



Stress Management and Student Well-Being

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submissions:

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Message from the Guest Editors

Original research articles and review are welcome. These may include (but are not limited to):

- The evolving nature of stressors in the educational realm;
- The interplay between individual coping strategies and institutional support;
- The role of educators in recognizing, addressing, and mitigating student stress;
- Best practices and interventions that promote mental health and resilience among students.

Themes include:

- Types of student stress: understanding the nature of stress experienced by students, including everyday micro-stressors to life events;
- Digital age and student wellbeing: the impact of technology, social media, and online learning on student mental health;
- Transition-induced stress: challenges faced during transitions, such as from primary to secondary education or from high school to college;
- Role of educators: pedagogical strategies, training, and awareness initiatives for teachers to support student wellbeing;
- Cultural and societal influences: the role of societal expectations, peer pressures, and cultural norms in shaping student stress;
- Innovative coping strategies: exploring both traditional and novel approaches students adopt to manage stress.



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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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