

## Adolescents' Cognitive and Emotional Coping Strategies for Academic Stress

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### Abstract

The present study investigates the cognitive and emotional coping strategies employed by adolescents in response to academic stress, a phenomenon that has become increasingly prevalent in contemporary educational contexts. Academic stress during adolescence often arises from high performance expectations, competitive environments, and the developmental challenges associated with identity formation and emotional regulation. The main aim of this research is to examine how adolescents utilize cognitive strategies (such as problem-solving, planning, and reframing) and emotional strategies (such as seeking social support, emotional regulation, and avoidance) when confronted with academic stressors.

The study pursued several specific objectives: (1) to identify the most frequently used cognitive and emotional coping strategies among adolescents; (2) to explore gender differences in coping preferences; (3) to analyze the relationship between coping strategies and perceived stress levels; and (4) to evaluate the effectiveness of these strategies in mitigating the negative impact of academic stress on psychological well-being and school adjustment.

The research sample consisted of 125 adolescents, aged between 14 and 18 years, enrolled in upper-secondary education. Participants were selected through cluster sampling from several urban and semi-urban schools, ensuring a balanced representation of both genders and diverse socio-economic backgrounds. Data collection was conducted using standardized self-report questionnaires measuring coping strategies and academic stress levels, complemented by socio-demographic information.

The findings are expected to provide valuable insights for educators, school psychologists, and policy-makers, contributing to the development of targeted intervention programs aimed at enhancing adaptive coping mechanisms and promoting resilience among adolescents in academic environments.

**Keywords:** adolescents, coping strategies, academic stress, cognitive coping, emotional coping