



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“INTERPRETING EMOTIONAL WELL-BEING AND EFL  
STUDENTS' ACADEMIC PERFORMANCE”  
RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN  
LANGUAGES**

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### **ADVISORS'S APPROVAL**

In my role as advisor of the research paper under the title "INTERPRETING EMOTIONAL WELL-BEING AND EFL STUDENTS' ACADEMIC PERFORMANCE" prepared by TUMBACO ELIZALDE DAYANA MICHELLE, undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic board.

Sincerely,



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## Statement of Authorship

I, DAYANA MICHELLE TUMBACO ELIZALDE, with ID number 0927948182, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project “INTERPRETING EMOTIONAL WELL-BEING AND EFL STUDENTS' ACADEMIC PERFORMANCE”, certify that this study work is of my authorship, except for quotes, statements, and reflections used in the research paper.

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## **Declaration**

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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First of all, I want to thank GOD for being my guide and my strength in every obstacle presented in my daily life and especially throughout my academic process. I am deeply grateful to my parents, for being a fundamental pillar in my life to not give up and to continue striving hard in my studies, with my boyfriend's family, who have supported me in my student path, so I can continue, and finally with my boyfriend, who has been there to push me at all times to not give up, to try one more time, to try harder every day. Finally, I extend my gratitude to each of the teachers who passed on their valuable knowledge to me. Thanks to all those who accompanied me throughout this process, in a sincere and special way.

-Dayana Michelle Tumbaco Elizalde

## **Dedication**

I dedicate this thesis with affection to my mother Carmen Elizalde, my father Pedro Tumbaco and my brothers Alexander and Axel Tumbaco, who with their love have accompanied me throughout my academic life, to my boyfriend Gregory Suarez who with his love and patience has encouraged me to move forward, to not give up and for always being by my side. To my friend Jennifer Perez, with whom I started this arduous journey, thank you for always being there to support me. To the me of 5 years ago, you made it! it wasn't easy but every tear was worth it. I dedicate this thesis to you with much love, with the same love that you supported me every day in every difficulty I had, Thank you.

With love, Dayana Michelle Tumbaco Elizalde.

## **Abstract**

This research analyzes the relationship between emotional well-being and academic performance in first-semester EFL students at the Peninsula de Santa Elena State University (UPSE). The study sought to understand how academic stress influences students' emotions, motivation, and overall performance. A qualitative phenomenological approach was employed, utilizing semi-structured interviews with five first-semester students to explore their lived experiences. Findings indicate that emotional well-being significantly impacts academic engagement and achievement. Students specifically reported that high academic workloads, oral presentations, and examinations intensified stress and anxiety, consequently reducing their concentration and participation. Conversely, emotional support from faculty and peers was found to enhance motivation and improve performance. The study concludes that fostering emotional well-being through stress management strategies, Social-Emotional Learning (SEL), and institutional support can enhance both the academic success and the personal development of EFL students.

**Key words:** Emotional Well-being, EFL Students, Academic Performance, Strategies, Stress, Methods.

## Resumen

Esta investigación analiza la relación entre el bienestar emocional y el rendimiento académico en estudiantes de EFL del primer semestre en la Universidad Estatal Península de Santa Elena (UPSE). El estudio buscó comprender cómo el estrés académico influye en las emociones, la motivación y el rendimiento general de los estudiantes. Se empleó un enfoque fenomenológico cualitativo, utilizando entrevistas semiestructuradas con cinco estudiantes de primer semestre para explorar sus experiencias vividas. Los hallazgos indican que el bienestar emocional impacta significativamente en la participación y el rendimiento académico. Los estudiantes informaron específicamente que las altas cargas académicas, las presentaciones orales y los exámenes intensificaban el estrés y la ansiedad, reduciendo en consecuencia su concentración y participación. Por el contrario, se encontró que el apoyo emocional de los profesores y compañeros aumentaba la motivación y mejoraba el rendimiento. El estudio concluye que fomentar el bienestar emocional mediante estrategias de manejo del estrés, el Aprendizaje Socioemocional (ASE) y el apoyo institucional puede mejorar tanto el éxito académico como el desarrollo personal de los estudiantes de inglés como lengua extranjera (EFL).

**Palabras clave:** Bienestar emocional, estudiantes de EFL, rendimiento académico, estrategias, estrés, métodos.

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## Introduction

University education represents one of the most significant transitions in an individual's academic and personal trajectory. The first semester of higher education, generally a new process of adaptability for the student, different learning methodologies, academic demands greater than those previously seen in school. These changes in demands and teaching can generate a high level of academic stress, caused by the anxiety and insecurity generated by the student, due to the demands he/she faces. When referring to the teaching of English as a Foreign Language (EFL), we note that these challenges that the student goes through become even more relevant due to the double challenge of adapting to new methodologies and teachings, as well as adapting to a new culture, a new language.

This process, which requires constant practice, exposure and interaction, can be seriously hampered when emotional well-being is compromised. Several international studies have highlighted emotional well-being as a determinant of academic performance. Research led by Liang and Mao (2025) demonstrated that emotional regulation has a direct impact on academic motivation, while Abdelrahman et al. (2025) emphasized that academic stress reduces students' resilience and their overall learning efficiency.

In Ecuador, universities and even schools seek to promote emotional wellbeing in students. The Constitution of the Republic of Ecuador and the Organic Law of Higher Education (LOES) guarantee the right to a quality education that incorporates psychological and emotional support as part of integral development. However, despite these legal provisions, many students continue to deal with emotional instability during the first semester, often due to excessive workload, self-demand and the difficulties inherent in university adaptation. The different

emotional problems can lead to the risk of academic dropout, lack of participation and low academic commitment.

At the Universidad Estatal Peninsula de Santa Elena (UPSE), first semester students of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major, go through a similar process, being in a transition that involves academic, social and emotional pressure, full of challenges, new learning, and especially a new culture. Therefore, it is necessary to look for the relationship between emotional well-being and academic performance in EFL, in order to understand this process, as well as to provide emotional and pedagogical support.

The present study, entitled “Interpreting Emotional Well-Being and EFL Students’ Academic Performance”, aims to analyze and understand the emotional influence in the academic environment, in order to examine the academic performance of first semester PINE students of the UPSE. All this using a qualitative phenomenological approach, which will explore the experiences lived by each student, in addition to understanding what are the factors that are involved with the welfare of the same, achieving in turn through them to find various strategies for coping with these factors.

This research is made up of five chapters. Chapter I shows the research problem, the general and specific objectives, as well as the justification of the research. Chapter II presents the theoretical framework, which shows the pedagogical and legal bases, as well as studies related to emotional well-being and academic performance. Chapter III describes the methodological framework, explains the qualitative method, and the data collection procedure used in the research. Chapter IV analyzes and interprets the findings found in the interviews and finally Chapter V details the final conclusions and recommendations to improve the emotional and academic performance of UPSE EFL students.

## **Chapter I**

### **The Problem**

#### **Research Topic**

English Language Educational Evaluation

#### **Title of your project.**

Interpreting Emotional Well-Being and EFL Students' Academic Performance

#### **Problem Statement**

Emotional well-being is a very important factor in students' learning. It is well-known that it influences the academic performance of first-semester students in the major Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) at the Universidad Estatal Península de Santa Elena (UPSE). “The first-time incorporation to the university constitutes a stressful situation, as it implies confrontation of new changes in the way of studying and learning, as well as in many other areas. It also affects the personal sphere (Conchado Martínez et al., 2018). Academic stress is a global issue affecting both students and teachers, but here will focus on PINE-UPSE students, who are the first to encounter a new reality. For example, at school, parents represent their children, but when students enter university, they become their own representatives and must comply with new rules and demands.

Additionally, various strategies have currently been implemented in education to analyze students in their transition process when entering university, exploring the various changes they may experience, such as stress, anxiety, or even depression. By exploring these strategies or methods, it will be possible to thoroughly detail the academic performance of students, particularly monitoring their emotional health. Creating these strategies in an academic

environment will allow students to achieve greater personal growth, especially in their professional development.

