

Relationship Between Coping Strategies And Academic Achievement Among Undergraduate Students: A Quantitative Study

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ABSTRACT

The purpose of this research was to explore the coping strategies employed by Pakistani university students in response to academic stressors, considering socio-cultural influences, and their impact on learning performance and coping. A quantitative research approach was employed. Using a scale comprising statements, divided into three main constructs: Strategies for Coping and Academic Performance Academic Strategies for Coping Skills for Managing Emotions The study was conducted on 150 volunteers of Women University Multan (WUM) and BZU. The results suggested that students employed different cognitive and affective coping methods to deal with academic stress. The findings showed a substantial association between the effective coping methods and the learning performance. The committee also pointed out the necessity of investigating impediments to effective coping, such as stigma and lack of access to coping resources. Results highlight the importance of being aware of coping strategies and their impact on the learning performance and coping abilities of university students in Pakistan, as well as the need for culturally responsive treatments and supports to ensure students' well-being and success in school.

Keywords: academic pressure, coping mechanisms, academic achievement, emotional resilience, student health, stress relief

INTRODUCTION

Developmental changes in coping mechanisms include changes in problem-solving (from instrumental action to planned problem-solving), increased self-reliance (rather than reliance on adults), and increased use of cognitive strategies to cope with stressful events (Zimmer-Gembeck & Skinner, 2011). Coping methods may also be linked to academic goals through mechanisms such as self-efficacy and self-regulated learning (Liem, 2022).

However, generally, the use of avoidance coping by students shows that the student's level of stress increases and academic performance diminishes (Aina & Wijayati, 2019). Effective ways to cope help

children deal with challenges with homework. They can help relieve tension and aid in mental well-being. Also, believing that their effective coping can lead to positive outcomes is a great motivator to study hard (Filgona et al., 2020).

Coping techniques are concrete behaviors to alter the circumstances of the stressor, such as seeking social support, tackling the problem, and avoiding the situation. Coping styles, however, are typical human dispositions to embrace one or another coping method. In this respect, Morrison and Bennet (2016). The relationship between coping and psychological well-being has been discussed and studied in several studies. For example, Galiana et al. (2020) evaluated variables related to psychological well-being and quality of life or psychosocial therapies in the context of medical care or care of chronic patients.

Avoidance coping involves cognitive and behavioral efforts to deny or minimize or that are related to distress (Aldwin et al., 2018). For example, mental avoidance of incipient stressors such as conflicts with fellow students or professors or of a financial nature that are repeatedly postponed or ignored may eventually become the source of severe problems in the future.

Finally, quantitative techniques have revealed that positive coping and resilient behaviors have considerable effects on the adjustment of overseas students (Wang, 2009). These include self-awareness and a better understanding of others, a wider view of the world, aid-seeking behavior, and letting go of troubles. Unique stressors associated with international student adjustment have been found to increase stress in other areas of international students' lives (Stallman & Hurst, 2016). Their response to these adjustment pressures can affect their health results. Studies have found that civilizations vary in their prevailing coping techniques.

The pressure to achieve grading standards and to obtain good academic performance might inspire students to enhance their cognitive skills or contribute to maladaptive coping behaviors, such as procrastination and avoidance. The role of the instructor is to create an environment that can encourage self-reflection and motivation to learn via the performance (Achdiyah *et al.*, 2023). Some studies have found that an audience can motivate a person to perform better. However, there is still a need to uncover the coping methods that students can rely on throughout performative learning, from the preparation stage to the final presentation (Zaharani & Siregar, 2020).

The performance supports not only the accumulation of knowledge about the subject but also the development of personal and collective interest, creative skills, meaning-making, and problem-solving, as well as metacognitive techniques that aid in the correction and regulation of successful and unsuccessful cognitive strategies (Balashov, 2022). According to Waterhouse and Samra (2024), "coping is a dynamic process that is the outcome of the interaction between the individual and their environment". The university is an external setting that can present both possibilities for resilience and obstacles.

