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Relationship between Academic Stress and Students' Coping Mechanisms at Higher Secondary Level

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Abstract
Academic stress refers to the psychological pressure students experience due to academic demands, performance expectations, and workload. Students' coping mechanisms are the cognitive and behavioral strategies they use to manage this stress, helping them maintain emotional balance and academic performance. The objectives of the study were to find the level of academic stress and coping mechanisms, and to explore the effect and relationship between academic stress and coping mechanisms at Higher Secondary Level. The design of the study is correlational. Positivism is the philosophical paradigm used in quantitative research. The population was comprised of all public and private higher secondary level of Lahore district. Questionnaires served as the study's primary research tool. SPSS was used to analyze the data. Descriptive (Mean and S.D.) and inferential statistics (regression analysis and Pearson r) were used. The results revealed a strong and statistically significant positive relationship between academic stress and students' coping mechanisms ($r = .681$, $p < .01$), indicating that as academic stress increases, students are more likely to employ various coping strategies to manage academic pressures. Regression analysis further confirmed that academic stress has a significant predictive effect on students' coping mechanisms ($F = 344.446$, $p < .001$), explaining approximately 46.4% of the variance in coping responses ($R^2 = .464$). This finding highlights that academic stress is a key determinant influencing how students regulate their emotions and behaviors when facing academic challenges, underscoring the importance of fostering effective coping skills to enhance resilience and well-being in educational settings.

Keywords: Academic Stress, Students' Coping Mechanisms, Higher Secondary Level

Introduction

Academic stress has emerged as one of the most pervasive issues affecting students' mental health, emotional stability, and academic performance at the higher secondary level (Kaur & Sharma, 2023; Patel et al., 2022). In the increasingly competitive educational environment, students encounter multiple academic demands, such as examinations, assignment deadlines, parental expectations, and peer comparison, which contribute significantly to their stress levels (Ali & Malik, 2024). Academic stress refers to the psychological distress associated with academic-related pressures that students experience in their educational journey. At the higher secondary level, where students face crucial transitional stages that determine their academic and professional futures, such stress becomes even more pronounced (Chen et al., 2023). The growing expectations from parents and teachers, coupled with the students' own aspirations, often create an environment of constant pressure, leading to anxiety, fatigue, and reduced motivation. However, despite its negative implications, stress is not always detrimental; it can sometimes serve as a motivating

factor that enhances effort and performance if managed through adaptive coping mechanisms (Singh & Tiwari, 2024).

Coping mechanisms refer to the cognitive, emotional, and behavioral strategies individuals use to manage stress and maintain psychological equilibrium (Lazarus & Folkman, 1984; Ahmed & Abdullah, 2023). Among higher secondary students, these mechanisms play a critical role in determining how effectively they respond to academic challenges (Mehrotra, 2023). Adaptive coping strategies such as problem-solving, time management, positive reframing, and seeking social support help students mitigate the adverse effects of stress and foster resilience (Raza et al., 2023). Conversely, maladaptive coping strategies, including avoidance, denial, or excessive self-criticism, tend to exacerbate stress and hinder academic success (Khan et al., 2023). At this stage of adolescence, students are still developing emotional regulation and cognitive maturity, making them particularly vulnerable to stress-related problems (Patel et al., 2022). Thus, understanding the relationship between academic stress and coping mechanisms is essential for developing interventions that promote psychological well-being and academic success among students.

Research consistently demonstrates that moderate levels of academic stress can enhance performance by motivating students to engage more actively in their studies (Gupta & Bhatia, 2023). However, excessive stress leads to cognitive overload, reduced concentration, and emotional exhaustion, which can adversely affect learning outcomes (Liu, 2024). The relationship between stress and coping is dynamic—students who experience high stress often develop coping strategies as a natural response to regain control over their situation (Mahasneh et al., 2024). For instance, students who feel overwhelmed by academic workload may adopt time management strategies or seek support from peers and teachers to balance their responsibilities (Ahmed & Abdullah, 2023). In contrast, students lacking effective coping skills may resort to procrastination or disengagement, leading to a decline in performance and self-esteem (Raza et al., 2023). Emotional regulation plays a central role in managing academic stress at the higher secondary level (Singh & Tiwari, 2024). Adolescents are in a critical developmental phase characterized by heightened emotional sensitivity and self-awareness. Those with strong emotional intelligence are better equipped to recognize and manage their stress responses constructively (Mehrotra, 2023). Positive emotions such as optimism and hope enable students to view academic challenges as opportunities for growth rather than threats. On the other hand, students who internalize stress may experience symptoms of anxiety, depression, and academic burnout (Khan et al., 2023). Developing emotional resilience through adaptive coping practices helps students maintain focus and confidence even in stressful academic contexts. For example, students who use relaxation techniques or cognitive reframing often report lower stress levels and higher satisfaction with their academic experiences (Chen et al., 2023).

