

Navigating Stress in the School Environment: Challenges, Coping Strategies and Students' Well-being

Wa Ode Nirmala Ningrum¹, Anita Kusumawardhani², Hani Yulindrasari³,
Nandang Budiman⁴, Sardin⁵

^{1,2,3,4,5}Universitas Pendidikan Indonesia, Bandung, Indonesia

Email: won.ningrum@upi.edu

Abstract

Stress can seriously affect the mental health and academic performance of students, especially when they have to face various pressures at school. Effective stress management and strong social support from their environment may help students reduce the negative effects of stress and improve their well-being. This study aims to explore the sources and impacts of stress, the coping strategies of high school students and their implications for education. The research employs a qualitative approach that emphasises the collection of descriptive and narrative data and efforts to understand the context and meaning behind the collected data. In terms of data collection, the researchers gathered important information using various techniques, such as participatory observation, in-depth interviews, and document analysis. The subjects of this study consisted of four students: two students from *Madrasah Tsanawiyah* (MTs) Grade VIII (one female and one male) and two students from *Madrasah Aliyah* (MA) Grade X (one female and one male), located in Bandung City, Indonesia. The study found that stress was a common experience among students, influenced by personal, school, and family contexts, making it essential to design appropriate support strategies. Interview results indicated that while students coped with stress in different ways, there was an urgent need to create a sensitive educational environment and improve access to professional support to help them achieve well-being. Therefore, it is crucial for schools to provide resources and create a positive learning environment to support students' mental health and academic performance.

Keywords: *Coping Strategies, Mental Health, Stress, School Environment, Stress-Related Challenges, Students' Well-Being, Stress Management.*



A. INTRODUCTION

It is important to understand how stress impacts the mental health and academic performance of students. Students face many challenges in their learning process, such as high expectations to succeed, problems related to time management, and a fear of uncertainty about their future. It was found from research that stress among students weakens their performance and often hinders their ability to accomplish academic goals. On one hand, Pascoe et al. (2019), Bibi (2022), Hakim & Ananingtyas (2020), and Salsabila et al. (2022) portray situations in which the gap between academic expectations and individual ability becomes a source of academic stress among students. In this line, Laratmase et al. (2023) point out that emotional intelligence is significantly important in handling perceived stress so as to achieve better academic performance.

Moreover, academic-related stressors significantly influence the rate of depression and anxiety among students. Pascoe et al. (2019) suggest that the stress

developed by secondary and tertiary education students can negatively affect their physical and psychological health, thus deteriorating academic issues. In fact, according to two separate studies conducted by Akpınar (2021) and Fauziyyah et al. (2021), over 80% of students reported feeling stressed as a result of the online learning methodology adopted during the COVID-19 pandemic. Again, this shows how changes in teaching methodology can affect the mental well-being of the students. On the other hand, a supportive classroom setting can lead to enhanced students' views in learning and will be contributing factors to general well-being, as inferred in a study conducted by Muhid & Ferdianto (2020).

Stress impacts not only psychological but also physical health of the students. Ahmad (2021) expounds that academic-related stress has an effect on students' performance and their physical health, usually manifesting the consequences of stress. McKenzie et al. (2015) claim that there can be an inseparable link between psychological health and academic success. Mental health problems are more often manifested in students with high levels of academic stress. It is, therefore, necessary to develop stress management skills among the student body. This strategy not only helps them handle academic pressures but also constitutes a basis for the enhancement of their general well-being, as established by the studies of Pascoe et al. (2019), and Rahiman et al. (2023).

Social support is another factor that helps reduce stress levels. Support from close ones can help students alleviate the stress they experience and reduce their mental health symptoms (Watkins and Hill, 2018). Schools can enhance students' academic performance and mental health by providing appropriate resources and a supportive learning environment (Aziz et al., 2023; Werner et al., 2021).

It is within this background that the present study shall seek to understand the sources and effects of stress, coping strategies, and dimensions of well-being linked to stress among high school students in Bandung City, Indonesia, and their implications for education.