Statement of the Problem

The extensive review of the literature on empirical research brings out the significance of coping in the learning process for the students in higher education. However, even with a lot of research on the subject, there is still not much information in the literature about the exact context of coping methods as experienced by students in Pakistan. However, the previous studies provide valuable information from different cultural and socioeconomic settings, but there is a lack of research on specific challenges and coping methods prevalent among students and their impact on learning performance in higher education in the Pakistani context. This study is unique because it has explored coping strategies among the Pakistani university students and has considered cultural, socioeconomic, and religious factors. Hence, the

aim of this study was to explore the impact of coping strategies on students' academic achievements in the context of higher education in Pakistan.

Significance of the Study

This study is significant as it can serve in the development of evidence-based intervention and support services specifically tailored for the needs of Pakistani university students. Our study provides insights that can direct the creation of culturally appropriate methods to support students' resilience, well-being, and academic achievement by looking at coping mechanisms in the Pakistani environment. It is crucial for educational institutions, policymakers, and mental health experts to understand the coping mechanisms of the students of Pakistan so that they can build effective strategies for the stressors and vulnerabilities of the Pakistani community. Despite the literature on noteworthy discoveries from diverse cultures, there is a shortage of actual evidence concentrating on coping methods among Pakistani students. This study consequently addresses this gap and assists in understanding the coping mechanisms and the cultural, economical, and religious elements that influence how students cope with academic stress.

Objectives of the Study

The following are the main aims of this research:

1. Identify the common coping strategies adopted by students in Pakistani universities to manage the stress of students' studies.
2. Explain the connection of students' learning products with coping mechanisms (both adaptive and maladaptive).
3. Review how cultural, socioeconomic, and religious factors affect coping behaviors.
4. Propose suggestions for institutional protocols that may support students to become adaptable copers and academically resilient.

Research Questions

1. What do Pakistani university students do about stress?
2. What effects do both adaptive and maladaptive coping mechanisms have on students' academic achievement?
3. What is the role of the cultural, socioeconomic, and religious factors in the coping mechanism of the students?
4. What are some ways that a school can help students develop healthy coping skills?

LITERATURE REVIEW

The literature review chapter includes an exhaustive examination of the literature on the function of coping mechanisms in students' learning performance in higher education. When considering higher education, a competitive and sometimes stressful setting, skills for coping are crucial to the student's experiences with their academic work. In this study, a review and consolidation of research, theories, and

literature is undertaken to explore the varied coping methods employed by students and the effect of these techniques on their learning outcomes. This review examines the literature and attempts to elucidate the intricate relationship between coping methods and academic accomplishment so as to identify the variables that may affect the students' dealing with difficulties and stressors in the school environment. However, this review of the present information is valuable for instructors, scholars, and policymakers who want to improve the learning experience of students in higher education.

Introduction to Coping Strategies

It is evident that previous studies have emphasized the importance of coping strategies in the academic achievement of university students. Previous studies have clearly emphasized the importance of coping strategies in the academic achievement of university students. Thus, in a longitudinal study, Hamaideh (2011) revealed that, over time, those students who practiced problem-focused coping (active problem-solving and seeking instrumental support) possessed higher academic levels and lower levels of psychological distress. The purpose is to develop a theoretical framework of understanding the link between coping strategies and academic achievement. This model assumes that individuals act in an appraisal/coping process to stressful events. Similarly, a primary appraisal is when the significance of the stressor is judged, and a secondary appraisal is when one's coping resources and options are judged. Based on these appraisals, coping strategies are then used, and these determine the individual's emotional and behavioral reactions to stressors.

Additionally, adaptive coping strategies (problem-solving and seeking social support) are always linked to improved academic outcomes. Frazier et al. (2013) determined that graduate students who indicated a higher degree of proactive coping (e.g., time management and setting goals) reported being more satisfied with progress in graduate school. On the other hand, negative coping styles (e.g., avoidance, substance abuse) are associated with poor academic performance, such as getting poor grades and dropping out of school (Eisenberg et al., 2009). Furthermore, school is an important context for reinforcing positive coping and to assist students' learning performance. Institutional supports (counseling, academic support, etc.). Students are provided with multiple programs and resources to build coping skills and resiliency. Huberty et al. (2019) created a mobile-based stress-coping reduction app that was shown to improve academic performance and the stress levels of college students, which reiterates the role of stress-coping reduction apps when it comes to students' well-being.