Social support also plays a vital role in moderating the effects of academic stress. Higher secondary students who have strong relationships with parents, teachers, and peers are more likely to utilize social coping strategies such as seeking guidance, sharing concerns, and participating in collaborative learning (Raza et al., 2023). These interactions not only reduce emotional distress but also provide practical assistance in problem-solving. Teachers who adopt supportive and empathetic approaches can significantly reduce students' stress by creating an encouraging classroom environment. Similarly, peer networks serve as valuable sources of motivation and reassurance, allowing students to feel understood and less isolated in their struggles (Ahmed & Abdullah, 2023). In contrast, students with limited social support are more prone to loneliness and helplessness, which can intensify the impact of academic stress (Liu, 2024). Cognitive coping strategies, such as planning, self-reflection, and positive self-talk, are equally important in handling academic stress effectively (Gupta & Bhatia, 2023). Students who engage in self-regulated learning demonstrate greater academic adaptability and lower stress levels (Mahasneh et

al., 2024). Metacognitive awareness—understanding one's own thought processes—enables students to monitor their learning progress and identify areas that require improvement (Chen et al., 2023). This reflective approach helps them approach academic tasks strategically, minimizing uncertainty and stress. Additionally, maintaining a positive mindset and setting realistic goals reduce performance anxiety and enhance motivation. When students perceive academic challenges as manageable rather than overwhelming, they are more likely to persist through difficulties and achieve better outcomes (Patel et al., 2022).

The intensity of academic stress among higher secondary students also depends on institutional and environmental factors (Liu, 2024). Schools that emphasize high-stakes testing, excessive competition, or rigid grading systems often contribute to heightened stress levels among students (Singh & Tiwari, 2024). Conversely, educational environments that encourage holistic development, experiential learning, and emotional support foster healthier coping responses (Ahmed & Abdullah, 2023). Teachers play a pivotal role in shaping these environments by promoting open communication, providing constructive feedback, and acknowledging students' efforts beyond academic scores. Furthermore, incorporating life skills and stress management programs within the curriculum can equip students with practical tools to cope effectively with academic pressures. Mindfulness training, peer counseling, and relaxation exercises have been shown to reduce stress and enhance coping efficacy among adolescents (Mahasneh et al., 2024).

Gender and personality differences also influence how students experience and respond to academic stress (Khan et al., 2023). Studies have shown that female students often report higher levels of academic stress compared to males, largely due to emotional expressiveness and internalization of expectations (Patel et al., 2022). However, they also tend to employ more adaptive coping strategies, such as seeking emotional and social support (Raza et al., 2023). Male students, in contrast, may underreport stress but are more likely to use avoidance or distraction-based coping mechanisms. Personality traits such as conscientiousness, emotional stability, and openness to experience are linked with effective stress management and problem-focused coping (Chen et al., 2023).

The relationship between academic stress and coping mechanisms is also reciprocal—while stress triggers coping behaviors, effective coping in turn reduces perceived stress levels (Singh & Tiwari, 2024). Students who successfully manage their stress develop higher levels of self-efficacy and resilience, which further strengthen their coping capacities during future academic challenges (Mahasneh et al., 2024). This cyclical process underscores the importance of early intervention and skill development at the higher secondary stage, where students are forming lifelong habits of stress management and emotional regulation. Building coping competence not only enhances academic achievement but also contributes to long-term mental well-being, preparing students for future academic and professional demands with confidence. In conclusion, academic stress is an inevitable aspect of higher secondary education, but its impact largely depends on how students cope with it. Effective coping mechanisms, both cognitive and behavioral, can transform stress into an opportunity for growth, learning, and self-improvement (Gupta & Bhatia, 2023). Schools, parents, and policymakers must recognize the importance of nurturing adaptive coping skills through supportive environments and targeted interventions. By fostering resilience, emotional intelligence, and social support networks, educators can help students navigate academic pressures more effectively and maintain a healthy balance between achievement and well-being.