This study aims to analyze the emotional changes caused by academic stress to understand what hinders or improves EFL students' performance. Additionally, understanding these changes affecting students will allow us to develop methods to help them overcome these difficulties. Additionally, this could help first semester PINE students grow personally and professionally. Throughout their studies, they will learn to maintain emotional balance at every stage of their professional development.

Students entering their first semester of university can experience a range of emotions including feelings of anxiety and depression as they move from high school to university. The change from one setting to another can create a variety of negative effects on their academic performance. First year students, specifically those with English as a foreign language (EFL), have an additional challenge with the learning of a new language which can make it even more difficult for them to succeed academically.

A recent study by Xu et al. (2023) showed that many first-year students reported high levels of anxiety, depression and stress. The authors concluded that adjusting to university life was a major factor affecting their mental health and well being. In order to develop strategies that would be helpful to students during this period, it is very important for educators and administrators to recognize the challenges that students experience when they enter their first semester of university.

The transition from secondary to higher education is a radical change for University Students. The increased academic pressure and different learning modalities and assessment methods can cause emotional discomfort, such as stress, anxiety, and depression. According to

recent studies, “61.4% of university students reported depressive symptoms during their first year, with academic stress and familial expectations being significant contributors.” (Affan et al., 2025). Additionally, global data show a clear trend: “increased academic stress correlates with lower mental well-being across diverse student populations” (Barbayannis et al., 2022).

### **Justification**

Academic stress is a growing problem among college students, particularly first- and last-semester students. First-semester students are generally more susceptible to academic stress due to various changes they experience. "High levels of academic stress is significantly correlated with symptoms of anxiety and depression in college students, affecting their psychological well-being and ultimately their academic performance" (Lopes & Nihei, 2021)

For EFL students, emotional well-being is critical to academic success. Studies show that students with higher well-being tend to get better grades and are less likely to fail (Szepe & Meszaros, 2024). Therefore, it is necessary to monitor their emotional state to ensure the well-being of first- semester students, support their personal development and daily learning, and improve their academic performance and future as professionals.

Emotional factors that may affect a student's academic performance should be identified by educators as this can allow for the development of teaching strategies and methods for each student based on how they are performing academically while maintaining a focus on the overall well-being of the students. The education process will be enhanced through the implementation of these strategies with regard to students' emotional well-being, which in turn, will lead to better learning experiences for students; greater effectiveness with respect to second-language acquisition; and ultimately to long-term academic success.

This research aims to highlight the challenges students may encounter when transitioning from high school to university and facing new academic demands. Emotional well-being can greatly impact the academic environment, so it is necessary to create strategies that help students maintain emotional balance and a healthy educational environment free from stress and anxiety. This will allow PINE students to grow professionally and personally.

### **Problem question**

- What is the relationship between academic stress and students' performance and emotional well-being?

### **Specific questions**

- What are students' perceptions of a stressful academic environment?
- Why does emotional well-being affect the academic adjustment process of first-Semester UPSE students?
- What strategies could be used to reduce academic stress in first semester students?

### **General Objective**

- To analyze the relationship of academic stress on students and academic performance outcomes by identifying strategies to improve academic performance and balance academic stress through the analysis of PINE students' perceptions.

### **Specific objectives**

- To identify the main reasons that contribute to the academic stress of first-Semester students.
- To describe the relationship between emotional well-being and academic development.

- To explore strategies to reduce academic stress and improve the emotional wellbeing of first-year students.

## Chapter II

### Theoretical Framework

#### Background

Academic stress has been shown to negatively affect college students' academic performance, motivation, and mental health; however, research also indicates that when academic stress is at an extreme level it affects students emotionally by disrupting their emotional well-being, as well as reducing their ability to focus, lowering academic achievement, and decreasing motivation. Ultimately, if left unmanaged for long periods of time, excessive academic stress can lead to a student experiencing some form of anxiety, burnout, or depression.

For instance, Liang and Mao (2025) discovered a strong relationship between emotional regulation and academic motivation. This suggests that better emotional control can enhance concentration and engagement in learning. This suggests that motivated students can focus better and that teachers can provide personalized academic reinforcement to help students gain confidence, stabilize their emotions, and improve their academic and personal performance.

A recent study conducted in Egypt, Jordan, and Oman by Abdelrahman et al. (2025) revealed a significant correlation: emotional intelligence contributes to academic resilience, while academic stress decreases it. It is necessary to analyze the results of the research in order to prioritize the importance of emotional well-being in students, this in order to motivate them in their studies, as well as to help them to continue persevering in the daily effort of their academic life. Especially, focusing on students of English as a Foreign Language (EFL) because they learn a new language, a new culture, to which they must adapt daily to achieve their results in that career. This whole process requires an even greater focus, with different analyses of the

adaptability of each student, in order to understand their ability to integrate a new language into their daily lives.

Research by Shi and Sun (2025), showed that cognitive reappraisal positively influences students who are just beginning their studies in English. Finally, the results of this research show that it is important to manage emotions effectively to avoid problems of anxiety, depression or even frustration during the learning of a new language, since it is an even greater commitment to adapt a new culture to the daily routine of a person, as well as the use of the right strategies for effective learning, achieving efficient retention of knowledge (Shi & Sun, 2025).

Several research studies have succeeded in establishing the triggers of academic stress and the strategies that students use to manage it (coping mechanisms). "Social expectations and family pressure often exacerbate stress. In contrast, support networks mitigate these effects" (Abdelrahman et al., 2025). These findings underscore the critical importance of creating support programs to strengthen students' emotional health, always considering the specific elements that impact each individual.

## **2.2 Pedagogical Basis**

**1. *Integrating Social Emotional Learning (SEL):*** In the curriculum is an effective strategy for improving emotional well-being and academic performance. SEL frameworks promote the development of self-awareness, self-regulation, social awareness, interpersonal skills, and responsible decision-making (CASEL, 2020). According to UNESCO (2024), teaching social-emotional skills creates new opportunities for students and improves their academic performance and emotional well-being. Educational environments that incorporate a social and emotional learning (SEL) approach improve student motivation and decrease anxiety. These environments encourage greater engagement through activities such as discussions,

presentations, and exercises for emotional expression. These practices reduce stress and strengthen commitment to studies. However, the implementation of SEL in Latin America still faces challenges. Coli et al. (2024) emphasize that the success of SEL programs hinges on robust institutional support, comprehensive teacher training, and curricular and political backing.

**2. *Student-centered learning*:** This approach prioritizes the individual needs, interests, and capabilities of learners, enabling them to actively construct their own knowledge. Promoting autonomy and responsibility in the learning process increases motivation and decreases academic stress (Wang, L., 2023). In the university setting, the implementation of this methodology is essential for students to develop critical thinking and self-regulation skills, fundamental abilities to overcome the challenges inherent to the first semester of studies.

**3. *Experiential learning theory*:** According to McLeod (2015) argues that learning is more effective when students are involved in practical experiences that encourage reflection, conceptualization and knowledge transfer to real-life scenarios. The implementation of this approach not only strengthens resilience and the ability to cope with obstacles, but also substantially improves problem-solving skills in the academic context. Applied to second language teaching, such as EFL, active activities-such as simulations, discussions, and cooperative work-facilitate both linguistic integration and emotional management during the acquisition process.

In addition to emphasizing the importance of developing students' academic potential through curriculum content, these approaches recognize that academic success is influenced by the quality of teaching practices used to engage students actively as critical thinkers, to develop their independence and self-regulation, and to promote emotional development in EFL education settings that foster cognitive and emotional growth.

### 2.3 Theoretical Basis

Several well-established theories provide the foundation for understanding how emotional well-being influences academic performance:

**1. *Transactional Model of Stress and Coping*:** This model suggests that stress occurs when individuals perceive demands as exceeding their coping resources. Students who manage to see challenges as a method of overcoming can see each of them in a manageable way, however those who see these challenges as difficulties, only manage to cause even greater stress than normal. "Stress is a product of the transaction between the person and the environment, shaped by cognitive appraisal and coping strategies" (Atolia, M., & Prasad, K., 2008)

**2. *Affective Filter Hypothesis (Krashen, S. D., 1982)*:** Krashen proposed that "emotional states can create a 'filter' that either facilitates or hinders language acquisition. For example, high anxiety, fear, or low motivation can obstruct the processing of linguistic information and decrease the effectiveness of learning. In contrast, a low affective filter enables more effective access to the areas of the brain responsible for linguistic processing by allowing comprehensible input (Krashen, S. D., 1982).

