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Student academic stress scale (sass) questionnaire

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The text appears to be a list of academic studies and publications related to student-centered learning, quality assurance, and student satisfaction in higher education. The references include articles from various journals, conferences, and reports from institutions such as the European University Association, the National Student Survey (NSS), and Google Scholar. The psychometric testing of the nursing student satisfaction scale for associate nursing programs was conducted by several researchers, including J. Nurs. Educ., J. Educ. Health Promot., and Int. J. Public Sect. Manage. (2012-2019). The study aimed to evaluate the psychometric properties of scales measuring student academic satisfaction and to examine student satisfaction with higher education services. The SISCO-II Academic Stress Inventory (SISCO-II-AS) is a validated instrument that evaluates stressors, symptoms, and coping mechanisms both individually and globally. To obtain its corresponding scales, researchers employed a non-experimental quantitative approach, administering the SISCO-II-AS to 1,049 second and third-year students from three Chilean universities. Descriptive and bivariate analyses were used to establish norms based on percentiles. The study found significant differences by sex in the full instrument and subscales, with varying magnitudes from small to moderate. Bar scale norms by percentile and sex are presented for each subscale (stressors, physical and psychological reactions, social behavioral reactions, total reaction, and coping). The study stands out for its broad and heterogeneous sample, which enriches the representativeness of the data. It offers score ranges defined for low, medium, and high levels, varying according to the sex of the respondent. Note: The article is a descriptive analysis of the SISCO-II-AS instrument and its subscales, presenting norms by percentile and sex. Academic stress among college students has become a pressing concern, with multiple factors contributing to its development. This study provides a comprehensive view of academic stress, identifying distinct characteristics and emphasizing the importance of gender-sensitive approaches. The findings contribute to a deeper understanding of academic stress and guide future interventions. The SISCO-II-AS inventory is analyzed in this research, establishing normative values for assessing academic stress in college students. This information is valuable for health professionals and educators seeking to better understand and address academic stress among their student populations. Academic stress takes on significant relevance within the context of mental health, particularly for college students. As a growing number of young people enter higher education, they face various demands that can trigger mental health issues, negatively impacting performance and retention at university. College students often encounter multiple responsibilities, including academic load, work commitments, social life, and family obligations, which can result in increased academic stress. AS gradually increases due to academic demands, pressure for grades, competition, and fear of not meeting expectations, affecting student performance and health. Consequently, students experiencing high levels of AS are more likely to experience anxiety, depression, insomnia, and other mental disorders. These conditions can negatively impact a student's academic performance and overall well-being, underscoring the need to comprehensively address AS in the educational environment. The concept of "academic stress" is complex, with varying definitions and evaluation tools employed by researchers. This ambiguity contributes to inconsistent outcomes and complicates cross-study comparisons. This research aims to provide a more comprehensive understanding of academic stress among college students, highlighting the importance of gender-sensitive approaches and identifying distinctive factors that contribute to its development. The findings will aid in better assessing and addressing academic stress in student populations. The academic stress (AS) experienced by college students can be influenced by various factors, including gender. To better understand this complex phenomenon, a multidimensional approach is needed. However, existing measurement tools often provide simple measurements with little contextualization. Some studies have focused on assessing stressful situations related to academics, family, and economics, while others have explored the stressful potential of different academic conditions. A more comprehensive understanding of AS was proposed by Barraza-Macías, who defined it as a systemic, adaptive, and psychological process consisting of three moments: confrontation with stressors, systemic imbalance resulting in symptoms, and response aimed at re-establishing balance. This theoretical model identifies three components within the systemic process: stressful stimuli, symptomatology indicating imbalance, and coping strategies. To assess AS, various inventories have been developed, such as the Student Life Stress Inventory (Gadzella, 1994), Undergraduate Stress Sources Questionnaire (Blackmore, Tucker & Jones, 2005), Academic Expectations and Stress Inventory (Ang & Huan, 2006) and College Student Stress Scale (Feldt, 2008). The SISCO inventory of academic stress (SISCO-AS), developed by Barraza-Macías, is a self-descriptive psychometric instrument based on a three-factor structure: stressors, symptomatology, and coping. In Chile, the SISCO-AS has been used to study its psychometric properties. A modification of this inventory, the SISCO-II inventory of academic