Objectives

- To find the level of academic stress and coping mechanisms at Higher Secondary Level.
- To explore the relationship between academic stress and coping mechanisms at Higher Secondary Level.
- To analyze the effect of academic stress on coping mechanisms at Higher Secondary Level.

Significance of the Study

The relationship between academic stress and students' coping mechanisms is of vital importance in understanding how young learners manage psychological and academic pressures at the higher secondary level. This stage marks a critical transition where students face increased academic workload, competition, and expectations from parents and teachers, all of which can lead to heightened stress levels. Investigating how students cope with these challenges can provide valuable insights into their emotional resilience, academic adjustment, and overall well-being. This study contributes to educational psychology by emphasizing the need for stress management and coping skill interventions that can be incorporated into school systems to enhance students' learning experiences and mental health. Furthermore, the findings can inform educators and policymakers in developing support programs that promote adaptive coping strategies, thereby improving students' academic performance and motivation to learn. By identifying how coping mechanisms buffer the effects of academic stress, this research provides practical implications for designing school-based interventions that nurture emotional stability and academic success.

Research Gap

Although numerous studies have explored the effects of stress on students' mental health, there remains a limited understanding of how academic stress specifically influences coping mechanisms among higher secondary students, especially in developing contexts where educational competition and resource constraints intensify stress levels. Most prior research has focused on university or college students, overlooking adolescents who are at a formative stage of developing coping strategies and academic resilience (Alharbi & Alshehry, 2019). Furthermore, while existing studies have identified broad categories of coping mechanisms, few have examined how cultural, institutional, and socio-economic factors mediate these coping responses in secondary education settings. This research addresses that gap by focusing on higher secondary students, offering an in-depth exploration of their coping strategies and their role in mitigating academic stress within a culturally contextualized educational environment.

Research Design and Methodology

The research employed a correlational design within the positivist philosophical paradigm, following a quantitative approach. The population comprised all public and private higher secondary institutions in the Lahore district. According to the School Information System (2024) and the College Information System (2024), there are 33 public higher secondary schools and 63 public colleges, while the Higher Education Department (2024) reports 234 private colleges. A stratified sampling technique was used to divide the population into two strata: public and private institutions. Subsequently, a cluster sampling method was applied, grouping the institutions based on their geographical locations. From these clusters, a sample of 400 students was selected using a simple random sampling technique. The questionnaire served as the primary data collection instrument. Measures of academic stress were adapted from Carver (1997), while coping mechanisms were adapted from Kohn and Frazer (1986). The instrument was structured on a five-point Likert scale ranging from *strongly agree* to *strongly disagree*. The validity of the instrument was ensured through expert review, whereas the reliability was established via pilot testing, and Cronbach's alpha was computed to confirm internal consistency. Data were analyzed using SPSS, employing both descriptive statistics (mean and standard deviation) and inferential statistics (regression analysis and Pearson's correlation) to interpret the findings.

Data Analysis and Interpretation

Table 1: Description of Academic Stress

Items	M	S.D.
I often feel overwhelmed by the amount of academic work I have to complete.	4.10	.936
Meeting deadlines for assignments causes me a lot of stress.	4.04	.920
Preparing for exams makes me feel anxious and pressured.	4.15	.893
I find it stressful to manage both academic tasks and personal responsibilities.	4.08	.903
Class presentations and participation make me feel nervous.	4.01	.950
I experience tension when I have too many academic commitments at once.	4.28	.858
The fear of failure in my studies causes me stress.	4.06	.918
I feel pressured when competing with my peers academically.	4.10	.939
Academic expectations from teachers or parents increase my stress levels.	4.16	.926
I often feel fatigued or exhausted because of my academic workload.	4.07	.911