**3. *Emotional Intelligence Theory (Mayer & Salovey, 1997)*:** Emotional intelligence is defined as the capacity to identify, comprehend, and manage one's own reactions and to perceive and respond appropriately to the emotions of others. Shengyao (2024), states that emotional intelligence has a significant influence on academic performance, since it enables students to manage their emotions, deal with conflicts constructively and maintain behavioral patterns favorable for learning.

**4. *Social and Emotional Learning (SEL) Competencies Framework (CASEL, 2020)*:** The emphasis of this conceptual framework is on the five key abilities in which an individual can

be successful as a learner and socially; those abilities are self management, self control, social awareness, developing and maintaining relationships and making decisions responsibly. By integrating SEL into the EFL curriculum it allows students to better manage their stress levels; enhances their motivation; fosters and supports students' development of healthy peer relationships that help develop students emotionally and academically.

## **2.4 Legal Basis**

The Constitution of Ecuador and the Organic Law of Higher Education (LOES) guarantee the right to a quality education that promotes students' comprehensive development (Asamblea Nacional del Ecuador, 2010). The Ley Orgánica de Educación Superior (LOES) establishes that higher education institutions have the responsibility to promote the psychological and emotional well-being of students through counseling services, mental health initiatives, and academic guidance.

Similarly, UNESCO (2024) also emphasizes the need for universities to develop Emotional Support Programs as part of their educational environment. By developing these programs, universities can increase student retention rates, improve students' academic performance and better overall well-being. Thus, UNESCO's recommendations align with existing global best practices that advocate for the integration of Social-Emotional Learning (SEL), mental health practices into higher education institutions.

These provisions have special relevance for the present research, since they recognize that university education should go beyond the merely curricular, encompassing the emotional well-being of students, with a particular focus on those pursuing a Bachelor's Degree in English as a Foreign Language (EFL). Learning a new methodology, teaching, and a new language and habit can be difficult. For this reason, programs and strategies are implemented to promote the

emotional and academic well-being of each student, thereby improving teaching and providing an integral education, which ultimately favors academic performance.

## 2.5 Study Variables

### *Independent Variable (IV)*

- **Emotional Well-Being and Academic Stress:**

*Conceptual definition:* Refers to students' emotional state in relation to their ability to cope with academic demands. It encompasses emotional intelligence, resilience, emotion regulation, and perceived academic stress.

*Role in the study:* It is considered the independent variable because it is the factor that directly influences the academic performance of EFL students.

### *Dependent Variable (DV)*

- **English as Foreign Language in Academic Performance**

*Defining Conceptual Definition:* Students' total progress in learning English as a foreign language, which includes their final grade; language skills; attendance and participation in class; students' motivation; and their level of involvement with EFL classes.

*Role in this Research:* The dependent variable because the students' emotional well-being and levels of academic stress can greatly influence the way that students are able to successfully learn English, therefore, directly impacting their ability to perform in school.

### **Relationship Between Variables**

This research assumes that students' emotional wellness and academic stress (Independent Variable [IV]) have a significant impact on their EFL academic performance (Dependent Variable [DV]). Students that maintain a higher degree of emotional wellness and manage their stress most effectively will likely obtain better grades, participate actively, and

become engaged in their studies more often than those who do not. Students with poorer emotional control and those who experience high levels of stress will typically receive lower grades and be less successful in their studies.

## **2.6 Implications for EFL Teaching**

Integrating emotional well-being strategies in English as a Foreign Language (EFL) classroom has been shown to significantly improve students' learning outcomes:

***Enhanced Participation:*** When students experience lower stress and anxiety, they tend to participate more actively in class and engage in collaborative activities. This engagement fosters better interaction and language practice (Derakhshan & Fathi, 2024)

***Improved Motivation:*** In relation to motivational enhancement, it is stated that “providing emotional support in the classroom increases students' confidence and motivation, which fosters persistence in achieving their language learning goals” (Allahyarova, 2025).

***Resilience Development:*** The implementation of programs focused on cultivating resilience empowers students to more effectively manage academic stress and facilitates their adaptation to learning challenges. Along these lines, Shafiee Rad et al. (2023) point out that resilience-focused interventions offer support to learners in coping with linguistic difficulties that arise-such as pronunciation and grammar challenges-as well as in managing the pressures of collaborative work.

***Cultural Awareness:*** Developing cultural awareness through SEL can assist in developing respect, empathy, and an awareness for culturally based values among all students. As stated by UNESCO (2024) and Iovino et al. (2021) SEL helps develop a student's ability to understand different points of view that foster positive interactions with their peers from a variety of cultural backgrounds. Developing a student's ability to communicate and be

emotionally intelligent will enable them to develop relationships and successfully navigate a multitude of culturally based values and practices in both academic and social settings.

## **2.7 Summary and Research Gap**

The literature reviewed in this chapter highlights the strong connection between emotional well-being, academic stress, and student performance. Multiple research evidence that exposure to high levels of academic stress can destabilize a student's emotional state, often leading to discouragement, decreased grade performance and low engagement in the learning process. However, pedagogical theories such as Social and Emotional Learning (SEL), student-centered teaching, and experiential learning present various strategies that help foster motivation and the ability to regulate students' emotions, thereby maintaining emotional health and achieving higher academic performance. Furthermore, understanding these psychological factors influences the acquisition of a new language, which is supported by the Transactional Model of Stress and Coping, the Affective Filter Hypothesis, and Emotional Intelligence Theory.

This theoretical and normative perspective is directly related to the present research, the purpose of which is to explore the connection between emotional well-being and academic performance in English as a Foreign Language (EFL) in first semester students at UPSE. The transition from secondary education to the university atmosphere represents an innately stimulating period, characterized by a strengthening of academic demands and the need for profound emotional adjustments, which becomes especially compound for those who begin learning a foreign language. Although international research offers valuable perceptions into the effects of emotional regulation, flexibility, and stress management on learning results, there is still limited evidence within the Ecuadorian context, especially concerning first-semester EFL learners.

Therefore, this research aims to address this gap by examining how emotional well-being and academic stress influence the performance of students learning English as a foreign language (EFL) during their first semester at UPSE. It is expected that in Chapter III, through data collection, the different difficulties faced by the students will be explored by analyzing their own experiences. Ultimately, the study seeks to promote emotional and academic success in EFL programs, offering applied guidance for educators and higher education institutions.

## **Chapter III**

### **Methodological Framework**

#### **3.1 Research Method**

This chapter presents the methodological design used in this study to explore the relationship between emotional well-being, academic stress, and EFL academic performance among first-semester students at UPSE. This research uses a qualitative phenomenology approach to examine students' experience of being enrolled in English as a Foreign Language (EFL) classes in their first term. This chapter outlines the research methodology that was used to develop the study including the population and sample, variables, data collecting tools and methods, data analysis, validity of results and reliability measures, and ethical concerns. In addition, this chapter lays the groundwork for how the data is to be collected and analyzed in order to achieve the research objectives identified in Chapter Two.

#### **3.2 Research Design**

This study employs a qualitative research design using a phenomenological approach. Phenomenology is appropriate because it emphasizes understanding the lived experiences of individuals. In this study, it allows the researcher to explore how emotional well-being and academic stress impact students' performance in EFL courses, capturing their perceptions, feelings, and coping strategies in a comprehensive and detailed manner (Creswell & Poth, 2018)

#### **3.3 Data collection technique**

The method to be used for the data collection of this qualitative study will be through interviews, conducted virtually and individually to 5 first semester EFL students of UPSE. The procedure will be carried out as follows:

**1. Data collection:** Individual interviews were conducted for approximately 15 to 20 minutes, this varies depending on the length of each student's answers, and the interview was recorded with the student's consent.

**2. Transcription:** Each of the interviews was transcribed accurately, word for word, in order to maintain the originality of the participants' answers.

**3. Observation notes:** Each of the answers was analyzed, thus making a global reflection for each question.

**Data Collection Tools:** A key component of the instrumentation is the use of a semi-structured interview, which contains eight open-ended, guiding questions (see section 3.4) that were used to assess students' perceptions with regard to academic stress, mental health, coping mechanisms, and how these factors affect EFL academic performance.

