, critical thinking, motivation, and social engagement (Lamas, 2015; Waterman *et al.*, 2019). Performance is influenced not only by individual factors such as self-efficacy (Bandura, 1997) and resilience (Zimmerman, 2000), but also by environmental factors including teacher-student relationships and socio-economic status (Artavia, 2011; Marmot, 2005). Empirical analyses employing grade point averages alongside psychological well-being assessments provide substantive insights into the mechanisms by which stress undermines or influences academic outcomes (Lamas & Giraldo, 2011; Owens *et al.*, 2012). Notably, Brazilian research illustrates distinct stressors in local university contexts, where cultural, economic, and institutional variables shape academic experiences (Abbad & Carlotto, 2016; Câmara & Carlotto, 2022). Studies reveal that stress predictors such as excessive coursework, tight deadlines, and interpersonal conflicts within academic settings significantly elevate the risk of burnout syndrome, adversely affecting students' psychological health and academic persistence (Câmara & Carlotto, 2022). These findings echo broader international evidence pointing to the importance of workload management and the provision of accessible psychological support to mitigate negative outcomes (Salgado & Au-Yong-Oliveira, 2021). This study responds to a lacuna in localized quantitative data relating to academic stress among students at UESC, aiming to categorically identify stressors and assess their repercussions on mental health and academic productivity through a robust descriptive design. Utilizing validated psychometric instruments and systematic data collection methods, the research seeks to generate actionable knowledge that can inform institutional strategies aligning with global best practices.

In addressing the pressures faced by UESC students, particular attention is given to coping mechanisms employed, including time management, physical activity, social support systems, and psychological interventions, and their perceived efficacy. Prior studies have substantiated the pivotal role of such strategies in resilience-building, yet highlight discrepancies between usage and effectiveness, underscoring an ongoing need for structured mentoring and mental health promotion (Macan *et al.*, 1990; Albrecht & Adelman, 1987; Salmon, 2001). Finally, the study critically engages with the temporal dimension of academic stress, acknowledging the heightened vulnerability during examination periods and assignment deadlines, which align with documented spikes in student anxiety and procrastination (Beiter *et al.*, 2015; Misra & Castillo, 2004). It further recognises structural challenges in academic scheduling and curriculum design that exacerbate stress accumulation, presenting opportunities for systemic reform.

LITERATURE REVIEW

Stress: Stress is a complex and multifaceted phenomenon extensively investigated in recent decades. Defined as a physiological, psychological, and behavioural response to stimuli threatening an organism's homeostasis, stress is foundational to survival adaptation (Selye, 1936). Selye's General Adaptation Syndrome outlines three phases of stress response: alarm, resistance, and exhaustion, initiated by physical, chemical, or psychological stressors that mobilise bodily resources to confront challenges. Expanding on this, Cannon (1932) emphasised the sympathetic nervous system's role in the acute "fight or flight" response, characterised by adrenaline secretion and hypothalamic-pituitary-adrenal (HPA) axis activation. This mechanism facilitates rapid cardiovascular, respiratory, and metabolic changes preparing for immediate threat response. Psychologically, Lazarus (1966) introduced a transactional model focusing on cognitive appraisal. Lazarus and Folkman (1984) posited that stress arises through primary appraisal (perceived significance of stressors) and secondary appraisal (available coping resources), underscoring the vital role of cognition and coping strategies. Psychological hardiness,

as conceptualised by Kobasa (1979), highlights traits such as commitment and control mediating stress resilience. Chronic stress impacts neuroplasticity and allostatic load, contributing to disease vulnerability (McEwen, 2007). Additional perspectives illuminate temperament's influence on stress susceptibility (Eysenck, 1997) and the protective effect of social support on stress regulation (Taylor *et al.*, 2000). Recent research by Xanthopoulou, Demerouti, and Schaufeli (2015) emphasises occupational and academic stress, linking emotional exhaustion and burnout with personal and contextual mitigating resources. Hormonal modulation involving cortisol's role (Lupien *et al.*, 2009) and neuroendocrine effects on brain areas regulating cognition and emotion (McEwen & Gianaros, 2011) further elucidate stress mechanisms. Clinically, differentiation between eustress and distress has implicatory significance, as distress relates to adverse mental and cardiovascular pathologies (Taylor, 2015). Continuous assessment and adaptive strategies are critical in preventing negative outcomes (Lindau *et al.*, 2023). Thus, modern understanding views stress as a dynamic interface of biological, psychological, and societal factors that necessitates multidisciplinary intervention for effective management.