Table 1 presents the descriptive analysis of items measuring academic stress among university students. The results reveal that students generally experience a high level of academic stress, as indicated by mean scores ranging between 4.01 and 4.28 on a five-point Likert scale. The highest mean value (M = 4.28, SD = 0.858) corresponds to the statement "I experience tension when I have too many academic commitments at once," suggesting that workload overload and overlapping academic tasks are the most significant stressors. Similarly, exam preparation (M = 4.15, SD = 0.893) and academic expectations from teachers or parents (M = 4.16, SD = 0.926) were also identified as strong contributors to stress, indicating that both internal and external performance pressures play a crucial role in students' psychological strain. Moreover, high mean scores for items such as feeling overwhelmed by academic work (M = 4.10, SD = 0.936) and stress related to managing academic and personal responsibilities (M = 4.08, SD = 0.903) highlight the challenges students face in maintaining balance between academic and personal life. Nervousness during class presentations (M = 4.01, SD = 0.950) and stress due to peer competition (M = 4.10, SD = 0.939) further demonstrate the multidimensional nature of academic stress, encompassing emotional, cognitive, and social dimensions. Overall, the mean pattern indicates that university students frequently encounter moderate to high stress levels primarily due to workload, competition, and performance pressures. The relatively small standard deviations across items suggest consistency in responses, confirming that academic stress is a widely shared experience among the surveyed students.

Table 2: Description of Students' Coping Mechanisms

Items	M	S.D.
I make a plan of action to deal with academic problems.	4.09	.878
I try to stay positive and think of the good things in my academic life.	4.30	.874
I look for emotional support from friends when I am stressed about studies.	4.05	.883
I actively seek help from teachers or mentors when I face difficulties.	4.17	.860
I try to accept the reality of my academic challenges and work through them.	4.04	.860
I use humor to cope with stressful academic situations.	4.27	.856
I focus on learning from academic setbacks rather than dwelling on them.	4.04	.860
I manage my stress by engaging in activities that relax me (e.g., exercise, hobbies).	4.18	.916
I try to see my academic stress as an opportunity for personal growth.	4.05	.987
I take small steps to solve problems instead of avoiding them.	4.08	.945

Table 2 presents the descriptive statistics for students' coping mechanisms, highlighting how university students manage academic stress and challenges. The findings reveal that students demonstrate a generally high level of adaptive coping behaviors, as reflected in the overall mean values, which range between 4.04 and 4.30 on a five-point Likert scale. The highest mean score (M = 4.30, SD = 0.874) corresponds to the statement "I try to stay positive and think of the good things in my academic life," indicating that maintaining a positive outlook is the most prevalent strategy among students. This suggests that optimism and positive reframing serve as essential psychological buffers against academic stress. The statement "I use humor to cope with stressful academic situations" also received a relatively high mean (M = 4.27, SD = 0.856), showing that humor is an effective emotional coping mechanism adopted by many students. Similarly, seeking help and support appears to be a common strategy, as students reported frequently seeking emotional support from friends (M = 4.05, SD = 0.883) and assistance from teachers or mentors (M = 4.17, SD = 0.860). These findings indicate that social coping plays a vital role in students' stress regulation and emotional well-being. Cognitive and behavioral coping strategies also emerged as significant components. Items such as "I make a plan of action to deal with academic problems" (M = 4.09, SD = 0.878) and "I take small steps to solve problems instead of avoiding them" (M = 4.08, SD = 0.945) highlight students' tendency toward proactive problem-solving and planning. The moderate standard deviations across all items indicate consistency in responses and suggest a shared coping orientation among students.