### **3.4 Instruments**

The main data collection tool used will be an eight question semi-structured interview which is designed to explore all of the aspects of the student experience including their feelings, beliefs and ways of managing (coping) with their own limitations and difficulties both academically and emotionally. The semi-structured interview provides a means of obtaining qualitative, detailed information from each participant and provides a flexible method for exploring emergent issues as they arise.

1. What are the main academic situations that cause you the most stress during this first semester?

2. Which subjects or activities do you find most demanding or difficult, and why?

3. Do you consider the academic workload such as homework, exams, and projects to be appropriate or excessive, and why?

4. How does your emotional state affect your academic performance (mood, motivation, and worries)?

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed?

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways?

7. What activities or personal practices do you use to manage academic stress?  
(Examples: exercise, rest, music, talking to someone, etc.)

8. Should the university offer training to help students reduce their stress levels? Why or why not?

These questions allow students to share detailed insights into their academic and emotional experiences in the first semester.

### **3.5 Data Collection Procedure and resources**

1. Conduct a virtual interview with each participant individually, that last 15-20 minutes.
2. Have participants' permission prior to recording their interview(s) verbatim for an in-depth analysis, as well as obtain their permission to record the interview(s).
3. Use pseudonym's for each participant's protection from disclosure and maintain anonymity throughout the study.
4. Document observations made during each interview to capture the participants' emotions and other non-verbal body language responses to provide a richer context for understanding their experiences and viewpoints, as indicated by Creswell & Poth (2018).

### **3.6 Population and Sample**

Population: First-semester students enrolled in EFL courses at the Pedagogy of National and Foreign Languages program at UPSE.

Sample: A purposive sample of 5 students was selected based on the following criteria:

First; they actively participated in EFL courses. Second, they had expressed a desire to share personal experiences about how their emotional well-being, Academic Stress and learning results affected them. Third; Prior to this time, each of the students had experienced significant levels of academic stress throughout their first semester. This method of selecting participants helped ensure that the participants would be able to contribute rich and relevant data for qualitative analysis of the research.

A sample of five participants allows for in-depth exploration of experiences while maintaining manageability for qualitative analysis (Merriam & Tisdell, 2015)

### **3.7 Data Analysis Plan**

Data will be analyzed using thematic analysis to identify patterns, categories, and themes (Braun & Clarke, 2006). The process includes:

1. To become familiar with all aspects of the data (transcripts) you read them repeatedly.
2. After becoming familiar with your data, you code the data by identifying relevant information about students' emotional health; the causes of their stress; how they cope with their stress and academic performance.
3. Once you have coded the data you categorize your codes in order to develop categories and sub-themes based on similarities among the codes.

4. Once you have developed a list of categories and sub-themes you can begin developing themes from these categories and sub-themes to describe student's experiences and perceptions.
5. Finally, you interpret your themes as they relate to your research objective(s); the theory and model that guided your study; and what is currently known about this topic.

### **3.8 Saturation of Data**

Data saturation is a key principle in qualitative research. It occurs when additional interviews or data collection no longer generate new insights, themes, or information relevant to the research questions (Guest et al., 2006).

Data Saturation in this Study:

These are the ways the researcher will monitor data saturation in the current study:

Ongoing Analysis: The researcher will analyze each interview after it has been completed and transcribed in order to look over all the details that were discussed in each interview as soon as possible after the interviews have taken place.

Decision on Saturation: Data collection will occur until there are no new themes or major perspectives that emerge from the data collection process; this will provide assurance about the quality (richness and thoroughness) of the qualitative data collected in the study.

This method provides an assurance to the researchers that the results from the study are reliable and represent the experiences of the participants regarding their emotional well-being, academic stress, and academic performance in English as a foreign language.

### **3.9 Ethical Considerations**

Students will participate voluntarily and can discontinue participation at any time during the study without negative consequence.

All participant information collected will be kept confidential and will only be used for the purpose of the research.

This study will adhere to the ethical standards provided by the University of Prince Edward Island (UPSE), which include protecting participants' rights, maintaining participants' confidentiality and maintaining participants' emotional safety throughout the duration of the study.

### **3.10 Summary and Transition**

This chapter presented the methodology for the study, highlighting the qualitative phenomenological design, the purposive sample, and the use of semi-structured interviews as the primary data collection instrument. In addition, it detailed how the data will be analyzed, and the measures taken to ensure reliability, as well as the standards of rigor and ethics.

In addition, this chapter is preparing us for Chapter IV where we will present the findings from the interviews with respect to emotional well-being and academic success in EFL. We will discuss the results of our interviews in comparison to the theories and teaching practices that were presented in Chapter II and provide insights as to ways to improve emotional support and academic success in EFL programs at UPSE.

## **Chapter IV**

### **Analysis of Findings**

#### **4.1 Brief Explanation of the Findings**

Based on interviews with first-semester EFL students, emotional well-being and academic stress were found to be closely linked to academic performance. Students reported that frequent exams, imbalanced group work, and heavy homework loads affected their emotional state, causing anxiety, demotivation, and difficulty concentrating. These factors directly impacted their grades and oral performance. Students perceived that stress is generated not only by external factors, but also by their personal interpretation of that pressure (how they perceive it and how they believe they will be able to handle it).

These findings align with models such as Lazarus and Folkman's Transactional Model of Stress and Coping. This model states that stress occurs when a person assesses that the demands of the situation exceed his or her resources to cope with it. Additionally, recent studies show that emotional intelligence, resilience, and social support positively mediate the relationship between academic stress and psychological well-being. This confirms what several students said in the interviews: feeling supported by teachers, family, or peers improves mood and consequently academic performance.

#### **4.2 Analysis by Research Question**

This analysis is organized by research questions, with each section corresponding to one of the questions that guided your study. For each question, first present a general interpretation of the students' responses, followed by a theoretical quote that supports it.

Question 1: Which academic situations cause the most emotional stress for EFL students?

### **Interpretation of answers:**

Respondents indicated that oral and written exams, oral presentations, group work, and multiple assignments due at the same time generate the most stress. Some also mentioned that tight schedules and unclear instructions contribute to anxiety. One student commented, "When I have multiple assignments due the same week, I feel like I don't sleep. I get desperate, and I don't perform as well." Another student said that giving presentations in English causes him great anxiety because he is afraid that his pronunciation or vocabulary will not be sufficient.

### **Theory and current quote:**

This illustrates a key part of Lazarus & Folkman's (1984) transactional model, which views stressors as events individuals perceive as exceeding their available resources. The study "Medical Students' Attention in EFL Class: Roles of Academic Expectation Stress and Quality of Sleep," also demonstrated how the stress generated by high academic expectations affects students' quality of sleep and therefore their ability to focus their attention in EFL classes.

Question 2: Which subjects or activities are the most emotionally demanding? for students?

### **Interpretation of responses:**

Students agreed that subjects related to oral practice and pronunciation, as well as subjects that demand public speaking skills (e.g., presentations) are the most emotionally difficult. Also, students found the following subjects with demanding written assignments in literature or English writing were also considered difficult. Some mentioned that they feel pressured to depend on others in group activities. Others, which adds stress.

### **Relationship to theory/actual quote:**

Studies on emotional intelligence and academic performance have documented that students with lower emotion regulation skills feel greater anxiety during oral presentations, which can affect their performance. In "Interpreting Emotional Well-Being and Students EFL Academic Performance", emotional intelligence has a significant impact on academic performance, especially in contexts involving interaction and written or oral expression.

Question 3: How do students perceive their academic workload, including the number of assignments, deadlines, and how many tasks they have to complete at once?

**Interpretation of answers:**

Students believe that if all workloads are spread out properly, they can be managed, however many state that when multiple large projects (assignments), a number of exams and/or numerous presentations occur at once, this creates an overload situation. Many of these same students report that when project deadlines conflict with other project deadlines or exam dates; in addition to the lack of available time to complete assigned work or studying, they also experience additional stress due to the time constraints. Another common complaint expressed by many students is that they do not have enough breaks during the day.