stress (SISCO-II-AS), was introduced in 2020. This new version maintains the subscales of stressors and coping while identifying two factors within symptomatology: physical and psychological reactions, and social behavioral reactions. When assessing AS in diverse student populations, it is essential to consider various aspects, including item analysis, estimating reliability, and obtaining evidence of validity. The quality of inferences made from scores should be evaluated by studying dimensionality, the differential functioning of items, and their relationship with external variables. Having reliable cut-off points to interpret scores is crucial for practical use. Adequate scales are essential, especially when targeting a specific population, like students. Individual scores aren't directly interpretable; they need to be compared with others in the same group. Scales help determine an individual's position within their normative group by assigning numerical values to possible scores. Different methods exist to obtain scales, such as age-based or percentile measures (Muñiz & Fonseca-Pedrero, 2019; Prieto Adánez & Delgado González, 2010). To evaluate diverse student populations' levels of Anxiety Sensitivity (AS), having accurate scales is necessary. This study aims to descriptively analyze the SISCO-II-AS and derive its corresponding scales based on a sample from when this inventory was reported (Castillo-Navarrete et al., 2020). The study details data collection methods, participant demographics, and statistical analysis procedures. Results show the efficacy of the SISCO-II-AS and establish normative scales. Discussion highlights implications within the current academic environment, summarizing key points and suggesting future research directions. This quantitative, non-experimental study was conducted with a purified sample of 1,049 students from three Chilean universities. Participants were second and third-year students who consented to participate by signing informed forms. The study included individuals managing their mental health through psychological and pharmacological treatments, reflecting real-world scenarios (Fu & Qiao, 2023; Lieslehto et al., 2023; Tang et al., 2023). Excluding such participants would bias results concerning university student populations as a whole. This study employed the SISCO-II-AS research tool, comprising 33 items. The initial item is a yes-no question that determines whether respondents proceed to answer further questions. The second item assesses overall self-perception of stress levels. Eight items identify environmental demands perceived as stressors, while 17 items evaluate symptoms or responses to stressful stimuli. Six items examine the frequency of coping strategies used. The last three sections utilize a Likert scale, ranging from "never" (1) to "always" (5). This instrument can be used in its entirety or divided into separate parts. In this research, the tool was applied during students' second or third year of study, covering careers such as Medical Technology, Obstetrics, and Childcare. The application process took approximately 10 minutes and was conducted at the end of 2018. Descriptive analysis involved central tendency and dispersion measures, while categorical variables were analyzed using frequency and percentage. Bivariate and multivariate analyses were performed, comparing groups based on each variable separately. Bar norms were established using percentiles for each part of the SISCO-II-AS instrument. A significance level of $\alpha = 0.05$ was set. Data were coded in Microsoft Excel, and statistical analysis was conducted using R Studio. A total of 38 cases had missing data, which were addressed through multiple imputation by fully conditional specification. The sample consisted of 789 women (75.21%) and 260 men (24.79%), with an average age of 21.26 years. The majority of students were in their third to sixth semester. When evaluating SISCO-II-AS scores by sex, significant differences ($d = 0.56$) were found on the full instrument. The study compared stressors, physical and physiological reactions, social behavior, and coping strategies among women and men. The results showed that while there were significant differences in these areas between genders, the magnitude of these differences varied (Table 2). Specifically, small differences were found in social behavioral reactions ($d = 0.237$), while moderate differences were observed in stressors ($d = 0.468$) and physical and psychological reactions ($d = 0.631$). However, when considering the total reaction, the difference was masked, suggesting that gender differences exist only in specific areas. The study also examined whether there were differences between university origins of participants, but no significant differences were found in the score of the complete instrument or in stressors, physical and psychological reactions, social behavioral reactions (Table 3). However, small differences were observed in coping strategies and full instrument scores when comparing universities. Interestingly, some careers showed higher scores in certain areas, such as Dentistry and Medical Technology. In contrast, Chemistry and Pharmacy had lower scores in coping strategies. The study also reported that a significant proportion of participants (6.96%) received psychological treatment, with 37% taking medication. These individuals were included in the analysis of the SISCO-II-AS scale to provide a more accurate representation of college students' experiences. Overall, the results suggest that while there are differences between women and men in certain areas, these differences may be masked when considering the total reaction. Furthermore, some careers exhibit unique characteristics, such as higher scores in stressors or lower scores in coping