B. LITERATURE REVIEW

1. Definition of Stress

Stress represents a condition of apprehension or danger that emerges when an individual interprets or evaluates a situation as one that exceeds their capacity for rational management (Lazarus, 1999). According to Goodman et al. (2005), stress is characterized as both a physical and emotional reaction to pressures or demands regarded as overwhelming. For instance, it can manifest through symptoms like a racing heartbeat, excessive perspiration, or head pain; it can also be associated with feelings of anxiety, anger, or being overwhelmed. As stated by Harvard Medical School (2024), stress is an experience of emotional or physical tension. This can be brought about by events or thoughts that bring about feelings of anger, apprehension, or frustration in a person. This, however, may be good if the stress is temporary or manageable, since it allows people to meet deadlines and face challenges that build their problem-solving skills. On the other hand, when stress becomes chronic or

overwhelming, it becomes a destructive force, and all its positive effects are lost. The World Health Organization (WHO) suggests that stress is now one of the leading causes of physical and mental ill health in humans. Stress is regarded as a significant risk factor in the context of non-communicable diseases, including cancer; persistent stress in individuals diagnosed with cancer may activate cancerous cells and contribute to the advancement of the disease (Moreno-Smith et al., 2010).

Briefly, stress is the condition resulting from a situation in which an individual perceives a situation beyond their control or more than they can handle. It presents physically and emotionally, with symptoms such as a racing heartbeat, excessive sweating, or anxiety. Though stress can sometimes be useful because small quantities of this help individuals to move past challenges and improve problem-solving skills, too much or chronic stress produces negative effects that result in physical and mental health problems. Stress is also among the major risk factors for non-communicable diseases, including cancer, where persistent stress may worsen the condition.

2. Sources of Stress for Students

Students can experience stress from various sources. These include academic, social, and family factors as possible causes of stress. Most students would be affected by stress due to academics, especially when studying in a competitive learning environment. On this note, the study by Pillay and Bundhoo (2011) revealed that some stressors included "meeting deadlines for assignments, heavy workloads, and pressures to get good grades" as experienced by the Mauritian students. Due to such demands, students tend to develop pressure for meeting high expectations that eventually give rise to anxiety, thus negatively impacting their mental health. Research by Yildirim-Hamurcu & Terzioğlu (2021) also states that nursing students experience a mean level of stress, which according to the students, involves tasks and roles they play during clinical practices. These results signify that the academic responsibilities cause significant stress levels.

Among these students, academic pressures are a frequent source of stress. Problems arising from heavy workloads, assignment deadlines, and the need to meet high standards all these contribute to the level of stress experienced. Academics, including clinical practice, examination preparations, have become tough. A study done by Pulido-Martos et al. (2011) depicted that stress among nursing students is significantly rising. Social factors influence the levels of stress experienced. The emotional tensions arising from peer interactions and the pressures associated with social acceptance are not easy to handle. Labrague et al. (2017) proved that students are exposed to stresses in a social circle due to expectations, which worsens their mental health problems. Another big factor is related to family. For instance, financial problems of a family member or high expectations by parents also contribute to the burdens that students carry on their shoulders. One study by Ying (2023) states that the weakened family commitment might cause increased parental stress, which eventually affects children's well-being.

Besides other factors influencing poor health among students, social stressors are a major contributor. The complicated nature of social interactions with friends, peers, and others at school usually leaves students emotionally distressed due to possible peer influence or pressure from the environment. In this context, Aljohani et al. (2021) indicated that social influences and apprehensions regarding their professional standing led to stress among nursing students in Saudi Arabia. Furthermore, students are compelled to endure heightened pressure resulting from familial dynamics. The research conducted by Niknami et al. (2015) suggests that economic challenges and elevated expectations from parents constitute a significant source of stress. Many students feel confined in the sense that they are struggling to fulfill their personal ambitions and the expectations that come with them by their family members. In this context, it is for educational institutions to acknowledge different stressors and ensure appropriate support to help students handle them effectively.

3. The Impact of Stress on Mental Health

Other mental problems that can be developed by many stressed students include anxiety and depression. A study by Azni et al. (2022) explains that students with high levels of stress are likely to develop mental health problems. If the problems are not resolved accordingly, worse problems may occur. This study has focused on the various forms of stress experienced by students and strategies to mitigate their adverse effects on mental well-being. On the other hand, academic-related stress is linked to devastating consequences for the health of students and further decreases their motivation to engage in academic activities. As pointed out by Kaczmarek and Trambacz-Oleszak (2021), the educational environment plays a key role in determining the level of stress among students.

One more important finding is that Singh et al. (2022) suggested, through their study, that female students are likely to have higher levels of academic stress compared to their male counterparts. This is an important finding, as it underlines the possible influence of gender on students' emotional experiences and their ways of coping with stress. From this understanding, educational institutions and related parties can further improve their work in coming up with more effective intervention strategies for all students.