Well-being: Well-being, a multidimensional construct, encompasses health, happiness, and life satisfaction dimensions studied across disciplines. It lacks a singular definition but is broadly regarded as a state involving positive emotions, functional effectiveness, and life fulfilment (Bautista, 2023). Integrating emotional, psychological, and social components, well-being reflects personal experiences and societal interactions. The Oxford English Dictionary defines well-being as "the state of being comfortable, healthy, or happy" (Mental Health Foundation, 2015). However, academic discourse extends this to include enduring life satisfaction and purposeful living. Diener *et al.* (1985) delineate subjective well-being into affective components (positive/negative emotions) and cognitive evaluations, shaping a dynamic adaptive personal experience. Key conceptual distinctions lie between hedonic (pleasure attainment and pain avoidance) and eudaimonic (self-realisation, meaning, autonomy) paradigms (Kahneman, Diener, & Schwartz, 1999; Ryff, 1989). Ryff's psychological well-being model elaborates facets including purpose, autonomy, mastery, positive relations, growth, and self-acceptance. Social well-being, as framed by Keyes (2002), integrates social acceptance, contribution, coherence, and integration, emphasising communal embeddedness over individual attributes exclusively. Neuroscientific findings reveal relationships between well-being and brain regions governing emotion and reward responses, such as the prefrontal cortex and amygdala (Davidson & McEwen, 2012). Genetic influences mediate baseline well-being variability (Diener & Lucas, 1999). Measurement tools like the WHO-5 Well-Being Index, Satisfaction With Life Scale, and Ryff's scales provide robust assessments of subjective and eudaimonic aspects (WHO, 1998). Social determinants, including socioeconomic status and health, crucially shape population well-being and disparities (Marmot, 2005). The PERMA model (Seligman, 2011) articulates positive emotion, engagement, relationships, meaning, and accomplishment as pillars fostering flourishing. Public health and educational policies increasingly integrate well-being metrics to promote mental health and inclusion (WHO, 2025). In sum, well-being constitutes a dynamic interplay of psychological, emotional, and social elements, grounded in subjective experience and societal context. Multidisciplinary research and intervention remain essential for holistic enhancement of individual and collective well-being.

Academic performance: Academic performance denotes a multifaceted construct describing student capacity to meet academic standards through knowledge mastery, cognitive skill deployment, and learning engagement (Lamas, 2015). It transcends mere grade attainment, encompassing critical thinking, problem-solving, and collaboration essential for educational success. Leading international research treats academic performance through humanistic and cognitive lenses, stressing the interface between instructional quality, motivation, and environmental variables. Martinez (2007) defines it as education's measurable product, commonly via grades, while Pizarro (1985) views it as a marker of cognitive capabilities developed

educationally. Caballero *et al.* (2007) frame it as goal achievement within curricula evaluated by formative and summative means. Empirical evidence highlights self-regulated learning, study habits, and strategy use as pivotal individual determinants (Waterman *et al.*, 2019). Socioeconomic status and familial context yield significant external influences, amplifying disparities and informing policy imperatives (Lamas, 2015). The teacher-student relationship critically affects motivation and engagement, indirectly shaping academic outcomes (Artavia, 2011). Methodologically, researchers employ GPA and pass rates alongside cognitive assessments to elucidate knowledge structures and skillsets, enabling identification of learning obstacles and targeted pedagogical adaptations (Willcox, 2011). Multivariate analyses illuminate the combined effects of psychological well-being, time management, and classroom environment on achievement (Lamas & Giraldo, 2011). Psychological constructs such as self-efficacy and resilience mediate the relationship between stressors and academic results (Bandura, 1997; Zimmerman, 2000). Consequently, academic performance is dynamic, shaped by evolving student capabilities and contextual supports, warranting integrative frameworks beyond numeric grades to encompass cognitive and affective domains. In summary, academic performance reflects a complex synthesis of personal, relational, and environmental factors. The scholarly consensus advocates comprehensive, integrative approaches to understanding and optimising student success within diverse educational settings.