Challenges faced by Students

The university students are facing several issues that are affecting their academic performance and well-being. All these difficulties, learning demands, personal challenges, and environmental pressures contribute to a difficult student experience. It is important for higher education educators, administrators, and support services to recognize these challenges to understand and respond to their students' needs and support their academic journey. One of the greatest challenges that students in a university face is the academic requirement.

Other than academic pressure, students may have other concerns, including their academic performance and health. Stallman & Hurst (2016) conducted a study that revealed that students experiencing family conflict or financial stress were more likely to self-report academic problems and low academic engagement. These personal issues can be distracting, hinder students' concentration, and impede their ability to monitor their learning. Furthermore, environmental stressors might exacerbate students' problems and impact their academic success in university. Environmental stressors include campus culture, social interaction, living circumstances, and access to resources (Kyndt et al., 2017; Hamaideh,

2011). Novilla et al. (2016) also found that factors affecting students' mental health and academic performance include campus climate variables such as campus inclusion and supportiveness.

Environmental stressors such as noise, crowding, and poor facilities can similarly hamper learning and contribute to students' overall stress (Najafi et al., 2018). Moreover, university students may experience several difficulties that can affect their schoolwork and health in general. The student experience is complicated and multidimensional. It involves the interaction of academic, personal, and environmental aspects and requires a multidimensional strategy for their support in higher education. To summarize. With the right resources and support for students, educators and institutions may overcome these challenges and establish a pleasant learning environment that supports students' academic resilience and success.

Role of Coping Strategies in Managing Stress in Higher Education

For the university students, management, while proactive, coping, and requesting aid, is associated with better stress-coping outcomes. Mechanisms are an excellent tool for developing students' abilities to manage stress and to adapt to academic challenges. College and university life represents a new phase that brings numerous challenges, as well as enjoyable social and personal issues that arise during the transition. Coping methods are the cognitive, emotional, and behavioral mechanisms students use to manage stress and successfully traverse the challenges of college life. The literature review includes the importance of coping methods for stress management and the adaptation process to the expectations of higher education, as well as recent studies that investigate the mechanisms through which coping behaviors can promote or prevent the students' success in the environment. The research found that coping, such as seeking social support and problem-solving, was positively related to higher academic satisfaction, and smoother mechanisms have a vital impact on dealing with stressors associated with higher education. Moreover, students who employed emotion-focused coping strategies, such as seeking social support and problem-solving, experienced higher academic satisfaction and a smoother transition. Academic stress can harm students' well-being, which can be eased by the use of approaches such as social support and relaxation techniques (Păduraru et al., 2025). Another important factor in how students cope with the obstacles of higher education is their coping methods. Students may encounter it challenging to transfer from school to university due to the change in academic, social, and living situations (González-González et al., 2025).

However, students can use traditional coping methods (social support and problem-solving), which are favorably connected with higher academic satisfaction and are associated with effective university performance, coping with changes, and being resilient. One of the longterm studies cited is the Uy et al. (2025) study that found adaptive coping (problem-solving and seeking social assistance) was positively related to higher academic satisfaction and college adjustment. The students' coping methods are negatively impacting their health and education. In the education sector, students' academic performance can be improved by using coping methods to better manage stressful situations (Uy et al., 2025), which are important in decreasing the psychological consequences. However, unhealthy coping methods such as substance use and avoidance are associated with higher levels of stress and lower academic performance (González-González et al., 2025). Thus, it is necessary to develop healthy coping methods to improve the health and performance of students in higher education.

González-González et al. (2025) also found that both problem-focused coping and emotion-focused coping are related to students' learning, that is, their performance and mental health outcomes. Students who employed problem-focused coping demonstrated a positive correlation with academic achievement (Fischer et al., 2021) and a negative correlation with feelings of fear and helplessness. In their study Fischer et al. (2021) found that students who applied problem-focused coping showed an increase in

academic performance, whereas students who applied emotion-focused coping showed a decrease in anxiety and despair. Coping skills ensure high performance in students' academic lives and proper mental health (Kumar et al., 2020). Problem-focused coping also includes the ability to identify solutions and to address the stressors. Coping mechanisms play an important role in dealing with academic stress and in enhancing students' well-being and academic success in higher education. Exam stress, workload, transfer, financial issues, and personal problems are among the stressors that university students encounter, which can have a significant effect on mental health, participation, and performance if not handled in the right way (Kapil et al. 2024; Alharbi et al. 2026).

