

Stress Levels among Medical and Dental Students

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ABSTRACT

Background: The lifelong preparation of medical students as professional doctors involves performance monitoring, professional conduct monitoring and mental health associated behavior. Both medical and dental undergraduate education is quite stressful for the students.

Aim: To determine stress levels perceived by medical and dental students of pre-clinical years in a private sector medical and dental college.

Methods: A quantitative descriptive questionnaire-based survey was carried out in March 2019. The participants included first and second year MBBS and BDS students. After briefing and obtaining consent, a pre-validated questionnaire was distributed to the participants. The questionnaire had close as well as open end items. The data so collected was analyzed using SPSS version 20.

Results: Out of all students of first and second year MBBS and BDS, total of 259 participated. Out of MBBS students first year 77 and second year 82 responded, of BDS 50 each from first and second year participated. In MBBS students 97 were females and 62 were males, in BDS 49 were females and 51 were males. Descriptive frequencies were obtained and displayed in the form of tables. Dental students have shown comparatively high perceived stress scores.

Conclusion: Dental students have shown comparatively high perceived stress scores. Changes in coping strategies and specific environmental factors have been found to independently affect the perceived stress scores. Incorporation of stress management education in the dental college curriculum is also favored to get effective output of the dental students.

Keywords: Stress levels, pre-clinical years, medical, dental, students

INTRODUCTION

The lifelong preparation of medical students as professional doctors involves performance monitoring, professional conduct monitoring and mental health associated behavior. Medical educationists conduct studies to explore the anxiety and depression prevalence in different medical colleges so that the stressors can be identified and proper measures be instituted accordingly¹.

Both medical and dental undergraduate education is quite stressful for the students. A study on dental students indicated that certain discrepancies existed between actual and perceived stress upon dental students during different time periods of their academic semester². Burnout poses challenges to the well-being of medical students. The medical teachers create its awareness and emphasize the causative factors for its development focusing the wellness of students³. Strategies for medical students are emphasized to manage stress during their studies⁴.

Different behaviors of health risk may be precipitated if medical students are exposed to various kinds of stress. Because of academic stress, medical and dental students are vulnerable to the risks involving mental and physical health in comparison to non-medical students. It

necessitates the requirement of the measures that provide guidance and counseling services to cope stress in a healthy way⁵. However, there is still a limited literature on the comparison of stress between undergraduate medical and dental students. Further, the reasons for stress although may be different but before that, the purpose of the study was to determine the stress levels between medical and dental students of a private medical & dental college.

MATERIALS AND METHODS

Ethical approval was obtained from both the institutions for the descriptive cross-sectional study, carried out in March 2019 in a private medical and dental college. Confidentiality of the study participants was assured, with no anticipation of harm to them. The voluntary participants were given no compensation to participate in this study. All the students of first and second year MBBS and BDS were included in the study. The data was collected at one time during classes from students with permission of tutor. After informed consent and briefing, a pre-validated questionnaire⁶ was distributed to the participants. The questionnaire had close ended items relating to demography, triggers of stress, issues affecting academics, lifestyle, habits and health, academic, mental health environment, as well as open comments. The collected data was analyzed using SPSS

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version 20. Responses of participants were entered into SPSS version 20 and descriptive analysis were obtained as percentages and frequencies. Presentation of results was done in tabulated form.

RESULTS

The study was carried out on all students of first and second year of MBBS and BDS of a private medical and dental college. After obtaining descriptive frequencies by the use of SPSS version 20, they were shown in tabulated form and demographic data was depicted in tables, too.

As shown in Table 1 a total of 259 respondents participated in the study out of which 77 were first and 82 were of second year MBBS, likewise, 50 each of first and second year BDS. Table 2 shows out of the total MBBS students 97 were females and 62 males and of dental 49 were females and 51 were males.

Participant of study show in Table 7 majority being satisfied with their efforts for studying (72%) and Table 8, and 9 depict the study environment at the college and home with majority medical students being satisfied (84%) and less dental were less satisfied (46%) even though 27% of total number of students do not have a separate study room shown in Table 10.

Table 6 shows more failure among dental students with 53 compared to 42 in medical, with overall failure being 37% of the total 259.