Table 3: Relationship between Academic Stress and Coping Mechanisms

Correlations

		Academic Stress	Students' Coping Mechanisms
Academic Stress	Pearson Correlation	1	.681**
	Sig. (2-tailed)		.000
	N	400	400
Students' Coping Mechanisms	Pearson Correlation	.681**	1
	Sig. (2-tailed)	.000	
	N	400	400

**. Correlation is significant at the 0.01 level (2-tailed).

The results presented in Table 3 indicate a strong and statistically significant positive correlation between *academic stress* and *students' coping mechanisms* ($r = .681$, $p < .01$). This finding suggests that as students experience higher levels of academic stress, they are more likely to engage in coping strategies to manage the pressure and emotional strain associated with their academic responsibilities. The significant *p-value (< .01)* confirms that this relationship is not due to chance, indicating a meaningful association between the two constructs. The strength of the correlation coefficient (.681) reflects a high degree of association, implying that effective coping mechanisms are often mobilized when academic stress intensifies. This relationship underscores the adaptive nature of coping responses in higher education contexts, where students frequently face challenges related to workload, examinations, and performance expectations. In essence, the data reveal that students' coping mechanisms function as crucial psychological resources that help them navigate stressful academic environments, thereby supporting their emotional resilience and academic persistence.

Table 4: Effect of Academic Stress on Coping Mechanisms

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681[a]	.464	.463	.29506

a. Predictors: (Constant), Academic Stress

b. Dependent Variable: Students' Coping Mechanisms

Table 4 presents the results of a regression analysis examining the effect of academic stress on students' coping mechanisms. The findings indicate a correlation coefficient (R) of 0.681, demonstrating a strong positive relationship between academic stress and coping mechanisms. This suggests that as students experience higher levels of academic stress, their use of coping strategies correspondingly increases, indicating a dynamic adjustment process in managing stress-related academic pressures. The R Square value of 0.464 reveals that approximately 46.4% of the variance in students' coping mechanisms can be explained by academic stress alone. This proportion reflects a substantial level of predictive power, implying that academic stress serves as a significant determinant of how students regulate their emotions, thoughts, and behaviors when facing academic challenges. The Adjusted R Square (0.463), which accounts for sample size and model complexity, confirms the stability and reliability of this relationship. Additionally, the standard error of estimate (0.29506) indicates a relatively low level of unexplained variation, supporting the model's accuracy and predictive validity. Overall, the results suggest that academic stress plays a crucial role in shaping students' coping responses at the university level. The strong association highlights that effective stress management interventions and coping enhancement programs could contribute to better psychological resilience, academic adjustment, and overall well-being among university students.

Table 5: Effect of Academic Stress on Coping Mechanisms

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.988	1	29.988	344.446	.000[b]
	Residual	34.650	398	.087		
	Total	64.638	399			

a. Dependent Variable: Students' Coping Mechanisms

b. Predictors: (Constant), Academic Stress

The results presented in Table 5 indicate a statistically significant effect of academic stress on students' coping mechanisms. The ANOVA results show that the regression model is significant, with an F-value of 344.446 and a corresponding p-value of .000, which is well below the 0.05 threshold. This suggests that academic stress significantly predicts variations in students' coping responses. The regression sum of squares (29.988) is substantially higher than the residual sum of squares (34.650), indicating that a considerable proportion of the total variance in coping mechanisms is explained by academic stress. Moreover, the total sum of squares (64.638) demonstrates that the model explains nearly half of the variance in coping strategies, highlighting a strong relationship between the two variables. In practical terms, this finding implies that as students experience higher levels of academic stress, their coping mechanisms are likely to be influenced—either positively through adaptive strategies or negatively through maladaptive responses. Overall, the results affirm the predictive power of academic stress in determining how