In addition, several empirical investigations have demonstrated that an avoidant or maladaptive coping style is related to increased stress and worse stress outcomes, whereas proactive coping and support-seeking are related to more positive coping outcomes (Alfaro Vasquez et al., 2022; Dorado Barbé et al., 2025; Ren et al., 2025). Avoidant coping in college students is associated with deficiencies in stress coping, while proactive coping and help-seeking are associated with success in stress management (Ren et al., 2025; Ruiz-Camacho et al., 2025).

Thus, the children's coping would affect the way they respond to the stress they experience in school. Various actions to boost student success include adding in stress management into curricula, establishing peer support networks, providing family support services, and enhancing students' support and resources to build confidence and resilience (Freire et al., 2016; Moreno-Montero et al., 2024; Alharbi et al., 2026).

RESEARCH METHADODOLOGY

The research methodology including research design, participants, data collection methods, data analysis procedures, and ethical considerations are discussed in detail in this chapter

Research Design

Research design is the overall plan or strategy for investigating the research problem. The research design of this study was descriptive so as to evaluate the function of coping mechanisms in the learning performance of students in higher education. A quantitative approach was used to gather data from a broad sample size, guaranteeing generalizability and objectivity.

Population

The study was undertaken on all the students enrolled in undergraduate programs at Women University, Multan, and BZU.

Sample & Sampling Techniques

A random sampling technique of 150 students was selected to sample the population. This method provided equal probabilities of selection for all people in the population, which increased the representativeness and generalizability of the results.

Research Instrument

The research tool was a self-administered questionnaire that consisted of three sections: demographic information, coping mechanisms, and learning performance. The questionnaire was derived from the literature and validated by expert opinion and a pilot study.

Validity of the Instrument

The questionnaire was validated through expert opinions from professionals in the field of education and psychology. Additionally, a pilot study was conducted on 110 participants to ensure the questionnaire was clear, concise, and effective in measuring the constructs.

Pilot Testing

The pilot study was carried out to guarantee the reliability of the questionnaire and Validation of obtained data. It indicated a high level of reliability and validity. Confirming the questionnaire was suitable for data collection.

Reliability of the Research Instrument

Reliability analysis is a statistical technique used to assess the consistency and precision of measurement scales and their components. It evaluates the relationships between individual scale items and calculates the reliability of the scale as a whole. Various methods, including split-half, Guttman, parallel, and strict parallel models, can be employed to calculate reliability. However, in this study, the Cronbach alpha method was chosen due to its widespread applicability and popularity.

Table 1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
62	88	.713

Data Analysis

Data analysis was analysed using descriptive statistics and inferential statistics (t-tests and ANOVA). Descriptive statistics provided an overview of the participants' demographic information and coping strategies. Inferential statistics were used to examine the relationship between coping strategies and learning performance.

Ethical considerations

The study was conducted following ethical standards for protecting the rights and dignity of the participants. The following ethical factors were taken into account:

1. Participants were supplied with a clear and simple consent form describing the goal and importance of the study.
2. The personal information and replies of the participants were treated as confidential and anonymous.
3. Participants could withdraw from the study at any time without penalty or loss of any benefits to them.
4. No harm was done physically or emotionally to those studied. Privacy and confidentiality of the answers given by the participants were preserved.
5. The research was carried out in an objective way, without any bias or prejudice.

6. The study was sensitive in terms of culture and social norms of the participants.

Data Analysis and Interpretation

This section is focused on analysis and presentation of the results obtained from the study. Descriptive statistics such as frequency, percentage, minimum, maximum, mean, and standard deviation were used to summarize the data. Inferential analysis (t-test, ANOVA, and Pearson correlation) was used to analyze the group differences and the relationship between the study variables.