4. Coping Strategies

Learners characteristically use a diverse repertoire of coping strategies to handle stress. The strategies can basically be distinguished into two types: problem-focused coping and emotion-focused coping. The first refers to proactive strategies aimed at the reduction of specific stressors. For example, students would develop better organization methods, enhance their time management system, or get help from other students or mentors. Fatima (2023) posits that this coping mechanism is more often employed by senior medical students, while the junior ones lean more toward the use of emotion-focused coping strategies. The finding may imply that in

the course of advancing on the academic trajectory, there is a strengthening of the capacity to perceive and directly challenge problems, leading to lower stress levels.

On the other hand, emotion-focused coping strategies are aimed at reducing the level of emotional distress caused by stressful circumstances. Some strategies in this line include seeking social support, prayer, and relaxation techniques. Hamadi et al. (2021) observed in their research that, as a way of dealing with stress brought about by the COVID-19 pandemic, many students used coping mechanisms involving seeking help from friends and accepting the situation in their lives. Although these tactics may bring momentary relief to emotional stressors, they do not effectively handle deeper, underlying issues. Therefore, to better prepare students for upcoming challenges, learning more adaptive ways of coping becomes necessary.

The effectiveness of these coping strategies might vary significantly with situational context and individual characteristics. Evidence has shown that students with high psychological resilience are more likely to use positive and adaptive coping strategies that will enhance their mental health (Wu et al., 2020). On the other hand, students using maladaptive coping strategies, like avoidance or denial, are more likely to report higher levels of stress and develop more severe mental health problems (Ardiana, 2024). Therefore, institutions should support and train the students to enable them to strengthen their coping mechanisms. This will help them deal with academic stressors and the myriad of other challenges faced in daily life.

C. METHOD

This research has employed a qualitative approach, known to be focused on an in-depth understanding of social phenomena and human behavior. The approach emphasizes gathering descriptive and narrative data, with an attempt at understanding the context and meaning of the data collected. Qualitative approaches are one of the most usable methods when studying experiences, views, and perceptions of either an individual or group within a social context. This approach allows researchers to gain a deeper understanding of how people interact with their environment and how they derive meaning from those experiences (Fernandes, 2018). Regarding data collection, the qualitative approach is highly flexible. Researchers can gather important information using various techniques, such as participatory observation, in-depth interviews, and document analysis (Wardhani & Tammu, 2021).

The subjects of the research are four students, consisting of two students (female and male) from the eighth grade of *Madrasah Tsanawiyah* (MTs) and two students (female and male) from the tenth grade of *Madrasah Aliyah* (MA) in the city of Bandung, Indonesia.

D. RESULTS AND DISCUSSION

1. Identified Sources of Stress

Within the educational setting, stress becomes a serious problem for many students. The author has gathered qualitative data through observation and interviews with four respondents on how they perceive and experience stress and

what sources of stress they encounter. The explanation of the findings by the author in the field is organized below based on the themes of the questions.

The first question was about the definition of stress. All the respondents had different yet interesting answers. Respondent 1 described stress as "many thoughts," which means that they feel mentally overwhelmed. Respondent 2 was more focused on the sense of responsibility, as she said that for her, stress is like "many burdens" that one has to carry. Respondent 3 reported personal problems, like "many issues, usually from home," showing that family dynamics can impact their feelings. Last but not least, Respondent 4 said, "headaches thinking about this and that," emphasizing how tired they are of facing conflicting pressures.

The responses were unanimous in saying that they have experienced stress, though the intensities differ, as to what triggers it. Respondents 1, 2, and 3 primarily related stress to the academic demands such as the quantum of assignments and examinations. On the other hand, Respondent 4 added that pressure also comes from family expectations. They felt stressed with varying frequencies, but three of the respondents thought it was rare, while Respondent 4 admitted to feeling stressed at about a frequency of once a month.

Analysis of the subjects and relationships within the educational environment also showed different impacts on stress levels. For instance, Respondent 1 reported that some subjects and assignments made them stressed, while Respondent 2 felt that nothing caused them stress, which can be taken to mean a more balanced perspective. Meanwhile, Respondent 3 identified specific classes as stressors, and Respondent 4 identified mathematics, which they found difficult.

