

Relationship between Academic Stress and Personal Wellness in Medical University Students

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Abstract

To explore the relationship of academic stress with personal wellness as well as academic stress as a predictor of personal wellness in medical university students. One seventy five under graduate students, i.e. sixty seven males and one hundred and eight females were selected through convenient sampling for the present study. This study was conducted during February 2017 to July 2017 at Jinnah Medical & Dental College (JMDC) and Bahria University Medical & Dental College (BUMDC). Participants were assessed by using Lakaev Academic Stress Response Scale (Lakaev, 2009) and Five Factor Wellness Inventory Adult Form (Witmer & Sweeney, 2004). The results found a significant relationship between personal wellness in medical university students ($p \leq .001$). The findings indicated a moderate downhill (negative) relationship between academic stress and personal wellness as per the hypotheses statement. A slight deviation from the results has occurred which might be due to some extraneous variable.

KEYWORDS: Academic stress, Personal wellbeing, Medical students.

Introduction

Nowadays, every person in this world is suffering from cravings for achievement. Either it is job related, family related, social, economic or academics related stress. Among variety of variables producing negative effects on people's health and wellness, stress is one of them as described by many today's psychological researches. Researchers reported that it is prevailing vastly among the students of university level¹. Academic stress creates a sense of stringent among not only students but also on parents. This clench has been extending day by day on the life of students, due to the competitive environment. This competitive environment is playing a chief role in creating academic stress among students.

The word academic stress has been characterized as the disturbance in psychical capabilities due to some pre-empt frustration which is the result of unable to succeed in academic life as well as their probability has the same consequence².

Without using any techniques to cope up with academic stress by students, it becomes very harmful and can result in serious physical as well as psychological health conditions including weakened immune system, insomnia, muscle pain, troubled social life, anxiety, troubled cognition and high blood³. Researcher suggested that stress as a consequence of academic demands count as the major irritating daily life stressors i.e. persistent pressure of studying, writing assignments, taking quizzes, planning for future and listening to the lecture

instructor⁴. It is the nature of human being that either they take challenges boldly or escapes from it. All this diversified from person to person. Therefore, it has been concluded that in individuals, those challenges that surpass the coping benchmark lead to stress. In this modern world of compete-till-death competition, the students are more prone towards career orientation and having a bright future. Those students who somewhat fail to cope up with such circumstances or sometimes when they do not succeed to gratify their these needs then as a result this fail-to-cope-up situation causes stress and further causes depression and personal wellness. Furthermore, academic stress leads to the dissatisfying mental situation prevalence because of expectations in education from their family, instructors, etc. Academic Stress among adult students has researched on from a very long time. Researchers have pin pointed stressors, which are piles of assignments, competitions in academics, failures and poor relationships with other students⁵. The consequences of stress on adults may affect adult development, physical health, and psychological well-being while it can be seen that minor or daily life stressors have recently in hold increased recognition in the life span of stress and illness⁶.

Therefore, research has shown that quality of learning would negatively impact if there will be high academic stress⁷. Furthermore, this will even importantly impact physical and emotional wellness of the students⁸. Multi-researches have shown the level of distress is increasing rapidly like depression

symptoms, suicidal thoughts on medical students, these effects is highly responsible of classroom performance and clinical practices. However, due to stress the student's emotional problem, social and physical problem may influence the learning ability of students⁹.

A recent research conducted on assessing the symptoms of stress and depression within medical university students and the findings prelude the immense increase in the amount of stress at average level of 5.51-6.49% till third year of university. There is a significant increase in number of students, which are at high risk for experiencing symptoms of depression and there is an increased risk of experiencing perceived stress as well¹⁰.

The objective of the present study was to explore the relationship of academic stress with personal wellness as well as academic stress as a predictor of personal wellness in medical university students.

Methodology

This study was conducted during February 2017 to July 2017 at Jinnah Medical & Dental College (JMDC) and Bahria University Medical & Dental College (BUMDC) located in the city of Karachi, Pakistan. For this observational study convenience sampling was done. Inclusion criteria included 3rd and 4th year medical students, free from any kind of psychiatric medication, not under any psychotherapy treatment. The type of study that has used in this research is correlational research in order to gather information through questionnaires for analysing the relationship between two of the variables i.e. Academic Stress and Personal Wellness. Before taking written consent all participants were informed regarding the nature and protocol of the study with reassurance of confidentiality of identity and personal information. In this study, 175 participants were considered consisting of 67 males and 108 females age ranged from 19-26 years. Participants were given consent form before the main questionnaires of the research. The data has gathered by using two of the questionnaires according to the variables of study i.e. Lakaev Academic Stress Response Scale (LASRS) and Five Factor Wellness Inventory Adult Form, both of the instruments were self-administered inventories. Lakaev Academic Stress Response Scale (LASRS) is a 26-items scale that measures severity of academic stress from Nil to High. The alpha coefficient for 26 items were .874, suggesting that the items have relatively high internal consistency. Five Factor Wellness Inventory Adult Form is a 96-items questionnaire that measures a person's holistic health and wellness and represents it from illness to wellness.