Table no 1: Frequency and Percentage Distribution by Institute

Name of institute	Frequency	Percent
WUM	87	58.0
BZU	63	42.0
Total	150	100.0

This table shows that the sample comprised 150 students, with (87) 58% students from WUM and (63) 42% students from BZU had took part in this study.

Table no. 2: Gender-wise Distribution of Respondents

Gender	Frequency	Percent
Male	62	41.3
Female	88	58.7
Total	150	100.0

This table shows that out of 150 students, 41.3% were male (n = 62) and 58.7% were female (n = 88).

Table no. 3: Distribution of Respondents by Residential Area

Residential area	Frequency	Percent
Urban	101	67.3
Rural	49	32.7
Total	150	100.0

This table shows that among the 150 students, 67.3% (n = 101) were from urban areas and 32.7% (n = 49).

Table no. 4: Distribution of Respondents by Subject

Subject	Frequency	Percent
Education	32	21.3
Sociology	44	29.3
Psychology	41	27.3
Other	33	22.0
Total	150	100.0

This table shows that among the 150 students, 29.3% were studying sociology (n = 44), 27.3% psychology (n = 41), 21.3% education (n = 32), and 22% other subjects (n = 33).

Table no. 5: Age-wise Distribution of Respondents

Age	Frequency	Percent
15-20	52	34.7
20-25	66	44.0
25-30	32	21.3
Total	150	100.0

This table shows that among the 150 students, 29.3% were studying sociology (n = 44), 27.3% psychology (n = 41), 21.3% education (n = 32), and 22% other subjects (n = 33).

Table no. 6: Descriptive Statistics of Academic Coping Strategies

Statements	N	Minimum	Maximum	Mean	Std. Deviation
I am someone who prioritizes my assignments and focuses on the most important ones first.	150	1.00	5.00	3.6267	1.15594
I tend to break down large tasks into smaller, manageable chunks.	150	1.00	5.00	3.5200	1.17422
I often seek help from my instructor or teaching assistant when needed.	150	1.00	5.00	3.9800	1.20106
I regularly use a planner or calendar to stay organized and on track.	150	1.00	5.00	3.6200	1.35444
I usually take regular breaks to refresh my mind and come back to my work with a clear head.	150	1.00	5.00	3.7733	1.25931
I believe in identifying the source of my academic stress and tackling it head-on.	150	1.00	5.00	3.5800	1.30188
I frequently use active learning techniques, such as summarizing and self-quizzing, to help me understand the material.	150	1.00	5.00	3.4267	1.43936
I regularly review my notes and textbook to stay on top of the material	150	1.00	5.00	3.8600	1.21528

This table shows that among 150 students, the most used academic coping strategies were seeking help from instructors (M = 3.98), reviewing notes and textbooks (M = 3.86), and taking regular breaks (M = 3.77), while active learning techniques (M = 3.43) were used least.

Table no. 7: Descriptive Statistics of Emotional Coping Strategies

Statements	N	Minimum	Maximum	Mean	Std. Deviation
I try to find ways to make the material more interesting and engaging.	150	1.00	5.00	3.8267	1.14544
I often seek out additional resources, such as online tutorials or study groups, to help me understand the material.	150	1.00	5.00	3.8533	1.17802
I usually try to stay focused and avoid distractions while studying.	150	1.00	5.00	4.1133	1.00693
When feeling overwhelmed, I take a few deep	150	1.00	5.00	4.0733	1.00400

breaths and try to calm down.					
I remind myself that everyone feels stressed in college and that it's temporary.	150	1.00	5.00	3.8000	1.15857
I try to distract myself from my worries by engaging in a hobby or activity I enjoy.	150	1.00	5.00	3.8200	1.13557
I talk to a trusted friend or family member about my feelings.	150	1.00	5.00	3.9533	1.07026

This table shows that among 150 students, the most commonly used emotional coping strategies were staying focused and avoiding distractions ($M = 4.11$) and taking deep breaths when overwhelmed ($M = 4.07$), followed by talking to trusted friends or family ($M = 3.95$). Strategies like seeking additional resources ($M = 3.85$), making material engaging ($M = 3.83$), engaging in hobbies ($M = 3.82$), and reminding oneself that stress is temporary ($M = 3.80$) were moderately used.