strategies. The student reality showed significant academic performance (Fu & Qiao, 2023; Lieslehto et al., 2023; Tang et al., 2023). The group demonstrated moderate differences in the full instrument score ($d = 0.614$), with notable variations in physical and psychological reactions ($d = 0.766$) and social behavioural reactions ($d = 0.641$). No significant differences were observed in coping strategies. When examining age, a linear relationship was observed for most subscales, except coping, which showed a small but significant correlation ($r = 0.09$, $p < 0.01$). Considering minimal university and career differences, insignificant age differences, and predictable stress levels for individuals on therapy, sex emerged as the relevant variable in setting norms. Norms were established using percentile cut points for low, medium, and high levels across subscales and the full instrument (Gutiérrez et al., 2016). Given article text here The intermediate score ranges from 31 to 40 for women and 26 to 35 for men. Scores below 30 for women or 25 for men indicate a low level on the subscale. For social behavioral reactions, high scores are above 20 for women and above 19 for men, while medium scores range from 13 to 19 for women and 12 to 18 for men. Low levels in this subscale are indicated by scores below 12 for women or 11 for men. In the total reaction subscale, which includes physical and psychological reactions, high scores are above 60 points for women and 54 points for men, medium scores range from 45 to 59 for women and 39 to 53 for men, and low levels correspond to scores below 44 for women or 38 for men. For coping strategies, high scores are above 22 points, mild scores are between 17 and 21, and low scores are below 16. The full instrument indicates a high level of academic stress (AS) with scores above 108 points for women and 99 points for men, medium levels range from 87 to 107 points for women and 79 to 98 points for men, and low levels correspond to scores below 86 points for women or 78 points for men. Given article text here The SISCO-II-AS instrument provides a comprehensive guide for interpreting scores and takes into account gender differences. Research has consistently shown that men and women exhibit distinct stress responses at various levels, including biological, psychological, and social. The present study's findings corroborate these existing literatures, revealing significant gender differences in AS scores, particularly in the context of academic stressors and coping mechanisms. The sample predominantly consists of female participants, mirroring the demographics of accessible health faculties. This selection is a result of the availability and cooperation of such faculties, leading to an underrepresentation of engineering majors. The observed gender disparities in AS scores are attributed to a combination of biological, psychological, and socio-cultural factors, including differences in stressors, physical reactions, psychological responses, and social behavioural reactions. Notably, women tend to exhibit lower stress levels on the stressors subscale if their score is 23 or below, whereas men require a score of 20 or lower. This difference may suggest that women are more susceptible to specific academic stressors or have a greater willingness to report their stressful experiences. The study's findings also highlight the importance of considering gender in AS assessment and management. Interestingly, no significant differences were observed on the coping strategies subscale between males and females. However, this result should be interpreted with caution, as previous studies have reported limitations in the coping sub-scale. In terms of university origin, dental students achieved the highest scores on the SISCO-II-AS. This outcome aligns with existing literature, which suggests that dental students face significant stressors related to their profession. The pressure to perform in dental training is immense due to its high demands and financial investment, making it a significant source of stress for many students. In contrast, medical technology students seem less stressed overall, possibly because their holistic training approach connects theoretical learning with practical experience, reducing anxiety and stress related to exams. Notably, students who are already dealing with psychological or pharmacological issues have higher levels of stress, highlighting the importance of considering mental health when assessing academic stress. However, this study has some limitations: its sample size is limited to specific universities and fields of study, which might not be representative of a broader student population; it also relies on self-reported measures that can be subject to biases. The study's limitations include its failure to account for external variables that could significantly impact AS, such as familial, financial, or environmental factors. This omission may restrict a more nuanced understanding of AS. Future research should aim to integrate these considerations to enhance comprehension of the academic stress landscape. This study exhibits crucial strengths in terms of relevance and applicability. Firstly, it employs a large and diverse sample comprising students from various disciplines, enhancing the representativeness of the data. This broad representation reinforces the generalisability of the results to a large and varied student population. Furthermore, it provides valuable insight into the prevalence and dynamics of academic stress among college students. In this regard, it identifies differentiating factors according to the field of study and gender. The differential impact of AS on men and women highlights the need for supportive approaches that take these gender differences into account. Although