

# Coping Strategies Adopted by Nursing Students to Effectively Manage Academic Burnout

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## Abstract

The sustained tension and pressure that characterize nursing training are risk factors for academic burnout, especially in the absence of sufficient opportunities for recuperation and effective coping mechanisms among nursing students. Therefore, our study explores the coping strategies adopted by these students to address this issue. In total, 91 students enrolled in the sixth semester of training at the Higher Institute of Nursing Professions and Health Techniques (HINPHT) of Taza, participated in our cross-sectional exploratory research. Measurement instruments included a questionnaire of general student characteristics, the Copenhagen Burnout Inventory (CBI), and Ways of Coping Checklist (WCC) consisting of 27 items. The results reveal that a majority proportion of 60.4% of students reported a high level of personal burnout. In terms of coping strategies, 43.30% of respondents turned to seeking social support, 31.90% adopted emotion-focused coping, and 24.80% used a problem-focused coping strategy. These results underline the importance of seeking social support within our sample to cope with academic burnout. Although this is an active adjustment strategy rather than a readily available resource for students, the predominance of this dimension highlights the multiple benefits of social ties in managing burnout and emotional regulation among nursing students.

## Keywords

Nursing Students, Coping Strategies, Academic Burnout