**Theory and current quote**

A recent study, titled "Academic Stress, Well-Being, and Students' Friendship Quality Amid Crisis: Lessons from the COVID-19 Pandemic," found that academic stress was shown to be directly related to students' emotional well-being in times of crisis. It was also found that how well students perceive themselves managing their time is the most important factor for overall well-being.

Question 4: How do your emotional states affect your academic performance, such as participation, concentration, and motivation?

**Interpretation of the answers:**

The responses show that negative emotions, such as anxiety and fear of being wrong or embarrassment, reduce participation in class discussions, causing students to avoid speaking or hesitate when answering questions. It was also mentioned that concentration decreases and, in some cases, students "freeze" when asked questions. Motivation decreases when students feel they are not making progress or repeating mistakes. When students are emotionally well—calm, motivated, and confident, they feel that they participate more, do better on homework, and try harder.

**Theory and current quote:**

In research titled "Unpacking Chinese EFL Students' Academic Engagement and Psychological Well-Being: The Roles of Language Teachers' Affective Scaffolding", teacher support and emotional stability with students have a strong correlation to academic engagement and psychological well-being. In other words, as long as students are able to rely on the emotional safety net of their language instructors, their ability to focus, be engaged in class, and motivated increases.

Question 5: How do their study habits change when they are under emotional stress?

**Interpretation of answers:**

A number of the students indicated that many of them will put off studying (procrastination), can't focus because of all the distractions that they face, and then ultimately lose interest in doing self-study. Some admitted to stopping all together from studying and/or

practicing English. Also, some students expressed that they distract themselves from anxiety (i.e., watch TV, use social media, etc.).

**Theory and current quote:**

This is consistent with research showing that avoidance-based coping or high stress leads to poor study habits and low self-regulation. A study in Indonesia, "Academic Stress and Emotional Intelligence as Predictors of Subjective Well-Being," found that, although emotional intelligence helps, academic stress negatively affects subjective well-being and can impact one's study habits.

Question 6: What strategies do you use to manage academic emotional stress?

**Interpretation of answers:**

The students listed the following strategies as ways to deal with test anxiety: talking to a friend or family member; listening to music; distracting oneself by engaging in an entertaining activity; rest; sleep; lightly exercising; organizing one's time; dividing up big jobs (or tests) into little ones; preparation prior to taking a test. Some also stated that they would work together with other classmates, receive tutoring, or request the teacher provide clarification on test questions.

**Theory and current quote:**

Based on the Transactional Model of Stress, students utilize two kinds of coping methods: problem-focused, and emotion-focused. Problem-focused strategies include things like task organization and seeking help, whereas emotion-focused strategies include items such as rest, music and distraction. The Transactional Model of Stress further suggests that social support and emotional strategies significantly decrease the amount of perceived stress as

suggested by research such as "The Transactional Theory of Stress and Coping as a Stress Management Model for Students in Hispanic-Serving Universities."

Question 7: What kind of support do you think you receive or need from the university, professors, family, or peers?

**Interpretation of answers:**

Students appreciate it when professors show empathy and provide positive feedback, flexibility with deadlines, and clear instructions. Students also mention that it would be useful to have workshops on stress management and spaces for emotional counseling and accessible psychological counseling services. Students also mention that family and friends can be supportive, but when they do not understand the demands of studying English, that support is not always enough.

**Theory and current quote:**

Social Support is a common theme across numerous research projects. The BMC Psychology Study entitled, "The Effect of Emotional Intelligence's Influence Upon University Student Academic Performance and Psychological Well-Being," indicates that motivation, resilience and social support all have a positive mediating influence upon the relationship between emotional intelligence and psychological performance/well-being among university students.

Question 8: How do you perceive the effects of academic emotional stress on your general well-being outside of academics (e.g., health, sleep, and relationships)?

**Interpretation of answers:**

Many students stated that as a result of being under stress, it has affected their ability to get enough sleep (difficulty falling asleep or difficulty staying awake due to worries about school work), their physical well-being (experiencing headaches or fatigue), their mood (feeling irritable or sad), their personal relationship (not spending as much time with other people or feeling alone) and, for a few students, their self-worth if they felt they were not meeting others' expectations. Additionally, many students reported feelings of guilt or frustration.

### **Theory and current quote:**

Research indicates that high levels of academic stress are associated with poor mental and physical health indicators. A study titled “Academic Stress and Mental Well-Being in College Students: Correlations, Affected Groups, and the Impact of the Pandemic,” concluded that college students who experienced higher levels of academic stress also reported lower levels of mental well-being; that the COVID-19 pandemic exacerbated the differences

### **4.3 Comparison Tables: Responses vs. Theory**

Below are two tables summarizing the eight questions, the students' answers, and the authors who support those answers theoretically.

<b>Question</b>	<b>Student responses (summary)</b>	<b>Author or study justifying it</b>
1. Situations that cause stress (exams, presentations, simultaneous assignments).	Oral exams, accumulated homework, oral presentations, unclear instructions.	Study: Medical students' attention in EFL class. Kao, (2023).

2. Most demanding subjects/activities.	Orals, pronunciation, English writing, group work.	Systematic study “Emotional Intelligence in Improving Academic Performance in College Students”. Tirajaya et al., (2024).
3. Perception of academic load.	Sometimes manageable, sometimes overwhelming, especially with overlapping deadlines.	Study “Academic Stress, Well-Being and Students' Friendship Quality amid crisis...” Li et al., (2022).
4. Effect of emotional states on performance.	Decreased concentration, participation, motivation; emotional blockage.	Study “Unpacking Chinese EFL Students' Academic Engagement...” Pan et al., (2023).
5. Changes in study habits when there is stress.	Procrastination, distraction, less review, disorganization.	Study “Academic Stress and Emotional Intelligence as the Predictor of Subjective Well-Being”. Oktarisa et al., (2023)
6. Coping strategies.	Music, rest, social support, planning, dividing tasks.	Transactional model studies and social support as a mediator, e.g. “Perceived Stress as a

		Mediator Between..” Yeung & Lu, (2018).
7. Support received or needed.	Teacher empathy, workshops, counseling, family and peer support.	BMC Psychology study “Emotional intelligence impact on academic achievement...”. Shengyao et al., (2024).
8. Effects of stress outside the classroom.	Sleep problems, physical health, relationships, self-esteem.	Study “Academic Stress and Mental Well-Being in College Students...”. Barbayannis et al., (2022).

#### 4.4 Additional Interpretations and Connections with Specific Objectives

The specific objectives identifying stressors, knowing coping strategies, and examining emotional effects on performance are reflected in the interview data. Students not only perceive external stressors, but they also depend heavily on how they interpret these stressors (primary and secondary appraisal, according to Lazarus and Folkman). Both social support from their teachers, families and peers were found as a moderator to diminish the negative effects of stress. The students that had developed self-regulation and planning skills (problem-focused coping) were able to perform at an acceptable level when under stress while the other students experienced decreased grades and/or fell behind due to lack of such skills.

#### **4.5 Chapter Summary**

In summary, the findings confirm that academic stress is a central variable affecting the emotions and performance of EFL students. Oral subjects, presentations, and simultaneous homework loads stand out as critical points. Emotional responses such as anxiety and low motivation impair participation, concentration, and motivation. However, students who use coping strategies such as organization, social support, and self-regulation, as well as those who receive institutional or teacher support, manage to mitigate these negative effects. The next chapter presents conclusions and recommendations based on these findings and the objectives of the full study.

## CHAPTER V

### Conclusions and Recommendations

This chapter presents the main conclusions and recommendations derived from the research study “Interpreting Emotional Well-Being in EFL Students’ Academic Performance.” The findings revealed that emotional well-being plays a crucial role in the learning process and overall academic success of first-semester EFL students. The evidence demonstrated that emotions, motivation, and stress management are directly linked to students’ capacity to focus, participate, and achieve their academic goals.

It is recommended that incorporating mindful practices into English programs, and providing resources to help manage stress, will enhance students' emotional regulation in the classroom. By incorporating short mindfulness practices, teachers can improve their students' ability to self-regulate their emotions while maintaining motivation and concentration during class time

The results of the study show that experiencing emotional stability and the perception of support within the learning environment are directly associated with significant improvements in students' motivation, engagement and ability to concentrate. In contrast, the lack of academic stress management is often the main trigger for anxiety, low class participation and a decline in academic performance.