Furthermore, the researchers also inquired into parental expectations. Responses differed. Respondents 1 and 2 cited no significant expectation from parents' pressures, yet it is evident by Respondent 3 that at a personal ambition level, internal motivation occurs to excel even for the respondent of the case, whereas Respondent 4 suggested that there were definitely expectations from their parents' side-to do what they love, support inflicting a kind of compulsion per se.

Further complicating their experience of stress are the expectations they place on themselves. The personal expectation of being in the top three students puts pressure, on the one hand, yet it somehow motivates and is, hence stressful for Respondent 1; however, to Respondents 2 and 3, there was no such felt pressure; Respondent 4 thinks personal expectations conflict often with other's judgments.

In the last question, each respondent rated their level of stress on a scale ranging from one to ten. The respondents rated it as "3" for Respondent 1, "2" for Respondent 2, "1" for Respondent 3, and "0" for Respondent 4. It just shows how subjective each person is when it comes to his or her perception of stress and how important it is the way each copes with it.

As the above overview has shown, stress remains a significant part of everyday life for students. It is, however, highly susceptible to personal, school, and family contexts. These findings also serve to reiterate that every student's reality is unique and thus suggests that appropriate strategies need to be devised toward supporting

mental health in the learning environment. It is through an understanding of these diverse experiences that effective interventions aimed at reducing stress can be achieved so as to create a more supportive learning environment.

2. Impact of Stress on Students

This paper represents the interviews of four students and how stress impacted their daily lives with what happens to the concentration, health, emotions, and social lives when one has a tense environment surrounding oneself.

a. The Influence of Stress on Concentration

Answers that refer to how stress influences their concentration at school also are different between these two subjects: "Quite a bit" because for respondent 1, this level of stress disrupts their focused state a bit, though can still catch on the lesson. However, respondent 2 describes "I often feel sleepy. It suggests this kind of stress has made him tired and barely able to concentrate. On the other hand, Respondents 3 and 4 agreed to the fact that stress also affects their ability to focus on their studies.

b. Stress and Its Impact on Health

When asked about the effects of stress on their health, varied responses were recorded. Respondent 1 revealed, "I often can't sleep because I'm overthinking," describing how it is hard to sleep when the head is filled with so many thoughts. Respondent 2 continued, "If I had trouble sleeping before it's still hard now," indicating that their sleep problems were not new, but had worsened with the stress they were feeling. Respondent 3 was lucky in that they did not report any health-related effects of stress for themselves. Meanwhile, Respondent 4 answered that they had sleep disturbances due to stress-a sign that indeed, stress as a factor has different physical components in the body.

c. Emotional Effects of Stress

Most of the answers sounded similar after the author asked them about the consequences of stress for their emotions. For example, Respondents 1, 2, and 3 answered strongly, "No. Nothing," which could be interpreted that they did not feel that stress had a high impact on them emotionally. Finally, Respondent 4 answered in the same relaxed mode, "It's just the same"; that is, he could keep up with a stressful situation rather easily without worsening his emotional level.

d. The Impact of Stress on Social Relationships

The authors of this question wanted to know whether stress ever affected relationships with either family or friends. Response: No, from respondents 1, 2, 3, and 4 simultaneously means that even though they were stressed, it did not interfere with their social relations, meaning they could maintain rapport with people close to them, even in stressful situations.

It is evident that from these interviews, one can appreciate the fact that though stress is an inseparable part of students' lives, its impact can vary a lot: some students struggle with sleep and concentration, but they appear capable of controlling their emotions and keeping good social relations. This study identifies the need for an understanding of the impact of stress within the educational context in order to assist

students in developing better ways of handling daily pressures. It identifies that with a fuller understanding, support of students regarding the management of stress and obtaining improved welfare becomes an essential element.

3. Coping Strategies

Stress can never be disjoined from the students in the sphere of education. How they negotiate and negotiate is determined from this observation and interview. The result has been some enlightening examples of coping strategies put forth by the students to manage pressures.

a. Students' Experiences in Coping with Stress

When asked how they handle stress, their responses turned rather personal. Respondent 1 said, "I cry," as if a good release clears their system. For them, crying sets free the emotional weight that burdens their mind. For Respondent 2, however, shopping is the better activity to do. As she herself expressed it, "Shopping makes me happy.". This then becomes a pleasant escape to divert their attention from the problems. In the case of Respondent 3, he stated, "I tend not to think about it anymore," which means that he shifts his thoughts away from the stress that is bothering him. On the other hand, Respondent 4 used sleep as an escape, for he felt that it was a good way to regenerate his energy and emotions. Sleep for him is something more than restoration but also an escape into life's troubling moments.