Table no. 8: Gender-wise Differences in Academic and Emotional Coping Strategies

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)	Mean Difference
Academic Coping Strategies	male	62	30.4677	4.97112	.63133	1.826	.070	1.84274
	female	88	28.6250	6.75739	.72034			
Emotional Coping Strategies	male	62	27.4516	3.57898	.45453	.035	.972	.01979
	female	88	27.4318	3.30724	.35255			

This table shows that there were no significant gender differences in coping strategies. Males scored slightly higher in academic coping ($M = 30.47$) than females ($M = 28.63$, $p = .070$), while emotional coping scores were almost identical ($M \approx 27.45$, $p = .972$).

Table no. 9: Differences in Academic and Emotional Coping Strategies by Residential Area

Factors	Residential area	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)	Mean Difference
Academic Coping Strategies	urban	101	28.7624	6.62291	.65900	-1.803	.073	-1.91109
	rural	49	30.6735	4.78011	.68287			
Emotional Coping Strategies	urban	101	27.5248	3.44266	.34256	.436	.664	.25945
	rural	49	27.2653	3.37130	.48161			

This table shows that there were no significant differences. Students from rural areas scored slightly higher in academic coping ($M = 30.67$) than urban students ($M = 28.76$, $p = .073$), while emotional coping scores were similar for both groups (urban $M = 27.52$, rural $M = 27.27$, $p = .664$).

Table no. 10: One-Way ANOVA of Coping Strategies by Age

Factors	Sum Squares	df	Mean Square	F	Sig.
Academic Coping Between Groups	95.613	2	47.807	1.276	.282

Strategies	Within Groups	5507.960	147	37.469		
	Total	5603.573	149			
	Between Groups	.831	2	.415	.035	.965
	Within Groups	1732.129	147	11.783		
	Total	1732.960	149			

This table shows that there was no significant difference between age groups ($F = 1.276$, $p = .282$). Similarly, for Emotional Coping Strategies, age groups did not differ significantly ($F = 0.035$, $p = .965$).

Table no. 11: One-Way ANOVA of Coping Strategies by Subject

Factors		Sum of Squares	df	Mean Square	F	Sig.
Academic Coping Strategies	Between Groups	552.952	3	184.317	5.328	.002
	Within Groups	5050.622	146	34.593		
	Total	5603.573	149			
Emotional Coping Strategies	Between Groups	25.261	3	8.420	.720	.542
	Within Groups	1707.699	146	11.697		
	Total	1732.960	149			

This table shows the results that there was a significant difference between subjects ($F = 5.328$, $p = .002$). In contrast, Emotional Coping Strategies did not differ significantly across subjects ($F = 0.720$, $p = .542$).

Table no. 12: Pearson Correlation Between Academic and Emotional Coping Strategies

Correlations			
Factors		Academic Coping Strategies	Emotional Coping Strategies
Academic Coping Strategies	Pearson Correlation	1	.346**
	Sig. (2-tailed)		.000
	N	150	150
Emotional Coping Strategies	Pearson Correlation	.346**	1
	Sig. (2-tailed)	.000	
	N	150	150

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

The table below shows a significant positive connection between academic coping skills and emotional coping approaches ($r = .346$, $p < .01$).

SUMMARY, DISCUSSION, CONCLUSION & RECOMENDATIONS

The concluding section includes a summary of the main results, an assessment of the data, and the conclusions derived from the study objectives. It also suggests directions for future research and practical application, providing useful information for educators, policymakers, and researchers to improve students' learning and well-being.

Summary

The study seeks to explore the coping mechanisms of university students in academic stress within their own socio-cultural learning environments, including problems like stigma and limited access to support services. To this end, a quantitative research approach was utilized, and a full scale was developed consisting of 15 statements to test three primary dimensions, namely, academic strategies for coping, emotional coping techniques, and learning performance and coping methods. A heterogeneous sample of 150 people from two universities (Bahauddin Zakarya University (BZU) and Women University Multan (WUM)) was chosen for the purpose of the study. The findings showed a range of complex coping techniques, including stigma and other barriers to accessing support services. Students can employ a range of intellectual and emotional coping methods to confront academic obstacles. The researchers found it quite intriguing that there are favorable relationships between efficient coping and learning performance. This means coping is important in learning in relation to academic achievement. It also identified barriers to effective coping (e.g., stigma and access to support resources) that need to be addressed to promote student well-being.