It is advisable that Universities and teachers should strive to provide a supportive learning environment for students by implementing cooperative learning strategies, fostering open lines of communication, and helping students develop effective stress management skills. Additionally, by providing counseling services and/or stress relief workshops, students will be

able to effectively manage their emotions and remain focused during periods of high academic demand.

Additionally, it was identified that the academic situations generating the most stress were oral and written evaluations, public presentations and overload of assignments, especially when deadlines are unrealistic or the clarity of instructions is insufficient.

It is recommended that Teachers are advised to plan their evaluation timetables and clearly describe each assignment and evaluation. Teachers may use formatives to informally assess student progress and give progressively improving feedback to students to make them less fearful and anxious when evaluating students. The institution should monitor how the workload is distributed to prevent concurrent due dates so that the emotional well-being of the students is maintained.

In addition to the results already discussed, an additional important finding from the data collection and analysis is that students' fears about performing poorly (e.g., fear of making a mistake) and their fears of being judged by their peers (social anxiety) directly limit students' opportunities to participate in their English classes; this fear limits their desire to communicate in the target language. Conversely, students have demonstrated that they are more confident and motivated when they receive emotional support from their peers and teachers. In addition to their confidence and motivation, it has been shown that emotional security in the classroom is a key determinant of students' ability to maintain their performance and develop a long-term commitment to learning.

Teachers should establish a safe and welcoming classroom environment through the implementation of positive classroom management strategies. Through encouraging peer support, valuing student participation, and creating a "culture" in which students feel comfortable

with mistakes as part of the learning process, teachers can create a more relaxing environment for students to learn and grow. Creating team-building activities and enhancing students' confidence can lead to enhanced motivation and sustained interest.

Additionally, another important finding from the study is that students who employ both organizational and emotional coping strategies (i.e., planning, sufficient sleep, and utilizing social/emotional support) tend to report higher levels of emotional well-being and more stable academic performance. However, a significant number of participants stated that there was no formal instruction provided for developing these types of coping and self-regulation skills, and that this lack of formal instruction was most notable during the students' transition from secondary education to postsecondary education.

Universities should develop both formalized orientation programs and ongoing support services for incoming freshmen students that teach them how to manage their time, regulate their emotions, and practice self-care. The primary goals of these services are to provide students with the tools they need to successfully cope with university life, and to help students develop the skills and competencies associated with self-regulating their own academic learning processes

Accordingly, based upon the findings of this study, we recommend that universities institute institutional policies that make emotional well-being a part of a student's educational experience. For example, universities may offer workshops on emotional regulation, building resilience, managing one's time, and managing stress; and, by providing supportive and constructive feedback to students, and gradually encouraging participation in programs and services, universities can promote student confidence and motivation (intrinsic). In addition to promoting positive attitudes toward school and academic success, faculty members and other

educators working at the same institution should also coordinate with each other to avoid placing too much pressure on students through overlapping assignments and exams.

In order to achieve the goal of making emotional well-being a part of a student's educational experience, I recommend that universities formally incorporate emotional well-being programs into the existing structures and processes of academic institutions such as workshops, mentoring sessions, and teacher training. In doing so, universities will be able to coordinate across departments to ensure that students have reasonable and manageable course loads, and to recognize and reward students who demonstrate high levels of effort and resilience, which can increase students' motivation and academic performance.

In conclusion, the study demonstrates that academic and emotional dimensions are deeply interconnected in EFL learning. Emotional well-being should not be considered as a secondary aspect of training, but as the foundation upon which effective academic development is built. By addressing emotional factors through institutional support, teaching strategies, and student empowerment, universities have the capacity to develop learners who are resilient, motivated, and better prepared to deal with the complexity of academic challenges. Future research could extend these findings by exploring emotional well-being across different academic modalities and cultural contexts, thus providing a vaster understanding of its long-term influence on student success.

Future research on the emotional well-being of students studying English as a foreign language (EFL) should be conducted in different ways than just the traditional classroom setting; for example, online, blended, online, hybrid, cross-cultural etc. These studies will allow us to understand the relationship between emotional well-being and academic success in the education

of language learners and create appropriate and culturally sensitive ways to meet the emotional needs of students and therefore improve their education.

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*centered approach.*

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## Annexes

### **Annex A: *Certified Anti-Plagiarism System***

La Libertad, 30 de octubre de 2025

#### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “INTERPRETING EMOTIONAL WELL-BEING AND EFL STUDENTS' ACADEMIC PERFORMANCE” de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista

Atentamente,



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Ing. Eliana León Abad, MSc.

TUTORA

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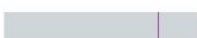
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**Annex B: Interview Format**

**PROJECT TITLE / TÍTULO DEL PROYECTO:** INTERPRETING EMOTIONAL WELL-BEING AND EFL STUDENTS' ACADEMIC PERFORMANCE / INTERPRETACIÓN DEL BIENESTAR EMOCIONAL Y EL RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES DE EFL

Investigadora: Tumbaco Elizalde Dayana Michelle


Institución: Universidad Estatal Península de Santa Elena (UPSE)

Carrera: Pedagogía de los Idiomas Nacionales y Extranjeros

Fecha de la entrevista: - -2025

Plataforma: Zoom

Código de participante: E-

 Instrucciones al participante (leer antes de empezar)

- Esta entrevista se realiza por Zoom y tendrá una duración aproximada de 20–30 minutos.
- La información será utilizada únicamente con fines académicos y de investigación.
- La entrevista será grabada (solo con su autorización) para poder transcribirla posteriormente.
- La participación es voluntaria, puede abstenerse de responder cualquier pregunta o retirarse en cualquier momento.
- Sus respuestas serán anónimas y confidenciales.

Consentimiento informado (oral):

- Antes de iniciar, ¿me confirma que acepta participar de manera voluntaria en esta entrevista y que está de acuerdo con que sea grabada?

Sí acepto.

No acepto.

1. Datos generales

Edad: 18

Género: \_\_\_\_\_

¿Actualmente trabaja además de estudiar? Sí      No

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?
2. Which subjects or activities do you find most demanding or difficult, and why? / ¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?
3. Do you consider the academic workload (homework, exams, and projects) to be appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico (deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?
4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?
5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu

- comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?
6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?
  7. What activities or personal practices do you use to manage academic stress? (Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)
  8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

**Annex C: *Transcription of the interviews.***

**Interview 1:**

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?

Interviewee: Este por tareas y por exámenes.

Interviewer: Okay. Eh, ¿podrías profundizar un poquito más? O sea, ¿por qué esas fuentes de estrés te han experimentado demasiado estrés? ¿A qué se debe que te hayan experimentado demasiado estrés?

Interviewee: En actividades académicas podrían ser las actividades en grupo, ya que como trabajamos por una plataforma, o sea, por medio de Zoom, no es presencial, no hay una constante comunicación, ya que por motivos de trabajo algunos compañeros no pueden responder mensajes o conectarse a tiempo a reuniones que nosotros tengamos para poder realizar nuestras actividades. y en los exámenes porque son varios y bueno, eh hay que estudiar para cada uno.

2. Which subjects or activities do you find most demanding or difficult, and why? /

¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?

Eh, yo creo que sería la materia de inglés, ya que, o sea, es algo que me gusta, pero exige de saber, entender y profundizar nuestros aprendizajes de una manera autónoma y muchas veces no existe el tiempo necesario para poder hacerlo, como le dije anteriormente, de una manera autónoma. Por ende, esto demanda de bastante tiempo y bueno, esa es la materia.

3. Do you consider the academic workload (homework, exams, and projects) to be appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico (deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?

Por el momento creo que sí es adecuada, ya que no nos sobrecargan, simplemente se da lo normal. Solo que, por ejemplo, en el caso de algunos compañeros recién este sí se nos dificulta un poco, ya que es nuestra primera vez accediendo a lo que es la universidad. Un nuevo cambio de modalidad, sobre todo.

4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?

Eh, en lo personal creo que influiría bastante significativamente, ya que este dependiendo del estado de ánimo, eh, uno puede acceder a hacer las cosas con motivación y muchas veces dicen que sin motivación no hay nada. Entonces este si yo me siento mal ganas de hacer las actividades y por ende las voy a hacer por obligación más no porque me interesaría exactamente este profundizar los temas.