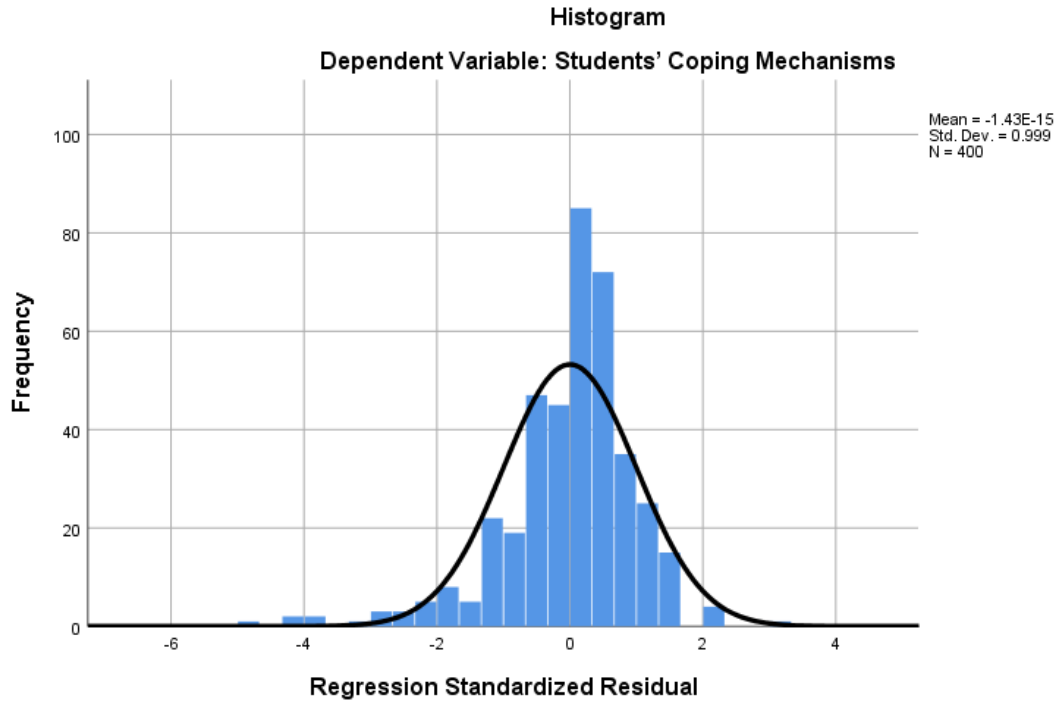
effectively students manage academic challenges and emotional demands in a university environment.

Table 6: Effect of Academic Stress on Coping Mechanisms

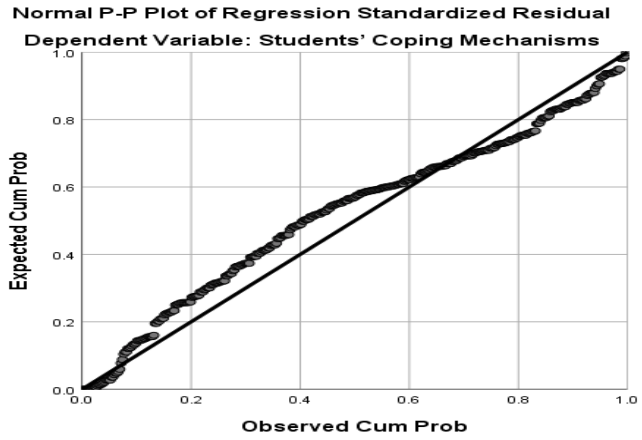
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.000	.166		6.009	.000
	Academic Stress	.730	.039	.681	18.559	.000

a. Dependent Variable: Students' Coping Mechanisms



Graph 1: Effect of academic stress on coping mechanisms



Graph 2: Effect of academic stress on coping mechanisms

The results presented in Table 6 illustrate the effect of academic stress on students' coping mechanisms using a simple linear regression analysis. The findings reveal a statistically significant positive relationship between academic stress and coping mechanisms ($\beta = .681$, $t = 18.559$, $p < .001$). The unstandardized coefficient ($B = .730$) indicates that for every one-unit increase in academic stress, students' coping mechanisms increase by 0.73 units. This suggests that as students experience higher levels of academic stress, they tend to engage more actively in coping behaviors to manage academic pressure and emotional strain. The constant value ($B = 1.000$, $p < .001$) further demonstrates that even in the absence of academic stress, a baseline level of coping tendency remains present among students. These findings highlight that coping mechanisms function as adaptive responses to academic demands, helping students maintain psychological balance and academic functioning. The significant positive association implies that stress can, to some extent, stimulate students to develop or employ coping strategies such as problem-solving, time management, emotional regulation, or seeking social support. In the context of university students, this relationship underscores the importance of fostering resilience and stress-management training to ensure that coping responses remain constructive rather than maladaptive. The strong predictive power of academic stress on coping mechanisms indicates that interventions targeting stress awareness and coping enhancement could play a pivotal role in promoting students' overall academic wellbeing and performance.