Table 12, 13 and 14 results showed good health of medical students before and after joining college and with comparison with colleagues, though dental showed health issues. However, Table 15 depicts health issues with studies mostly affecting musculoskeletal and central nervous system among the participants. The majority were first year students with health issues appearing acutely due to the stress of studies.

Among different issues (Table 11) encountered during study such as family, emotional and social, economic showed a high score (44.4%) as a cause of stress of the total medical and dental students.

In Table 16 the mental status of students regarding judgment, recognition, memory and concentration showed results of either similar as before or deterioration with studies with more so among the dental students.

As shown in Table 3, 4, and 5 majority of the students were living in their native country but almost 132 participants seem to be out of their resident city in hostels or living with relatives.

Table 17 depicts the stress triggers such as depression scored high (75%) followed by frustration, anxiety and mood breakdown, (51%). Most high scores were among second year students mostly of BDS.

Table 18 shows results of changes in student lifestyle with studies, which effected mostly recreational activities (53%), social interaction (58%) and led to insufficient sleep hours (46%). Table 19 shows the different influences of studies on habits such as drinking, taking additive drugs with lower score (2%-29%) but almost 93% response from all four classes was regarding increase in tea intake. Majority (54%) gave response that these changes were during examinations.

Table 21 shows results of how stress was being managed, majority dental students and second year MBBS responded as to having no education for stress management, and would prefer it to be instituted. The first year MBBS respondents (73%) which show they were educated for stress, consider it to be quite effective.

In addition, to closed ended questions open comments were also invited and following were the responses, which show respondents requiring stress management:

- “Best experienced teachers should be provided for us. Counseling should be provided”
- “There should be stress dealing lectures in our college”
- “Try to focus in studies and remain busy in order to overcome stress”
- “There should be tips which teaches students to overcome stress. Faculty & parents should be more cooperative”
- “In hostel, all the rooms should be separate for study purpose”
- “Awareness should be given by institute”
- “Just pray five times a day, no stress”
- “Course management must be taught”
- “Teacher and student relationship should be healthy”
- “Staff should be helping regarding stress management and understand student’s mental health condition and guide, him or her according to that” “Motivational lectures should be given”

Table 1: Respondent classes

Respondent classes			
No.	Class	Frequency	Percent
1	1 st Year MBBS	77	29.7%
2	2 nd Year MBBS	82	31.6%
3	1 st Year BDS	50	19.3%
4	2 nd Year BDS	50	19.3%
Total		259	100%

Table 2: Gender-wise class respondents

Gender-wise Class Respondent				
No.	Class	Female	Male	Total
1	1 st Year MBBS	53	24	77
2	2 nd Year MBBS	44	38	82
3	1 st Year BDS	25	25	50
4	2 nd Year BDS	24	26	50
Total		146 (56.4%)	113 (43.6%)	259 (100%)

Table 3: Participant native country of study

Your native country is the place where you are studying?				
No.	Class	No	Yes	Total
1	1 st Year MBBS	10	67	77
2	2 nd Year MBBS	4	78	82
3	1 st Year BDS	2	48	50
4	2 nd Year BDS	1	49	50
Total		17	242	259

Table 4: Participant native city of study

If yes, your native city is the place where you are studying?				
No.	Class	No	Yes	Total
1	1 st Year MBBS	51	26	77
2	2 nd Year MBBS	44	38	82
3	1 st Year BDS	16	34	50
4	2 nd Year BDS	21	29	50
Total		132	127	259

Table 5: Residence of participant

Where you are living at present?							
No.	Class	Students accommodation	Sharing flat or house	Alone in separated flat or house	With parents	others	Total
1	1 st Year MBBS	23	16	2	34	2	77
2	2 nd Year MBBS	18	17	5	36	6	82
3	1 st Year BDS	8	4	0	37	1	50
4	2 nd Year BDS	6	5	3	34	2	50
Total		55	42	10	141	11	259

Table 6: Participants failure rate during medical studies

Have you failed in any of the subjects during medical studies?							
No.	Class	More than 6 times	5-6 times	3-4 times	1-2 times	Never	Total
1	1 st Year MBBS	0	1	5	14	57	77
2	2 nd Year MBBS	0	2	4	17	59	82
3	1 st Year BDS	6	6	3	12	23	50
4	2 nd Year BDS	4	5	7	10	24	50
Total		10	14	19	53	163	259