Results

Percentages & Frequencies of sample's demographics (Year of study, Gender, Marital Status & Age) was analyzed by descriptive statistics. Moreover, for analyzing the relationship

between variables i.e. Academic Stress and Personal Wellness, Pearson Correlation and Regression Analysis was calculated. Out of 175 participants 67 (38%) were males and 108 (61%) were females. Marital status as shown in (table I), there were 85.7% of the participant were unmarried, 10.9% were married and 3.4% were committed. The demographic variable, Year of Study showed the frequency of participants from 2nd year (30.9%) and 3rd year (30.3%) was high as compared to 4th year (21.7%), 1st year (15.4) and 5th year (1.1%). Overall we recruited 105 patients and 92 consented to participate in the study with a response rate of 88%. The age-range of participants was 18-26 from which majority from the range of 21-23 has participated in the study.

Academic Stress had a significant negative relationship with Personal Wellness. Pearson Correlation -0.539^{**} indicating a moderate downhill (negative) relationship between academic stress and personal wellness, while overall results of the study suggest that around 29% of wellness correlates with academic stress (Table II).

Coefficient of Independent variable is showing that academic stress is a predictor of personal wellness personal. If academic stress increases, personal wellness will decrease by -0.539 standard deviation (Table III).

Table 1: Frequencies and Percentages of Demographic Variables (N=175)

Gender	Frequencies	Percentages
Male	67	38.3%
Female	108	61.7%
Total	175	100.0%
Marital Status		
Committed	6	3.5%
Married	19	10.9%
Single	150	85.7%
Total	175	100.0%
Year of Studies		
1st Year	27	15.4%
2nd Year	54	30.9%
3rd Year	53	30.3%
4th Year	38	21.7%
5th Year	2	1.1%
Total	175	100.0%

Table 2: Relationship Between Academic Stress And Personal Wellness Among Medical Students (N=175)

		Academic Stress	Personal Wellness
	Pearson Correlation	1	-.539**
Academic Stress	Sig. (2-tailed)		.000
	N	175	175
Personal Wellness	Pearson Correlation	-.539**	1
	Sig. (2-tailed)	.000	
	N	175	175

(p ≤ .001)

Table 3: Academic Stress As A Predictor Of Personal Wellness In Medical Students (N=175)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.107	.180		22.796	.000
Academic Stress	-.502	.060	-.539	-8.425	.000

Discussion

The aim of the present study was to test whether there is a relationship between academic stress and individual health that is personal wellness among medical students, which was cleared in the results that academic stress can negative effect person’s wellness. Managing stress has been the best test for understudies everywhere throughout the world particularly the ones concentrate in fields that require more consideration and request more investigation time. The same was identified that studies burden in academic years mostly leads to stress in students that effect their health as well as learning abilities¹¹. The idea of performing best in the exams its self is a stressful situation for the students of medical colleges and universities. And continues stress effect the students physical and emotional health¹². It was further supported by different studies that medical students have high work load in their academic years as they have to give more hours of their day to

their studies which in return effect their quality of life. Approximately 50% of medical students in United States experience stress, 25% have depression, and many suffer from chronic anxiety^{13,14}. As Lazarus and Cohen study indicates that the environment of the individual become negative and unyielding, the weariness is regularly referred to as a stressor in the coming years, and numerous understudies envision they have the condition they are examining hypochondriacal wonder¹⁵. Another study suggested that the clinical years end up plainly normal and the fourth year is less unpleasant. Be that as it may, in the primary year of house work (the temporary job), fatigue, burnout and lack of sleep end up noticeably real stressors¹⁶. Absence of individual time keeps on focusing on them assist in their training years. Some level of Anxiety is helpful and at first important for self-awareness to happen, however now and again the measure of stress can overpower an understudy and influence their capacity to adapt. Concealment of feelings is not the sound way to deal with controlling feelings, it acts s moderate toxin and continues influencing emotional well-being time by time In face of stress, take diverse however sensible point of view and figure out how to adapt to it by changing how you respond to it. Scholarly Stress can act naturally oversaw. Different studies showed that stress management skills’ training has a good impact on the psychological well-being of people. The same was also analyzed in different studies as well^{17,18}.

Conclusion

Academic stress effect the personal wellbeing in medical students. Our examination shows that students of medical colleges and universities are suffering from emotional problems because of high level of academic stress. So must have the knowledge while entering and through the learning procedure can truly set the phase for their future results, so we would recommend that these developmental encounters and unpleasant learning issues can effect one's self-improvement and block in keeping up their own health. The authors recommend for the teachers and parents to keep in mind the meaning and importance of academic stress that influence students’ personal wellness to better understand and evaluate students’ personal needs and values, in order to assist and help them through their personal growth and development.

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