Discussion

The results presented in Table 6 indicate a statistically significant and positive relationship between academic stress and students' coping mechanisms ($B = 0.730$, $\beta = 0.681$, $t = 18.559$, $p < .001$). This finding suggests that as students experience higher levels of academic stress, they increasingly engage in coping behaviors to manage these pressures. Similar patterns have been observed in prior studies where elevated academic stress prompted adaptive responses such as problem-solving, time management, and emotional regulation strategies (Alkhawaldeh et al., 2023; Barbayannis et al., 2022). These results align with the transactional model of stress and coping proposed by Lazarus and Folkman (1984), which emphasizes that coping is a cognitive and behavioral effort enacted to manage specific external or internal stress demands perceived as taxing or exceeding personal resources.

The positive association between stress and coping in this study suggests that stress acts as a motivator, activating students' cognitive and behavioral mechanisms for adaptation. However, while higher stress leads to greater use of coping strategies, not all coping responses are necessarily effective. As noted by Ruiz-Camacho et al. (2025), the effectiveness of coping depends largely on the quality and adaptability of strategies used—active coping methods such as planning, seeking support, and positive reframing are associated with better academic and psychological outcomes, whereas avoidant coping predicts burnout and reduced performance. The finding that stress significantly predicts coping behaviors underscores the importance of promoting adaptive coping skills among students to mitigate the potential adverse effects of chronic academic stress (Waterhouse, 2024).

Moreover, the results reinforce previous evidence that university students commonly experience academic overload, performance anxiety, and fear of failure, all of which necessitate effective coping mechanisms (Rogiers, Smets, & De Smet, 2023). The substantial beta value (.681) in this study implies that academic stress accounts for nearly half of the variance in coping, illustrating a strong dependence of coping behavior on stress levels. This aligns with prior quantitative findings where academic pressure and workload were found to be significant predictors of coping behaviors among undergraduate students (Alkhawaldeh et al., 2023). Thus, the current findings contribute to

the growing evidence base emphasizing that stress and coping are interdependent constructs that should be addressed concurrently in higher education interventions. In practical terms, this relationship highlights the need for universities to implement structured stress-management and resilience-building programs that focus on enhancing students' adaptive coping repertoires. As emphasized by Barbayannis et al. (2022), interventions such as cognitive-behavioral training, mindfulness sessions, and academic counseling can help students reappraise stressful situations and engage in more constructive coping behaviors. Future research should explore longitudinal effects to determine whether improvements in coping skills can, over time, reduce perceived academic stress and enhance academic adjustment.

Conclusion

The findings of this study demonstrate a strong and positive relationship between academic stress and students' coping mechanisms, indicating that higher levels of academic pressure stimulate the activation of adaptive coping responses. This supports Lazarus and Folkman's (1984) transactional model of stress and coping, which posits that individuals respond to perceived stressors through cognitive and behavioral adjustments aimed at restoring balance. The significant regression coefficient ($\beta = .681$, $p < .001$) suggests that academic stress is a major determinant of students' coping behaviors, highlighting how stress can serve as both a challenge and a motivator for personal growth. This aligns with earlier research suggesting that moderate stress can enhance students' problem-solving, self-regulation, and resilience when managed through effective coping strategies. In conclusion, the results emphasize that academic stress is an inevitable yet influential factor in shaping students' psychological adaptation and academic persistence. The findings underline the importance of equipping students with adaptive coping skills that transform stress from a debilitating experience into an opportunity for self-regulation and growth. Educational institutions should incorporate structured stress management programs, resilience training, and counseling support to strengthen students' capacity to handle academic challenges effectively. Such interventions can not only mitigate the adverse effects of stress but also enhance students' academic engagement, emotional well-being, and overall learning success.

Recommendations

- Integrate stress management programs within the curriculum to help students develop effective coping strategies and emotional resilience in handling academic pressures.
- Provide regular counseling and mentorship services to support students in managing anxiety, workload, and performance expectations through guided emotional and psychological assistance.
- Promote time management and study skills training to equip students with practical tools for balancing academic tasks and personal responsibilities effectively.
- Encourage peer support networks and group-based learning to foster a sense of belonging, reduce isolation, and enhance social coping strategies among students.
- Train teachers to identify and address academic stress by creating supportive classroom environments that reduce pressure and promote positive student-teacher relationships.

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