Table 7: Participants effort for studies

Please select any description of the efforts you put in studying.						
No.	Class	Unsatisfactory	Not Quite Satisfactory	Satisfactory	Very Satisfactory	Total
1	1 st Year MBBS	10	14	50	3	77
2	2 nd Year MBBS	3	14	50	15	82
3	1 st Year BDS	1	13	27	9	50
4	2 nd Year BDS	5	12	25	8	50
Total		19	53	152	35	259

Table 8: Quality of educational process

Kindly describe quality of educational process with reference to study environment you have at faculty level.						
No.	Class	Unsatisfactory	Not Quite Satisfactory	Satisfactory	Very Satisfactory	Total
1	1 st Year MBBS	9	18	49	1	77
2	2 nd Year MBBS	13	35	33	1	82
3	1 st Year BDS	5	16	27	2	50
4	2 nd Year BDS	10	23	17	0	50
Total		37	92	126	4	259

Table 9: Participants study environment

With reference to study environment you have at your home, does it suit your requirements?				
No.	Class	No	Yes	Total
1	1 st Year MBBS	23	54	77
2	2 nd Year MBBS	22	60	82
3	1 st Year BDS	15	35	50
4	2 nd Year BDS	12	38	50
Total		72	187	259

Table 10: Separate study room for participant

Have you separated study room?				
No.	Class	No	Yes	Total
1	1 st Year MBBS	36	41	77
2	2 nd Year MBBS	37	45	82
3	1 st Year BDS	14	36	50
4	2 nd Year BDS	12	38	50
Total		99	160	259

Table 11: Issues encountered in medical studies

Have you encountered any of the below given experiences since the start of medical studies?									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	None	12	16.0%	12	14.6%	7	14.3%	3	6.2%
2	Emotional Issues	14	18.7%	11	13.4%	9	18.4%	15	31.2%
3	Family Issues	4	5.3%	5	6.1%	4	8.2%	4	8.3%
4	Economic Issues	4	5.3%	10	12.2%	5	10.2%	8	16.7%
5	Social Issues	23	30.7%	19	23.2%	17	34.7%	19	39.6%
6	Issues relevant to Studying	34	45.3%	39	47.6%	30	61.2%	28	58.3%
7	Others	14	18.7%	12	14.6%	6	12.2%	6	12.5%

Table 12: Health of participant

With relation to physical health you have: At present your health is:							
No.	Class	Poor	Fair	Good	Very Good	Excellent	Total
1	1 st Year MBBS	6	11	32	16	12	77
2	2 nd Year MBBS	7	19	37	9	10	82
3	1 st Year BDS	7	6	20	13	4	50
4	2 nd Year BDS	6	13	21	6	4	50
Total		26	49	110	44	30	259

Table 13: Health comparison with colleagues

Your own health in comparison to your colleagues is:								
No.	Class	Don't know	Much worse	Worse	Better	Much Better	Similar	Total
1	1 st Year MBBS	11	0	12	18	7	29	77
2	2 nd Year MBBS	10	6	5	18	9	34	82
3	1 st Year BDS	11	2	5	10	4	18	50
4	2 nd Year BDS	8	6	4	7	3	22	50
Total		40	14	26	53	23	103	259

Table 14: Health comparison to before medical studies

Your present health as compared to the health before starting the medical studies:								
No.	Class	Don't know	Much worse	Worse	Better	Much Better	Similar	Total
1	1 st Year MBBS	2	6	26	10	8	25	77
2	2 nd Year MBBS	2	12	27	16	8	17	82
3	1 st Year BDS	1	6	21	10	4	8	50
4	2 nd Year BDS	3	8	19	6	3	11	50
Total		8	32	93	42	23	61	259