b. Acceptance of Other Methods in Reducing Stress

The authors also inquired if other techniques were effective, such as exercise, meditation, or talking things over. One of the excited responses, Respondent 1, indicated that they sing and cry a lot to get rid of their stress and pointed out the creative side in his life: "It allows me to let go of my repressed emotions," he said with a grin. Respondent 2 answered, "Meditation could help but sometimes I just get sleepy," which he said chuckling to express the struggle. Meanwhile, for Respondent 3, physical activity made him hopeful. "Playing football is an activity that relieves tension," he said. "Moving is fun and it makes me forget about stress for a while," he exclaimed with so much enthusiasm. On the other hand, Respondent 4 rated talking with friends as highly effective; that shows that in the case of pressure, the social network is a source of strength.

c. The Role of Friends and Family in Coping with Stress

When asked about friends and family as a source of support, respondents' opinions converged. Respondent 1 felt that he was better off trying to solve his problems himself and admitted not turning to others for help. On the other hand, Respondent 2 did indicate that having cheerful friends around can bring joy and happiness into his life. "They can make me happy," he said-echoing the blessings of social interaction in overcoming sadness. On the other hand, Respondents 3 and 4 showed appreciation for their friends and family who gave them support. As Respondent 4 bluntly said, "Talking with friends really does help. They listen, and encourage me." This again proves that communication and relationships can serve as a source of strength to fight against one's stress.

d. The Involvement of Counselors and Guidance Teachers

The author asked them to recount their experiences with guidance counsellors. Respondents 1 and 2 both said that they had never sought help, but Respondent 2 followed up by stating, "I normally just say I'm fine when people ask." But Respondent 3 was different and more proactive: "I've asked for help from the Guidance and Counselling teacher and a counsellor/psychologist," he clarified, showing a lot of courage in seeking support. It was also Respondent 4 who shared advice from the dormitory supervisor that mentioned professional support given when challenges needed to be confronted.

Stress is one of the most talked-about topics in psychology and health studies. It is a physical and mental response that occurs when an individual encounters life pressure or demands. Some studies have shown that, especially when it is chronic, stress has a great impact on human health, both physically and mentally.

In this framework, it is relevant to identify how stress and various health issues are associated. How stress is managed and coped with or coping mechanisms, is also a crucial factor when facing such instances. When stress persists, it is then that it becomes a health issue. The effects of stress on the body can be observed in the following ways:

1. Cardiovascular Disease: Chronic stress can enhance the risk of developing heart disease and hypertension. Stress may trigger the production of stress hormones; a typical example is cortisol, which elevates blood pressure and puts the blood vessels at risk (Kivimäki et al., 2006; Steptoe et al., 2007).
2. Anxiety and Depression Disorders: Besides physical illnesses, chronic stress is also highly connected with psychological disturbances. Many studies illustrate that a person experiencing long-term stress is more prone to anxiety and depression disorders. This considerably disturbs the quality of life (Hammen, 2005; McEwen, 2006).
3. Other Health Issues: Aside from heart disease and mental health disorders, several other disorders can be affected by stress, including digestive disorders, sleep disorders, and immune deficiency, among others (Chrousos 2009; Cohen et al. 2012).

This agrees with the systemic stress theory, hypothesised by Hans Selye. Hans Selye was an endocrinologist considered to be a pioneer in research related to stress. He explained a "General Adaptation Syndrome" theory that illustrates the human organism response towards the development of stress. According to Selye (in Krohne, 2001), once the organism is presented with some sort of a stressor (such as heat, cold, and toxic substances), it goes through three stages of development, as follows:

1. Alarm Stage: The initial response of the organism to the stressor is through the activity of the nervous and hormonal systems responsible for readying the body either for "fight" or for "flight" from the threat.
2. Resistance Stage: If the stressor is maintained, then the organism mobilizes resources and adapts to deal with the stress. During this stage, even though the

organism is under much pressure, it functions well, while its resources are progressively being depleted.

3. **Exhaustion Stage:** If the stressor continues beyond the point at which the body can adapt, then exhaustion occurs. This may result in a variety of health problems, both physical and mental. This theory emphasizes that if not managed properly, stress may have a great impact on health.