METHODOLOGY

This research adopts a quantitative, descriptive approach intended to investigate the sources, effects, and coping mechanisms related to academic stress among students at the Business School of the State University of Santa Cruz (UESC). The descriptive design is suited for systematically capturing and analysing measurable data to outline prevalence rates, correlations, and patterns related to academic stress within this defined population. The study population consisted of approximately 430 enrolled students across diverse undergraduate business programmes, representing a heterogeneous group characterised by a wide range of socioeconomic backgrounds and academic experiences. This population specificity enhances the relevance of the findings for stakeholders focused on business education and its associated stressors. A probabilistic sampling technique was utilised to draw a statistically representative sample. The sample size accounted for a 5% margin of error and a 95% confidence interval, with data collection conducted in October 2024. This rigorous sampling framework ensured that the selected participants adequately reflect the broader population, allowing for valid inferences and generalisations. Data were collected using a structured questionnaire developed specifically for this study, composed mainly of closed questions designed to explore perceived stressors, stress exacerbating factors, impacts on academic performance and well-being, coping strategies, and suggested institutional improvements. The questionnaire was validated through pilot testing and expert review processes to ensure clarity and content validity. It was administered online to facilitate access and encourage participation while maintaining anonymity and ethical compliance. Data treatment involved systematic cleaning, coding, and descriptive statistical analysis. Frequencies and percentages were primarily employed to describe the distribution of responses, complemented by inferential statistics to assess relationships between key variables where applicable. Data analysis was performed using recognised software tools suitable for quantitative research. Ethical considerations were rigorously observed, including informed consent, participant confidentiality, and adherence to institutional and legal standards for research involving human subjects.

RESULTS

The following section presents an analysis of the data collected on stress among university students, organised in the table below. It outlines key aspects including the main causes of stress, factors increasing stress, periods of highest stress during the semester,

impacts on academic performance, areas most affected by stress, coping strategies, and suggested changes to reduce stress.

Table 1 - Assessed Aspects Related to Academic Stress among University Students

Assessed Aspect	Percentage (%)
Main causes of stress	
Academic overload	36
Exams and assessments	29
Financial pressure	14
Lack of personal time	13
Others	8
Factors increasing stress	
Volume of readings and assignments	28
Tight deadlines	24
Difficulty understanding course content	21
Excessive extracurricular activities	14
Others	13
Periods of highest stress during the semester	
End of semester and assignment submissions	32
Examination week	28
Assessment periods/final exams	18
Seminars and presentations	13
Others	9
Impacts of stress on academic performance	
Reduced productivity	33
Decline in organisation and motivation	26
Increased procrastination	22
Impaired concentration	11
Others	8
Areas most affected by stress	
Sleep quality and motivation to study	27
Mental health	25
Academic performance	23
Anxiety and personal relationships	17
Others	8
Coping strategies	
Sleeping more	27
Time management and social support	29
Physical exercise	26
Meditation, relaxation, psychological support	16
Others	2
Suggested changes to reduce stress	
Reduced workload and greater flexibility	35
Improvements in organisation and infrastructure	23
More practical activities	21
Psychological support and emotional assistance	20
Others	1

Source: Author’s elaboration.

Main Causes of Stress: Analysis of the data reveals that academic overload, cited by 36% of respondents, stands as the predominant source of stress among university students. This is consistent with the vast body of literature identifying excessive academic demands as a central factor for distress in contemporary higher education environments (Lazarus & Folkman, 1984; Selye, 1976). The perceived intensity of workload—characterised by dense curricula, overlapping deadlines, and high expectations regarding independent learning—imposes continuous cognitive and emotional pressure on students. Such conditions not only foster exhaustion but also limit opportunities for rest and personal development, transforming the university experience into a persistent source of anxiety for a significant proportion of young adults.

Closely following academic overload, exams and assessments are designated as the primary stressor by 29% of the students. The assessment-centred model prevalent in higher education is well known for intensifying competitive environments (Cassady & Johnson, 2002), frequently resulting in performance anxiety and the internalisation of self-worth based on academic outcomes. Financial pressure, cited by 14%, introduces another critical dimension, especially among those who balance academic responsibilities with employment or who lack adequate economic resources to support

their educational journey. The link between financial insecurity and deteriorating mental well-being is well-documented, further reinforcing the complexity of stressors facing students (Robotham & Julian, 2006). Lack of personal time is reported by 13% of respondents, underscoring the enduring challenge of time management in higher education. Students often find themselves struggling to balance academic commitments with personal well-being, social life, and, for many, work obligations. The accumulation of academic tasks and the scarcity of downtime for self-care or socialisation result in diminished life satisfaction, exacerbating stress levels (Misra & McKean, 2000). The relatively smaller percentage identifying 'others' (8%) as their main source of stress might encapsulate various idiosyncratic challenges, including health problems, family issues, and personal adversities, highlighting the diverse lived experiences within the student population. This analysis unequivocally signals the prevalence of structural and psychological burdens in higher education and the necessity for systematic interventions. University support services, proactive mental health initiatives, and revised assessment models may be vital to address the overlap between academic, economic, and personal stressors affecting students.