Table 15(A): Health deterioration with studies

If your health deteriorated since the start of your studies, which organ/system got most affected?									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	Respiratory System	7	10.1%	4	5.0%	2	4.8%	6	12.5%
2	Central Nervous System	11	15.9%	23	28.8%	12	28.6%	13	27.1%
3	Immune System	7	10.1%	4	5.0%	2	4.8%	3	6.2%
4	Cardiovascular System	12	17.4%	20	25.0%	10	23.8%	17	35.4%
5	Musculoskeletal System	18	26.1%	23	28.8%	11	26.2%	13	27.1%
6	Skin	9	13.0%	14	17.5%	8	19.0%	8	16.7%
7	Gastrointestinal System	10	14.5%	12	15.0%	2	4.8%	6	12.5%
8	Others	14	20.3%	11	13.8%	8	19.0%	6	12.5%

Table 15 (B)

Which year did you get this problem?					
No.	Class	1 st Year	2 nd Year	None	Total
1	1 st Year MBBS	63	1	13	77
2	2 nd Year MBBS	68	7	7	82
3	1 st Year BDS	39	3	8	50
4	2 nd Year BDS	45	0	5	50
Total		215	11	33	259

Table 15 (C)

Is this problem?					
No.	Class	Chronic	Acute	None	Total
1	1 st Year MBBS	20	41	16	77
2	2 nd Year MBBS	15	60	7	82
3	1 st Year BDS	14	28	8	50
4	2 nd Year BDS	13	32	5	50
Total		62	161	36	259

Table 15(D)

Do you relate this problem to studying?					
No.	Class	I don't know	Yes	No	Total
1	1 st Year MBBS	24	32	21	77
2	2 nd Year MBBS	18	42	22	82
3	1 st Year BDS	16	24	10	50
4	2 nd Year BDS	19	25	6	50
Total		77	123	59	259

Table 16 (A): Mental status of participant (judgement)

In relation to the mental health for the years you are studying:								
Judgment								
No.	Class	Much Worse	Worse	Similar	Better	Much Better	Don't Know	Total
1	1 st Year MBBS	2	6	13	30	12	14	77
2	2 nd Year MBBS	5	7	13	33	16	8	82
3	1 st Year BDS	4	6	9	22	5	4	50
4	2 nd Year BDS	6	9	11	15	7	2	50
Total		17	28	46	100	40	28	259

Table 16 (B): Recognition

In relation to the mental health for the years you are studying:								
Recognition								
No.	Class	Much Worse	Worse	Similar	Better	Much Better	Don't Know	Total
1	1 st Year MBBS	2	7	14	26	17	11	77
2	2 nd Year MBBS	0	9	24	31	11	7	82
3	1 st Year BDS	1	3	19	20	4	3	50
4	2 nd Year BDS	3	4	20	14	6	3	50
Total		6	23	77	91	38	24	259

Table 16 (C): Memory

In relation to the mental health for the years you are studying:								
Memory								
No.	Class	Much Worse	Worse	Similar	Better	Much Better	Don't Know	Total
1	1 st Year MBBS	4	11	18	21	13	10	77
2	2 nd Year MBBS	2	13	21	21	14	11	82
3	1 st Year BDS	3	10	17	12	8	0	50
4	2 nd Year BDS	3	12	14	16	5	0	50
Total		12	46	70	70	40	21	259

Table 16 (D): Concentration

In relation to the mental health for the years you are studying:								
Concentration								
No.	Class	Much Worse	Worse	Similar	Better	Much Better	Don't Know	Total
1	1 st Year MBBS	7	13	15	19	11	12	77
2	2 nd Year MBBS	18	13	12	24	6	9	82
3	1 st Year BDS	6	7	13	13	9	2	50
4	2 nd Year BDS	7	11	13	14	3	2	50
Total		38	44	53	70	29	25	259

Table 17 (A): Stress triggers for participant:

Did you encounter any of the listed below?									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	Frustration	22	29.7%	33	41.8%	21	43.8%	25	51.0%
2	Mood break down	25	33.8%	29	36.7%	24	50.0%	20	40.8%
3	Anxiety	26	35.1%	34	43.0%	24	50.0%	25	51.0%
4	Phobia	9	12.2%	10	12.7%	11	22.9%	8	16.3%
5	Depression	38	51.4%	49	62.0%	36	75.0%	37	75.5%
6	Others	6	8.1%	5	6.3%	6	12.5%	3	6.1%