Coping strategies are the ways with which stress and other problems are coped with. There are two common types of coping strategies used:

1. **Problem-focused coping** includes acting to directly minimize stressors such as trying to find solutions to the problems or attempting to change the situation. Research indicates this approach is more universally efficient for reducing the negative effect of stress (Lazarus & Folkman, 1984).
2. **Emotion-Focused Coping:** An approach to deal with stress due to emotions generated by stress, for example, finding support from friends and family or acceptance and practicing relaxation techniques. Even though it may make an individual feel emotionally better, it is not a very effective method that solves the problem causing the stress (Aldao et al., 2010).

In other literature, Pradiri et al., (2021) listed three main strategies for coping, as follows:

1. **Problem-focused coping:** This focuses on the solution of problems that create the stress.
2. **Emotion-focused coping** is defined as one that tries to manage the feeling responses one finds stressful.
3. **Meaning-making:** When the individual's search for meaning in the stressful experiences he or she undergoes.

Regarding the development of stress, students have many options to cope with challenges, and these options can vary greatly and significantly affect their mental well-being. Leonard et al. (2015) established that students using positive and adaptive ways of coping are more likely to enjoy good mental health compared to those relying on less healthy substance-abuse approaches. This brings into light the need to have schools impart the right ways of coping. These include:

1. **Mindfulness and Social Support:** Suryanto and Nugraha's study conducted in 2022 shows that mindfulness education is one of the effective strategies to help students overcome stress. In programs related to mindfulness skills, students are able to reduce their anxiety and improve their emotional condition. Besides, peers and teachers are very important to help students pass through difficult times.
2. **Physical Health and Activity:** Schultz et al. (2020) found that exercise can be one of the most important parts of students improving their mental state and reducing stress. Not only is exercising good for the body, but it helps an individual feel so much better as well.

E. CONCLUSION

Understanding how stress and health interact, and the types of coping strategies employed, has been an important component in the development of methods that assist individuals in managing the negative consequences of stress. The effort should go into constructing more adaptive coping strategies so that one learns to manage stress better and, thereby, reduces the likelihood of health-related problems. However, it should be noted that further research needs to be undertaken in order to explore the relationship between these factors, and which approaches would serve physical and mental health better. In this respect, the realisation of the connection between stress, health, and coping strategy will be an important step towards individual's taking efficient intervention to reduce negative effects of stress. For example, developing flexible coping strategies will enable the individual to manage stress more effectively and minimise the chances of health problems later in life. More research is needed in the future on this relationship to find those that truly support mental and physical health.

Moreover, social-emotional skills are important and need to be encouraged by the teachers and school to create a supportive environment for students. To do that, it is recommended to integrate Social and Emotional Learning (SEL) programs into the school curriculum. Regarding this, Collie et al. (2012) determined that when an SEL culture developed in schools, the relationships between teachers and students improved, which increased the commitment level between them. Students will feel safer and more appreciated, and in such a positive and supportive school atmosphere, managing stress or dealing with it will also be easier for them.

Schools should also engage educators in training concerning the ability to cope and manage stress. Indeed, the study of Ouellette et al. (2018) gives a good example of how intervention aimed at lessening the educators' stress level promotes the increase of satisfaction and effectiveness within the teaching performance. Educators can influence students to employ better coping when teachers identify some signs of their stress and render needed support. For example, teachers can be trained to conduct relaxation and mindfulness sessions with classes. These skills have been found to be an effective way in which both students and teachers can handle stress (Collie et al., 2012). Assistance from experts such as counsellors or psychologists at schools can be very helpful for students as well.

Schools should, therefore, work with parents and the community to help the students manage stress. Research by Freund et al. (2021) shows that a good relationship between teachers and students and support from parents will make students feel welcomed in school and reduce undesirable behaviours. On the other hand, schools can widen this circle of support network by involving even the parents in the educative process about ways through which their children can be able to cope with stress. Additionally, adopting a healthy lifestyle such as maintaining a regular diet, getting enough sleep, and exercising regularly can be an optimal approach to preventing stress. All these will be not only help for students, but also contribute to a more positive and productive school atmosphere.

Understanding the relationships among stress, health, and coping strategies is important in the development of effective interventions to mitigate the harmful effects of stress. Further research is needed regarding the relationship between stress and mental and physical health to help improve the ability of individuals to handle stress and avoid health problems.

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