Factors Increasing Stress: When exploring the nuanced contributors to stress escalation, the data foregrounds the volume of readings and assignments (28%) and tight deadlines (24%) as the principal drivers. The correlation between excessive academic workload and psychological distress is a recurring theme in the scholarly literature (Stallman, 2010). The requirement to assimilate large volumes of informational content within condensed timeframes highlights the pressures of a results-oriented academic culture, where efficiency is prized, often at the expense of knowledge consolidation and reflective learning. Difficulty understanding course content (21%) emerges as a notable source of increased stress. This suggests a complex interplay between students' academic preparedness and the didactic approaches employed in their courses. Pedagogical misalignments, inadequate academic support, or ineffective instruction can leave students feeling overwhelmed and under-resourced, intensifying their sense of insecurity and self-doubt (Putwain *et al.*, 2012). Excessive extracurricular activities (14%) present a dual-edged sword: while involvement is encouraged for holistic development, over-commitment can become counterproductive, amplifying time constraints and reducing resilience to academic pressures. 'Other' factors (13%) likely encompass unique or situational stressors, ranging from unexpected life events to broader socio-political or familial obligations. Collectively, these findings illustrate that stress augmentation is rooted in both the objective structure of academic life and the subjective experience of cognitive and emotional challenges. Institutions should consider not only workload distribution but also the provision of academic support and time management training to foster resilience and sustained engagement.

Periods of Highest Stress During the Semester: The cyclical nature of stress across the academic calendar is evidenced by the high percentages associated with the end of the semester and assignment submissions (32%), examination week (28%), and assessment or final exam periods (18%). Research consistently indicates that stress and anxiety spike during these key evaluative stages (Beiter *et al.*, 2015; Misra & Castillo, 2004), reflecting the cumulative effect of impending deadlines, high-stakes grading, and concentrated academic scrutiny. Seminars and presentations (13%) are also acknowledged as significant stress-inducing events, which can often be attributed to social evaluative threats, fears of public speaking, and the unpredictability of group dynamics (Bodie, 2010). The 'others' category (9%) likely captures individualised peaks, such as personal life transitions or unexpected alterations to the academic schedule. These findings reinforce the temporal dimension of academic stress and the need for comprehensive student support that aligns with critical assessment periods, possibly through workshops on exam strategies, stress management, and revision planning. Moreover, the staggering concentrations of stress around key academic milestones suggest possible benefits from distributing assessments more evenly

throughout the semester and expanding formative rather than purely summative evaluation methods.

Impacts of Stress on Academic Performance: Reduced productivity (33%) is the most commonly reported impact, underscoring the direct influence of psychological distress on students' ability to sustain consistent academic output. This relationship is strongly evidenced in the literature, where stress-related anxiety diminishes working memory, impairs executive functioning, and ultimately curtails academic achievement (Owens *et al.*, 2012). The decline in organisation and motivation (26%), along with increased procrastination (22%), further outlines how stress undercuts self-regulation capacities, a key predictor of academic success (Zimmerman, 2002). This erosion of self-management skills can create a feedback loop wherein unresolved stress exacerbates disorganisation, leading to further decline in academic performance—a phenomenon substantiated in studies of burnout and learned helplessness among students (Salmela-Aro & Upadaya, 2014). Impaired concentration (11%) marks the cognitive toll exacted by chronic stress, compromising the mental clarity necessary for deep learning and comprehension (Vogel & Schwabe, 2016). The 8% attributed to 'others' may encapsulate a range of negative academic or emotional consequences, including absenteeism, withdrawal from courses, or decreased engagement in co-curricular activities. Collectively, these impacts underline the necessity of integrated support systems that address both the psychological and behavioural dimensions of student life, such as interventions designed to enhance self-regulation, time management, and coping efficacy.