Table 17(B):

Did studying cause stress to you?											
No.	Class	Never		Seldom		Sometime		Often		Total	
1	1 st Year MBBS	2	3%	6	8%	38	49%	31	40%	77	100%
2	2 nd Year MBBS	6	7%	11	13%	37	45%	28	34%	82	100%
3	1 st Year BDS	2	4%	2	4%	24	48%	22	44%	50	100%
4	2 nd Year BDS	0	0%	5	10%	22	44%	23	46%	50	100%
Total		10	4%	24	9%	121	47%	104	40%	259	100%

Table 17 (C):

If you had this stress, tick one or more reasons given below									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	The environment at the faculty	10	13.3%	19	23.8%	20	40.8%	21	42.9%
2	The content of the curriculum (overloading or the high level)	27	36.0%	29	36.2%	32	65.3%	29	59.2%
3	The environment at the home	2	2.7%	2	2.5%	1	2.0%	4	8.2%
4	The relationship with other students	6	8.0%	7	8.8%	3	6.1%	5	10.2%
5	Fear of failure to achieve your expectations	48	64.0%	46	57.5%	32	65.3%	32	65.3%
6	the method of teaching (not interesting, not suitable, exam oriented)	12	16.0%	15	18.8%	9	18.4%	9	18.4%
7	Others	5	6.7%	7	8.8%	5	10.2%	5	10.2%

Table 17 (D):

Choose one of the answers given below to show main outcome of this stress									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	Psychological conditions	13	18.3%	33	42.9%	18	38.3%	25	55.6%
2	Changes in life style and habits	41	57.7%	31	40.3%	22	46.8%	14	31.1%
3	Physical Problems	11	15.5%	10	13.0%	5	10.6%	7	15.6%
4	Others	13	18.3%	15	19.5%	3	6.4%	4	8.9%

Table 18: Lifestyle changes with studies:

Did studying change the life style you have?									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	Taking care of health status	18	24.3%	13	16.2%	20	42.6%	10	20%
2	Hobbies and Recreational activities	27	36.5%	21	26.2%	25	53.2%	22	44%
3	Socialization (interaction with family or friends)	27	36.5%	23	28.8%	25	53.2%	29	58%
4	Sufficient sleep hours	23	31.1%	24	30.0%	22	46.8%	20	40%
5	Unchanged	4	5.4%	7	8.8%	2	4.3%	3	6%
6	Exercise	13	17.6%	5	6.2%	11	23.4%	8	16%
7	Others	6	8.1%	10	12.5%	6	12.8%	5	10%

Table 19 (A): Influence of study on habits:

Tick the relevant boxes to show that studying has influenced the uptake of your following habits									
No.	Variables	1 st Year MBBS		2 nd Year MBBS		1 st Year BDS		2 nd Year BDS	
		N=77 (100%)		N=82 (100%)		N=50 (100%)		N=50 (100%)	
1	Addictive Drugs	3	8.1%	2	4.5%	2	7.1%	8	23.5%
2	Sedatives	3	8.1%	6	13.6%	10	35.7%	10	29.4%
3	Smoking	3	8.1%	1	2.3%	8	28.6%	8	23.5%
4	Drinking Alcohol	0	0.0%	1	2.3%	0	0.0%	1	2.9%
5	Drinking excess (tea, coffee)	35	94.6%	42	95.5%	25	89.3%	31	91.2%

Table 19 (B):

Did your habits change during the time of exams?									
No.	Class	Increased		Decreased		The Same		Total	
1	1 st Year MBBS	43	56%	19	25%	15	19%	77	100%
2	2 nd Year MBBS	40	49%	28	34%	14	17%	82	100%
3	1 st Year BDS	33	66%	12	24%	5	10%	50	100%
4	2 nd Year BDS	25	50%	17	34%	8	16%	50	100%
Total		141	54%	76	29%	42	17%	259	100%

Table 21(A): Stress management:

Does your faculty educate you regarding stress and its management?							
No.	Class	No		Yes		Total	
1	1 st Year MBBS	21	27%	56	73%	77	100%
2	2 nd Year MBBS	67	82%	15	18%	82	100%
3	1 st Year BDS	34	68%	16	32%	50	100%
4	2 nd Year BDS	46	92%	4	8%	50	100%
Total		168	65%	91	35%	259	100%