the study has limitations, its findings contribute significantly to understanding of AS in the university context, providing useful clues for future research and guiding intervention strategies aimed at improving students' mental health and academic performance. This section appears to be a list of references related to academic stress and burnout, particularly in students. The references include various studies and articles published between 1988 and 2023, which explore the concept of academic stress, its prevalence, and its impact on mental health. The references are drawn from a range of sources, including peer-reviewed journals (such as the Journal of Abnormal Psychology and Educational and Psychological Measurement), as well as online publications (such as the Galician Medical Journal). Some of the specific topics explored in these references include: * The development and validation of various instruments for measuring academic stress and burnout * The prevalence and distribution of mental disorders among college students * The relationship between academic stress and levels of plasma brain-derived neurotrophic factor (BDNF) and salivary cortisol * A systematic review of studies on self-perceived sources of stress and burnout in dentistry Overall, this section appears to be a comprehensive collection of research-related references related to the topic of academic stress and burnout. Several studies have explored the concept of academic stress and its effects on individuals, particularly university students. Researchers have developed various instruments to measure perceived stress, such as the Academic Stress Inventory (ASi) and the SISCO-II inventory. One study by Castillo-Navarrete et al. (2020) evaluated the psychometric properties of the SISCO-II inventory, a tool designed to assess academic stress in university students. The authors found that the inventory had good reliability and validity measures. Other researchers have also investigated the topic of perceived stress, including Cohen et al. (1983), who developed a global measure of perceived stress, and Feldt (2008), who created a brief college student stress scale. Folkman and Moskowitz (2004) discussed the concept of coping mechanisms and their limitations, while Fu and Qiao (2023) explored the use of artificial intelligence to analyze psychological characteristics in college students. Additionally, studies by Goldfarb et al. (2019), González Cabanach et al. (2010), and Graves et al. (2021) have shed light on sex differences in stress responses, perceived stress, and coping mechanisms among university students. Lastly, Guzmán-Castillo et al. (2022) published a study that validated the SISCO-II inventory of academic stress for use with health students in Chile, and another study by the same authors (2018) examined the validity and reliability of the inventory among health students. These studies contribute to our understanding of academic stress and its effects on university students, highlighting the importance of developing effective measures to support student well-being. The provided citations are from various academic journals and publications, focusing on different topics related to psychology, stress, and coping mechanisms. A study by Kuhn et al. (2023) explores sex-dependent multimodal response profiles to psychosocial stress in the brain, highlighting differences between men and women in their responses to stress. Another study by Lieslehto et al. (2023) investigates the association between pharmacological treatments and real-world outcomes in individuals with borderline personality disorder. A research paper by Liu et al. (2023) examines the trajectories of college students' general self-efficacy, depression, and related predictors using a piecewise growth mixture modeling approach. Matud's study from 2004 compares stress and coping styles between men and women, revealing differences in their responses to stressful situations. Muñiz and Fonseca-Pedrero's article provides guidance on test development, highlighting the importance of thorough methodology. Owczarek et al.'s research (2020) explores the manifestation of stress and anxiety in the stomatognathic system of undergraduate dentistry students. The study by Polo et al. (1996) assesses academic stress in university students, providing insights into the experiences of students in higher education. Prieto Adánez and Delgado González's work from 2010 discusses the reliability and validity of research methods in psychology. Putwain's article (2007) provides methodological considerations for researching academic stress and anxiety in students. The R-Project (2023) updates on the statistical computing software R, highlighting its capabilities. Rubin's book (1987) introduces multiple imputation as a method for handling nonresponse in surveys. Tamres et al.'s meta-analytic review (2002) compares sex differences in coping behavior, revealing nuances in men's and women's responses to stress. Lastly, Tang et al.'s study (2023) investigates college students' cognitive engagement in learning and its relationship to academic performance. This article provides supplementary materials, including data citations and statements on availability, for an academic study conducted in 2023. The supplements contain detailed breakdowns of a scale's performance by gender and percentile, as well as a codebook, dataset, and procedure for improving English writing skills. Some sections were co-authored with the GPT-4 AI model. The data is publicly accessible through Repositorio de Datos—UdeC under the identifier "M6681K." This article also mentions the Student Academic Support Scale (SASS), which assesses academic support among college students using a 15-item scale with a 5-point Likert scale for each item, and provides its documentation.