

**STRESS AMONG FIRST MBBS STUDENTS OF SHRI BHAUSAHEB HIRE
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GOVERNMENT MEDICAL COLLEGE, DHULE***ABSTRACT**

Stress in medical students is not uncommon. The present study had the aim to find out different stress factors among the first M. B. B. S. Students. A cross sectional study using pre designed questionnaire was done in Department of physiology, Sri Bhausaheb Hire Govt. medical college, Dhule. Total 70 students were asked to complete the questionnaire that included a list of sources of stress. Questionnaire was analysed by CHI square test. The most stressful factors reported by participants were conflict of not getting enough leisure time, academic performance, financial Pressure and school attendance. There is no single causative factor responsible for specific grades of stress. All stressful factors contribute to stress in same proportion. Most common symptoms of stress were Poor concentration, Headache, restlessness, sudden change in mood, lack of sleep, low energy & fatigue. This study demonstrated first year medical students were at various levels (grades) of stress.

KEYWORDS: Stress, I M.B.B.S. Students

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INTRODUCTION

Medical students experience essential stress. Previous Studies showed relatively huge levels of distress among medical students with symptoms of depression and suicidal thoughts.^{1,2,3,4} 1st M.B B.S.is first level of exposure to professional college and vast curriculum, students experience hostel life and challenges of living alone also for first time. Students comes out the comfortable environment of home, support of parents and house to deal with various problems related to academic and lifestyle for first time. Hence this study was under taken with I M.B.B.S. students' only.⁶ Medical education is perceived as being stressful. It is characterized by many physical changes in students. Medical students encounter multiple difficulties in transformation from insecure student to young knowledgeable physician. High level of stress may have a negative effect on mastery of the academic curriculum. Stress health and emotional problems increase during the period of 1st M. B. S.S. This can lead to mental distress and has negative impact on cognitive functioning and learning. In most medical college the environment itself is an all prevailing pressure providing an authorisation and rigid system; one that encourages competition rather than cooperation between learners.

Methodology

All students of 1st M.B.B.S. batch 2011-2012 were included in the study without gender bias & age bias. The participants were asked to complete a pre-tested and pre-designed questionnaire that included a list of sources of stress. The methodology and purpose of study was well explained to all the participants and informed consent was obtained. The protocol of the study was approved by Institutional Ethics Committee. Questionnaire was tested with sample of 70 students administered by the researchers for final survey. Questionnaire was analysed for most stressful factor then CHI square test applied to find out association between stress factors & grades of stress (mild, moderate, severe). Stress factors such as home life, school performance, school attendance, peer pressure teacher interaction, school conflict, financial pressure etc. were analysed. Questionnaire had sub-headings as follows

- 1) Stress of home life
- 2) stress at school performances
- 3) stress of school attendance
- 4) stress of romantic Relationships
- 5) stress of peer pressure
- 6) stress of teacher interaction
- 7) stress of future uncertainly
- 8) stress of school leisure conflict
- 9) stress of financial pressure
- 10) stress of emerging adult responsibility

Each stress Causative factor evaluated by different sub-questions and participant had to answer them in 5 options. For illustration following is one example

STRESS OF SCHOOL/LEISURE CONFLICT

SR. NO.	Name of the event	Not at all stressful	A little stressful	Moderately stressful	Quite stressful	Very stressful
1	Not getting enough time for leisure					
2	Not enough time for activities outside of school hours					
3	Not having enough time for fun					
4	Having too much homework					
5	Lack of freedom					

Students who marked against any stress grade at least once, then that causative factor considered to contribute stress. Each causative factor was then analysed in following way

1. Twice marked against very/quite stressful = severe grade stress
2. Marked once against very /quite + twice against moderately = severe grade stress
3. Marked twice against moderately + at-least once against little = moderate grade stress
4. All other marking excluding above three= mild grade stress

OBSERVATIONS & RESULTS**TABLE I**
Questionnaire analysis

STRESS FACTORS	YES	NO
Home Life	48.57%	51.42%
Academic Performance	90%	10%
School Attendance	75%	25.71%
Peer Pressure	67.24%	32.85%
Teacher Interaction	70%	30%
School/Leisure Conflict	94.20%	5.71%
Financial Pressure	82.85%	17.14%

As can be seen from above table out of 70 students, 66 (94.20%) considered school leisure time conflict contribute stress. 63 (90%) students considered academic performance is also contributor to stress. Whereas 58(82.85%) students considered financial pressure is also stress inducer along with mentioned factors. School attendance was also stress factor for 52(75%) students. Other stress factors like home life, Peer Pressure, teacher interaction were also stress factors but they are not considered for further analysis as they were reported by less than

75% students as causing stress. Symptoms commonly encountered during stressful situations were studied. Around 81.81% of students suffered from poor Concentration. 72% of students suffered from Headache, 71% students experienced restlessness, 63% of students' experienced sudden change in mood, while 54% students experienced lack of sleep and 50% suffered from low energy & failure. Following table II shows analysis of each stress factor for its causation of various grades of stress and table III shows CHI square analysis of table II.