Table 21(B):

If Yes, did you consider this effective?									
No.	Class	I don't know		Yes		No		Total	
1	1 st Year MBBS	28	36%	36	47%	13	17%	77	100%
2	2 nd Year MBBS	26	32%	13	16%	43	52%	82	100%
3	1 st Year BDS	17	34%	15	30%	18	36%	50	100%
4	2 nd Year BDS	15	30%	8	16%	27	54%	50	100%
Total		86	33%	72	28%	101	39%	259	100%

Table 21(C):

If No, are you in need of courses for stress management?									
No.	Class	I don't know		Yes		No		Total	
1	1 st Year MBBS	25	32%	31	41%	21	27%	77	100%
2	2 nd Year MBBS	16	19%	53	65%	13	16%	82	100%
3	1 st Year BDS	9	18%	35	70%	6	12%	50	100%
4	2 nd Year BDS	6	12%	39	78%	5	10%	50	100%
Total		56	22%	158	61%	45	17%	259	100%

DISCUSSION

Stress among undergraduate students is one of the important factors that need to be considered for their well-being. We commonly notice an increase in stress levels of individuals as like the case of mental illness which is globally rising. The WHO reported 500 millions of such cases and also quoted that psychiatrist to patient ratio is 1:1 million⁷. Instead, the available psychiatrists are found in the cities and hence there is no mental health care for majority of the population. Prevalence of 30% psychiatric patients out of the general medical patients has been reported by Goldberg. He further says that from 250 patients of psychiatric illness out of an annual of 1000, 230 had access to the primary health care⁷. Common mental disorders can be addressed if screened earlier⁸. Exploring knowledge and attitude of teachers, students and parents regarding mental health is also emphasized in other studies⁹. In a study on dental students, senior and married females were reported to have more stress when compared to junior and single male students. Changes in coping strategies and specific environmental factors have been found to independently affect the perceived stress scores¹⁰. Incorporation of stress management education in the dental college curriculum is also favored to get effective output of the dentists. Medical educationists conduct studies to explore the anxiety and depression prevalence in different medical colleges so that the stressors can be identified and proper measures be instituted accordingly.

Changes in coping strategies and specific environmental factors have been found to independently affect the perceived stress scores. Incorporation of stress management education in the dental college curriculum is also favored to get effective output of the dentists¹. Some studies reported development and validation of universal inventory which equips medical educators with such a tool by which they can diagnostically measure the teaching and learning climate of their school¹¹. The Kessler Psychological Distress Scale (Kessler-10) is such kind of instrument which yields global measure of distress which is based on certain questions about symptoms of anxiety and depression of a person who experienced these symptoms in the last four weeks' time period⁶. In these lines, other universities have also developed Kessler like instruments for two week time period and have conducted their studies¹². It appears the engineering students are relatively less prone to stress in comparison to dental and medical students which emphasizes on research requirement to differentiate the teaching and learning environments of these fields¹³. Social, academic, environmental and health problems play a significant role in developing stress. The academic factors however being the significant most stressors¹³. Therefore specific measures to target the stress burden on students are required. College environment and teaching methods need adaptation according to the student requirements. Student Support System, student-friendly environments and periodically regular extra-curricular activities can be utilized as stress-

busters. The hostels require periodically review and the students-feedback and their complaints be addressed. Incorporation of stress management education in the curriculum is also favored. Healthy lifestyle and dietary habits be also promoted because health is major concern of the students. Moreover the parents, students and teachers need to have an awareness that undue academic expectations can also potentiate stress¹³.

CONCLUSION

Dental students have shown comparatively high perceived stress scores. Changes in coping strategies and specific environmental factors have been found to independently affect the perceived stress scores. Incorporation of stress management education in the dental college curriculum is also favored to get effective output of the dentists. There should be incorporation of counselling services professional as well as by designated faculty for managing stress among students.

Limitation: The study was done in private medical and dental college where one of the reasons of stress is the financial burden, and the results may come differently in public sector medical and dental colleges.

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