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?

He notado que cuando me estreso me bloqueo y no puedo seguir realizando lo que tengo que hacer. Es como que me quedo estancada y aunque quiera avanzar no puedo porque tengo demasiadas situaciones en la cabeza y me estreso y no puedo avanzar.

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?

Claro, este influye demasiado, ya que el apoyo que yo siento que me brinden podrían ayudarme a en situaciones difíciles, porque puede que yo me sienta mal, pero si me dan una motivación y están constantemente diciéndome que yo puedo, obviamente puedo avanzar y en una manera significativa, ya que es muy importante la salud mental en el tiempo de estudio.

7. What activities or personal practices do you use to manage academic stress?

(Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o

prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)

Por lo general, cuando tengo estrés académico o muy aparte también suelo conversar con las demás personas. Eh, para mí desestresarme no abarca simplemente el descansar, sino que comunicarme y expresar lo que siento.

8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

Yo creo que sí, ya que no simplemente se trata de un estudiante, los cuales pueden llegar a sentir estrés, aunque existe en lo que es la universidad en matriz existen las canchas en lo que uno puede jugar y puede desestresarse, pero yo creería que debería de existir un espacio como más de relajación. Ya que eh son demasiados alumnos y muchas veces el estrés no solo forma parte de una persona, sino que es algo que se sale de las manos y es algo que todas las personas pueden tener. Entonces, yo considero que sí debería de haber alguna forma para para ayudar a los estudiantes en estos casos.

## **Interview 2**

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?

Es medio estresado en el sentido de que retrasan a los profesores cuando explican algo, porque a veces los profesores se matan el tiempo explicando cuatro o 10 veces un tema para que al día siguiente vuelvan a preguntar lo mismo. No quedamos en ese mismo punto y no

avanzamos, perdemos tiempo, perdemos hora de clase, nos hacen perder tiempo valioso a nosotros lo que hemos puesto atención.

2. Which subjects or activities do you find most demanding or difficult, and why? /

¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?

Una asignatura difícil, diría que política educativa. En el sentido de que de que la profesora a veces le cuesta enganchar a los alumnos en su clase porque su tono de voz y su manera de enseñar no aportan en cuanto al tema referente de índole política, porque es un tema amplio y que necesita proyectarse con cierto tono de voz para que el alumno pueda entender y hacer preguntas y lo veo como una clase muy plana y a la vez me cuesta tener la retentiva de esa clase. Ahora, qué actividad es más exigente diría que los trabajos, los trabajos en grupo cuando son por aleatoriedad más no por afinidad. Por el problema de aleatoriedad es que la mayoría de mis compañeros, como le digo, son personas que no les gusta trabajar, les gusta que le den todo ya hecho, resuelto y no participan, eh no aportan nada. Y a veces ni siquiera hablan. Y eso me resulta muy estresante a mí, porque se supone que si es un trabajo en grupo, todos tenemos que aportar así sea con una mínima idea, así sea que esté errónea, pero que se note el interés. Y eso a mí me resulta lo más difícil a la hora, una de las actividades más exigentes o difíciles para mí parecer cuando es trabajo en grupo por aleatoriedad.

3. Do you consider the academic workload (homework, exams, and projects) to be

appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico

(deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?

Interviewee: No, no lo considero excesivo, la verdad.

Interviewer: ¿Por qué? ¿Por qué crees que está bien?

Interviewee: ¿Por qué siento yo que está bien? Porque para lo que vamos, siento más bien que falta que nos exijan un poco más, que traten de sacar nuestro potencial como estudiantes de esta carrera. Siento que voy al punto anterior, a que nos quedamos estancados en un tópico varias veces y no nos permite avanzar, por lo que nos vemos limitados a en cuanto temas deberes, proyectos o así. Por eso considero que estamos bien en ese sentido. No siento que nos han puesto una carga exigente, sino una carga que va dentro de los límites como salón.

4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?

Diría que he logrado el poder equilibrar, separar lo académico fuera de lo personal, que al inicio en el pre, la verdad, porque estaba con esa incertidumbre de que y si no llego a pasar, ¿y si por A o B motivo me llego a quedar? Y si por A o B motivo esto, lo otro. Sí, he tenido ese problema porque sufro de sobre pensar demasiado las cosas, pero he aprendido a manejarlo y actualmente no me afecta demasiado mi estado emocional al rendimiento académico, porque trato de dejarlo de lado y enfocarme en el tema en cuestión, ya sea actividades en grupo o una actividad individual en clases o así.

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?

A ver, yo diría que en el tema de participación como tal, porque yo soy una persona muy activa en el aula, me encanta participar con mi grupo de afinidad y me estreso cuando los

docentes ya no nos involucran a nosotros, sino que involucran al salón en general y el salón en general decide no participar, no quieren alzar la mano, y no quieren que participemos los de siempre y los profesores se enojan con nosotros después por eso y eso a mí me estresa porque los profesores sabiendo cómo es la situación y viendo que ellos no ponen de su parte tipo, bueno, me voy a quedar con los que verdaderamente quieren participar. Yo entiendo el punto de que quieren incluir a los demás, pero también llega un límite en el que si no se ve el empeño por algo, pues para qué intentarlo. Y eso a mí me estresa en el sentido de las participaciones. O sea, nos excluyen hasta cierto punto que los que más participamos por quererle darle la eh el foco de vista panorámico a la gente que no quiere participar por nada del mundo, ni porque ni así sea porque valga un punto en clase o así. Eso a mí me estresa.

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?

Influye, la verdad y diría que de una manera muy positiva, porque podría decirse que conté con la dicha de que he creado un grupo, un grupo de compañeros que tenemos el mismo interés, o sea, de que ser más activos en clase, apoyarnos y se ha generado una amistad en ese sentido con ese pequeño grupo en el que todos nos damos la mano y si vemos que estamos mal, ya sea con una tarea o problemas personales, tratamos de darnos la mano como pueda y eso influye bastante, tipo, como para no desmotivarse de la carrera, no sentir que a la final estás solo, pero no estás del todo solo porque tienes gente que no quiere que tú también te estanques, sino que sigas avanzando un peldaño más a lo que viene a ser esta carrera, que yo diría que influye de manera positiva, la verdad.

7. What activities or personal practices do you use to manage academic stress?

(Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)

Varias en general, tipo cuando me siento estresado a un nivel de exposiciones, eh busco ya sea tocar mis instrumentos o escribir en mi teléfono, en otro idioma, porque es muy aparte de la carrera como tal. También de manera autónoma estoy aprendiendo un idioma externo, Y me desfogo en ese idioma. me despego en ese idioma o escribo cualquier cosa que me guste en ese idioma y también me dedico a entrenar cuando estoy con ya demasiado estrés, que siento que estoy a un punto de estallar, que me puede dar un ataque en todo eso, entrenando o jugando videojuegos.

8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

Diría que es sumamente necesario, porque como usted lo dijo, no es una carrera fácil, la verdad, como ninguna, ninguna carrera es fácil y más en esta en el que nos estamos adentrando a un idioma diferente al nuestro, a una lengua totalmente distinta, por lo que requerimos más exigencia de nuestra parte y muchas veces nos estresamos por eso, porque sentimos que no avanzamos y en el sentir de que no avanzas te quedas, te estancas, mentalmente y eso genera estrés y la universidad debería contar tipo con guías o algún taller, algo sencillo para el manejo de estrés o cómo sobrellevarlo en caso de estres. Ahora, en el caso de que ya lo manejen, de que ya tengan algo así, si yo considero que es algo un poco obsoleto, diría que deberían renovarlo viendo el panorama estudiantil actual, porque todo va avanzando, evidentemente, lo

que funcionó hace 10, 15 años no va a funcionar con la generación de ahora de estudiantes. O sea, prácticamente tú dices ir renovando mes a mes o año a año.

### Interview 3

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?

Bueno, mi opinión, bueno, de lo que yo he experimentado son los trabajos grupales. Son muy estresantes porque a veces alguien ayuda o alguien no. Y es muy estresante eso de estarles diciendo, "Ayuden y ayuden y que ellos no quieran hacer nada."