TABLE II
Grades of stress

	ACADEMIC PERFORMANCE N=63	ATTENDANCE N=52	SCHOOL LEISURE N=66	FINACIAL PRESSURE N=58
MILD	20	18	26	19
MODERATE	29	25	30	37
SERVERE	14	09	10	2

TABLE III
CHI SQUARE TABLE

GRADES OF STRESS	ACADEMIC PERFORMANCE		ATTENDANCE		SCHOOL LEISURE		FINACIAL PRESSURE		TOTAL
	O	E	O	E	O	E	O	E	
MILD	20	(22)	18	(18)	26	(23)	19	(20)	83(34%)
MODERATE	29	(32)	25	(26)	30	(33)	37	(29)	121(52%)
SEVERE	14	(9)	9	(8)	10	(10)	2	(9)	35(14%)
	63		52		66		58		239

O----- OBSERVED VALUES E-----EXPECTED VALUES

CHI square value for degree of freedom 6 is 10.11 for p value =0.10 So there is not statistical significant CHI square value so there is no single causative factor

responsible for specific grades of stress. All stressful factors contribute to stress in proportion.

DISCUSSION

Regarding school performance the students felt stressful about having to study things they don't understand, expectations from teachers, laggings behind in some subjects, too long hours of college, pressure of study etc. It was quite interesting to note that certain factors like condition at home also added the stress on students. Factors which caused Stress were augments at home, disagreement between them and parents, petty rules at home, parents not taking them seriously, little/no Control over their life, a lack of trust from adults, too much expectations etc. School attendance also caused significant stress. Stressful factors were getting up early in the morning to go to school and compulsory school attendance. Peer pressure also accounts for stress in students' life. Students were worried about the pressure to fit in with, being hassled for not fitting in, being judged by their look, disagreement- with friends, changes in the physical appearance while growing up etc. Students' teacher interaction also played important role. Students felt stressful about lack of respect from teachers, not being listened to by teachers, getting along with teachers, disagreement with students and teachers, teachers hassling about way students look, petty rules at school, not getting enough and timely feedback from school. The most important stressful factor in the present study was the timing of school and leisure conflict. Students felt that they were not getting enough time for leisure. Not having enough time for fun or activities outside of school hours, pressurised for having too much homework and lack of freedom. Also financial aspect added as a stressful factor in students' life students are constantly worried about the college fees/not enough money to buy essential thing that are needed in college. T. Shaikh et al who done perceived stress analysis in medical students in all classes of college found senior students of final year felt more stressful than other classes of college.¹ In their study academics & exams were more powerful stressors. Hamza Mohammad Abdulghani used Kessler 10 psychological stress inventory scale to measure current 1 month distress.² He found that highly statically significant association between year of study

and stress levels. Main source of stress according to him were studies and home environment but he also mentioned no association between academic grades and stress levels. Marjani A. et al also used Kessler 10 questionnaire also found statistically significant association between year of study and stress levels with decrease in the psychological health of first year medical students.⁴ Mukesh kumar et al found beneficial effects of stress in females than males.⁵ He also mentioned that high attendance & better day to day performance in female medical students was associated with more amount of stress when compared to male students. Somnath T. Salgar, in his study on first year M.B.B.S. students, used pre-tested and pre-designed questionnaire that included a list of sources of stress.⁶ According to him most common stress factors reported by participants were high parental expectations (80.9%), vast syllabus (73%), worry about future (71.3%), long duration of course (67.3%), frequency of examinations (66.7%), performance in formative and summative examination (66%), low self-esteem (62.3%), lack of sleep (54%) and lack of emotional and social support (38%). Measures should be taken to reduce the stress level of I MBBS students so that they develop a healthy psychology & can complete their curriculum with success. For that they should be advised to practice yoga & meditation stress management courses can be organized A health check-up including psychiatric check-up should be included in 1st year. Students should be screened, those likely to be suffering from stress & depression can be counselled & given proper medications. Overall approach to improve psychological health of first year MBBS students and this will surely help the nation to get doctors which is an asset to society.

SUMMARY & CONCLUSION

Students face stress during their academic career which leads to decrease in their psychological health. There is no single causative factor responsible for specific grades of stress. All stressful factors

contribute to stress in proportion. Other factors adding to the stress of school life are peer pressure, teacher's students' interaction etc. The most common symptoms associated with stress are poor concentrations, headache, restlessness with associated fatigue, lack of

sleep, sudden change in mood etc. Measures should be taken to reduce the stress level of first year MBBS students so that they develop a healthy psychology & can complete their curriculum with success.

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