Areas Most Affected by Stress: Sleep quality and motivation to study (27%) and mental health (25%) emerge as the domains most adversely impacted by stress. Multiple studies confirm a symbiotic relationship whereby stress reduces sleep quality, which in turn worsens emotional regulation and increases susceptibility to further stressors (Lund *et al.*, 2010). Poor sleep perpetuates fatigue, decreases cognitive flexibility, and diminishes the ability to cope adaptively with academic challenges. Academic performance (23%) and anxiety/personal relationships (17%) form the next tier of affected dimensions. The negative effects of stress on academic functioning have been established widely, but its infiltration into social relationships and anxiety levels points to its broader implications for students' psychosocial adjustment and overall well-being (Connor-Smith & Compas, 2004). The interconnectedness of these areas suggests that stress-reduction interventions should not only target individual coping mechanisms but also consider the wider social and environmental context in which students operate. Others (8%) may reference less common but still consequential effects, including negative physical health outcomes, which should not be overlooked in comprehensive campus health strategies.

Coping Strategies: Time management and social support (29%), sleeping more (27%), and physical exercise (26%) are identified as the dominant coping strategies. Effective time management has been linked to lower stress and greater academic success (Macan *et al.*, 1990), as it enables students to set priorities, manage competing demands, and schedule restorative breaks. Social support acts as a buffer against stress, promoting resilience and reducing feelings of isolation, with peer networks and mentoring emerging as protective factors in many studies (Albrecht & Adelman, 1987). Physical exercise is repeatedly shown to ameliorate both the physiological and psychological symptoms of stress, enhancing mood and improving cognitive function (Salmon, 2001). However, while sleeping more is the most frequently utilised recovery strategy, it is essential to note that increased sleep does not always signify healthy rest, as stress can impair sleep quality despite longer durations (Lund *et al.*, 2010). Meditation, relaxation, and psychological support (16%) reflect a growing awareness of the benefits of mindfulness and mental health services, though usage levels still fall below those for self-regulated behavioural strategies. The minimal use of 'others' (2%) suggests a preference for established coping methods, but may also indicate underutilisation of lesser-known or institutionally under-promoted resources such as creative arts, alternative therapies, or structured

skills training. These results highlight the importance of holistic well-being initiatives, integrating proactive educational programmes on time management, physical activity promotion, social connectedness, and destigmatisation of help-seeking for psychological support.

Suggested Changes to Reduce Stress: A clear mandate emerges for systemic interventions, with reduced workload and greater flexibility (35%) identified as the most desired change. Calls for workload management and curricular flexibility reflect dissatisfaction with rigid structures and an appetite for more responsive learning environments. Academic institutions globally are urged to balance high expectations with realistic capacities, promoting adaptive assessment timelines and differentiated instructional approaches to account for diverse learning needs (Hill *et al.*, 2021). Improvements in organisation and infrastructure (23%) further highlight student concern with structural determinants of stress. Reliable institutional communication, adequate learning facilities, and resource accessibility are fundamental for an environment conducive to learning and psychological safety. More practical activities (21%) attest to the value placed on experiential learning as a means of making education more engaging and relevant, possibly alleviating the monotony and abstraction of theory-centric courses. Psychological support and emotional assistance, flagged by 20% of respondents, demonstrate recognition of the importance of mental health services, but indicate that current provision may be insufficient or inaccessible for a proportion of the student body. The residual 1% categorised as 'others' should prompt further qualitative exploration to capture emergent needs or innovative suggestions arising organically from the student population.

CONCLUSION

In conclusion, this study has provided a thorough analysis of academic stress among students at the State University of Santa Cruz (UESC), underscoring the multifactorial nature of stress as shaped by personal, academic, and socio-environmental factors. The research identified academic overload, stringent deadlines, and assessment pressures as the paramount stressors that markedly impair students' mental health, well-being, and academic performance. These stressors, compounded by challenges in balancing academic and personal commitments, necessitate systemic institutional responses that prioritise workload management, calendar restructuring, and enhanced support services. The findings further reveal that while students employ a range of coping strategies—such as time management, physical exercise, and social support—the perceived partial efficacy of these methods highlights a critical gap in institutional facilitation and psychological assistance. Consequently, proactive measures including awareness campaigns, structured mentoring, and targeted psychological support are imperative to foster resilience and academic success.

Moreover, the study's outcomes reflect broader academic discourse advocating for integrative approaches that consider cognitive, emotional, and social dimensions in addressing academic stress. Future research should expand on these insights by evaluating the effectiveness of specific interventions across diverse academic disciplines and examining the influence of socio-demographic variables. Such work will be vital to informing comprehensive policies aimed at cultivating healthier, more equitable academic environments conducive to both student well-being and optimal performance.

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