2. Which subjects or activities do you find most demanding or difficult, and why? / ¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?

Interviewee: Eh, pues la asignatura de inglés es como que más exigente, por decirlo así.

El que nos manda hacer una unidad y quiere para tal fecha. Bueno, eso es normal de todo profesor, pero es el profesor más exigente que tenemos por ahora.

Interviewer: ¿Okay, entonces más es por el tema de la enseñanza del docente?

Interviewee: Sí, así porque es como que eh una vez nos dijo que si no entendíamos cada clase y yo sé que es algo que deberíamos hacer, pero a veces estamos ocupados y estamos haciendo algo diferente a la clase.

Interviewer: Okay. Ustedes están de forma virtual, ¿cierto? Sí. ¿Creerías que si ven la materia de forma presencial sería más llevadera la materia?

Interviewee: Sí, eso sí. Bueno, eso es en todo. Es mejor esencial que virtual.

3. Do you consider the academic workload (homework, exams, and projects) to be appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico (deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?

Yo digo que es adecuada porque yo creo que así con los deberes o exámenes tenemos un poquito más de enseñanza, al igual que con los proyectos.

4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?

Yo creo que afecta mucho porque es el, por ejemplo, qué sé yo, alguien tenga una pérdida y eso va a afectar mucho porque ya sea la tristeza o la depresión nos invade y no nos hace prestar atención a, qué sé yo, las clases o a presentar las tareas. Es algo que influye mucho en el ser humano.

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?

Pues yo creo que es difícil hacer las cosas estresadas, así que como que afecta demasiado al momento de que estamos en clases, ¿no?, o sea, no nos permite concentrar y tampoco participar en clases.

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los

profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?

Pues yo creo que eso influye, ya que ellos nos motivan a seguir adelante, ya sean los profesores, tal vez nos dan algún consejo, al igual que la familia la tenemos aquí y nos apoya.

7. What activities or personal practices do you use to manage academic stress?

(Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)

Bueno, yo para controlar el estrés a veces escucho música o me pongo a ver series de juegos. O sea, me relajo, dejo de pensar un rato en las cosas académicas.

8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

Bueno, yo diría que sí, pero a la vez no. ¿Por qué? Porque yo creo que, bueno, es mi pensar, yo creo que todos deberíamos aprender a controlar nuestro estrés. O sea, no es simplemente no es el hecho de que nos manden un montón de tareas, es nuestra responsabilidad y nosotros mismos debemos controlar nuestro estrés o nuestra ansiedad o depresión. Es lo que yo pienso, es mi opinión. ¿Y por qué sí? Porque a la vez son ellos los que nos estresan las actividades. Bueno, también es un punto de que sí y no por porque a la vez es la universidad la que nos estresa, pero a la vez no porque nosotros debemos aprender a controlarnos nosotros mismos.

#### **Interview 4**

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?

Las principales fuentes considero que podrían ser estresantes es que estamos de manera virtual y se me complica un poco más aprender porque suelo distraerme un poco más.

2. Which subjects or activities do you find most demanding or difficult, and why? / ¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?

La asignatura que me resulta un poco más complicada sería pedagogía en sí es porque el método que utiliza la profesora es algo que no estaba acostumbrada porque los diferentes profesores tienen un solo método de enseñanza y el de ella es un poco diferente. Más se enfoca en los trabajos grupales y no hay tanto trabajo.

3. Do you consider the academic workload (homework, exams, and projects) to be appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico (deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?

Por ahora siento que es adecuada, ya que nos dan el tiempo suficiente para entregarlas y no han sido tan complicadas. Es llevadero.

4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?

Interviewee: Al principio sí afectaron demasiado, ya que no encontraba motivación para empezar a tener un poco más de enfoque en algunas asignaturas.

Interviewer: ¿Cómo lograste sobrellevar eso?

Interviewee: Empecé a sobrellevarlo porque hubo algunas actividades que sí me agradaron y empecé a trabajar de ese mismo método en otras asignaturas y todas las tareas.

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?

Cuando me siento más estresada, este, suelo tardar mucho en terminar una sola tarea. Y esto ha dificultado muchas veces la entrega de trabajo.

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?

Sí, porque algunas veces hay distracciones o a veces los problemas se juntan con lo académico.

7. What activities or personal practices do you use to manage academic stress? (Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)

El método que más uso es el descanso. Y actualmente ya no ya no me siento tan estresada.

8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

Interviewee: Yo creo que sí, porque algunas veces los estudiantes suelen salirse de las carreras por el estrés y muchas veces es al inicio porque no encuentran una manera de establecerse.

Interviewer: Okay, muy bien. O sea, ¿crees que a inicios de semestre es lo más complicado?

Interviewee: Sí, ya que es un cambio de metodología.

### **Interview 5**

1. What are the main academic situations that cause you the most stress during this first semester? / ¿Cuáles son las principales fuentes de estrés que has experimentado en tu primer semestre universitario?

En el primer semestre no he presentado ninguna etapa de estrés, sin embargo, creo que la primera etapa de estrés que creo que se genera es cuando se te acumulan las tareas.

2. Which subjects or activities do you find most demanding or difficult, and why? / ¿Qué asignaturas o actividades te resultan más exigentes o difíciles y por qué?

Diría que inglés dado que es mi primera vez eh aportando el idioma en manera extensa. Creo que puedo decir que es el hecho de no estar probando el idioma en mi vida diaria, sino más en la hora de clase. Entonces, es un poco complicado al momento de querer estudiarlo, pero adquiriéndolo de una manera más social y no más académica.

3. Do you consider the academic workload (homework, exams, and projects) to be appropriate or excessive, and why? / ¿Consideras que la carga de trabajo académico (deberes, exámenes y proyectos) es adecuada o excesiva, y por qué?

Puedo considerar que es adecuada dado que nos dan un lapso de tiempo extenso y no es tanto día tras día, sino que nos dan un lazo muy adecuado para realizarlas.

4. How does your emotional state (mood, motivation, and worries) affect your academic performance? / Cómo afecta tu estado emocional (estado de ánimo, motivación, y preocupaciones) a tu rendimiento académico?

No creo que ha afectado, si crees que el estado de ánimo puedes manejarlo de manera adecuada, no debe afectar tu rendimiento académico.

5. What changes in your academic behavior, such as concentration, participation, or turning in work, have you noticed when you feel more stressed? / ¿Qué cambios en tu comportamiento académico, como concentración, participación o entrega de trabajos, has notado cuando te sientes más estresado?

Creo que sería que demoro en hacer un poco más las actividades, dado que pierdes un poco la concentración, pero sin embargo sí los entrego. Entonces creo que la respuesta mía sería que sí afecta un poco, pero no demasiado negativamente.

6. Do you feel that emotional support from teachers, peers, or family influences your academic performance? In what ways? / ¿Crees que el apoyo emocional de los profesores, los compañeros o la familia influye en tu rendimiento académico? ¿De qué manera?

Creo que no, dado que no le veo mucho en el apoyo emocional, sino más como sus feedback nos pueden ayudar, pero el apoyo emocional creo que no. Más depende de mí, dado que eh si tú mismo te encargas de darte tu motivación, entonces no tienes que mucho depender de que otras personas te digan cómo hacerlo.

7. What activities or personal practices do you use to manage academic stress?

(Examples: exercise, rest, music, talking to someone, etc.) / ¿Qué actividades o prácticas personales utilizas para gestionar el estrés académico? (Ejemplos: ejercicio, descanso, música, hablar con alguien, etc.)

Para liberar estrés utilizo mucho la lectura, la música y el jugar a veces videojuegos, pero el último no es mucho.

8. Should the university offer training to help students reduce their stress levels? Why yes or why not? / ¿Debería la universidad ofrecer formación para ayudar a los estudiantes a reducir sus niveles de estrés? ¿Por qué sí o por qué no?

Diría que sí, dado que sí existe demasiado estrés académico por el hecho de no saber manejar o gestionar muy bien tus tiempos. Entonces, sería una manera muy accesible que la universidad te ofrezca este tipo de programas para manejar más el tiempo y que no se te acumule mucho las actividades cuando tienes algún trabajo o algún otro tipo de actividades.