This study can help to better comprehend the concept of coping with learners in previous studies. “These findings point out the value of culturally responsive care and other supports to student well-being and success. To summarize, this study highlights the complicated relationship between academic pressures, coping mechanisms, and culture, which demands a comprehensive strategy to understand and support the needs of students. Limitations include that the data are self-reported and subject to social desirability bias. Future research should attempt to use more objective measures of coping and learning performance.

DISCUSSION

The findings provide valuable insights into the academic and emotional coping strategies employed by university students, as well as their learning. The results indicate that students who use effective academic coping strategies, such as time management and seeking academic support, also tend to use effective emotionally copying and strategies. Furthermore, copying strategies tend to use both effective academic and strategies. In addition, the study concluded that females’ students had higher academic strategies and significantly more learning performance and coping than male students. This suggests that female students may be more likely to employ effective coping strategies, which in horn contribute to their better learning performance. The results also state that there are no statistically significant differences in academic coping strategies, emotional coping strategies, and learning performance and coping strategies among students from BZU and WUM. It implies that students from both universities have similar levels of coping strategies and learning performance.

The results suggest that students who use effective coping strategies tend to have better learning performance and are more likely to employ them. These findings have implications for the development of interventions aimed at promoting effective coping strategies among university students’ abilities, and future studies should aim to include a more diverse sample of students from different universities and background.

CONCLUSION

The conclusion of this study was that the coping strategies of the university students of Pakistan were investigated in relation to academic stressors with socio-cultural influences. The results highlight the role of effective coping strategies in enhancing the learning performance of the university students. Although part of the goals of the study were fulfilled, there were also some aspects that could call for future research and development, such as the lack of addressing barriers to effective coping and giving explicit

recommendations for culturally sensitive interventions and support services. The outcomes contribute to the literature on coping and academic stress and highlight the importance of socio-cultural factors in understanding and intervening in the problems faced by the Pakistani university students. The outcomes of this study may help the educators, policymakers, and mental health specialists to promote the well-being and educational success of the university students in Pakistan. It also emphasizes the necessity of investigating the interplay of academic stress, socio-cultural factors, and coping mechanisms to promote students' well-being and achievement. This detailed knowledge of such relationships can aid in devising more effective strategies to support university students in Pakistan and beyond. Finally, the findings emphasize the necessity to pay attention to students' well-being and academic achievement in Pakistani universities and the need for proper norms in this regard. The findings of this study can be employed for subsequent research and legislation that facilitates collaborative efforts among students to address their challenges and for policy formulation.

RECOMMENDATIONS & SUGGESTIONS

The recommendations of this study include:

1. The study reveals the need for interventions to help university students in Pakistan and to be sensitive towards their cultural needs.
2. Based on the findings, it is recommended that university students be encouraged to acquire effective coping skills, which include time management, academic assistance, positive reframing, and self-encouragement skills.
3. It was found that there are barriers to successful coping that need to be removed, including the stigma attached to seeking help and limited access to help and resources.
4. Assistance in the form of counseling, academic advisers, and peer support groups is recommended for students to help them cope with the pressure of their academic coursework.
5. The outcome focuses on equipping educators with knowledge about students' academic stress and coping techniques.
6. The study indicates that socio-cultural aspects should be taken into account to understand and cope with the academic pressures and coping mechanisms of Pakistani university students.
7. The results highlight the need for future research to better understand the influence of academic stress and coping on students' mental health and well-being.
8. Stress management programs should be designed for Pakistani university students in the light of their demands.

Suggestions for Future Researches

This study also provides directions for further research as follows:

1. Investigate the long-term impact of academic stress and coping mechanisms on students' mental health and academic outcomes.

2. Design and implement successful coping mechanisms and reduce academic stress intervention for Pakistani university students.
3. Design faculty training to identify and address student stressors and coping mechanisms impacting academic achievement.

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