

Perceived Sources of Stress among Undergraduate Students at Rama Dental College Hospital and Research Centre, Kanpur, Uttar Pradesh, India

Preshit Shahare¹, Ramesh Nagarajappa², Ravi Shankar Yadav³, Vikas Sant⁴, Chandan Matsyapal⁵

¹Post-graduate Student, Department of Public Health Dentistry, Rama Dental College-Hospital & Research Centre, Kanpur, Uttar Pradesh, India, ²Professor and Head, Department of Public Health Dentistry, Rama Dental College Hospital & Research Centre, Kanpur, Uttar Pradesh, India, ³Post-graduate Student, Department of Prosthodontics, Rama Dental College-Hospital & Research Centre, Kanpur, Uttar Pradesh, India, ⁴Post-graduate Student, Department of Oral Pathology, Rama Dental College-Hospital & Research Centre, Kanpur, Uttar Pradesh, India, ⁵Post-graduate Student, Department of Public Health Dentistry, Rungta College of Dental Sciences and Research, Raipur, Chhattisgarh, India

ABSTRACT

Background: Dental education is regarded as a complex, demanding, and stressful learning environment. Students are subjected to different kind of stressors, such as the pressure of academics to the obligation to succeed, an uncertain future, and difficulties with integrating into the system.

Objectives: The objective of this study is to identify sources of stress among undergraduate students in Rama Dental College Hospital and Research Centre, Kanpur and to investigate whether specific stressors were related to the year of study and gender.

Materials and Methods: A cross-sectional study was carried out in a classroom setting by using modified dental environmental stress (DES) questionnaire containing 29 questions among undergraduate student at Rama Dental College Hospital and Research Centre, Kanpur. A total of 349 students were purposively selected. Student's *t*-test and one-way ANOVA with the *post-hoc* Bonferroni test were used to analyze the data at the significant level of $P < 0.05$.

Results: A study population consisted of 141 (40.4%) of males and 208 (59.6%) of female with mean age of 22.07 ± 2.597 years. Of the 29 questions, 20 were reported to be "stressful" by >70% of the students. In gender comparison, female were suffered more stress than males, which was significant ($P < 0.05$). The year students feel with a higher mean score. The main sources of stress were found to be fear of failing, financial responsibilities/repaying of education loan, responsibilities of comprehensive patient care, managing a child patient, difficulty in learning precision manual skill required in preclinical laboratory work, lack of clinical material, which were significant among the students.

Conclusion: Congenital environment need to be created for dental education to reduce stress among the students.

Key words: Dental College, Environment, Patient, Stress, Students

INTRODUCTION

Dental education is regarded as a complex, demanding and stressful learning environment. Undergraduates, in India while enrolled in programs of 5 years duration, are required to attain a unique and diverse collection of competences. Practicing

dentistry requires clinical skills and patient management skills, characteristics that also add to the stress perceived by the students. The academic demands, manual dexterity and clinical management skill requirements subject the dental students to stresses which are quite different from the other students.

CORRESPONDING AUTHOR:

Dr. Preshit Shahare,
Department of Public Health Dentistry,
Rama Dental College Hospital & Research Centre,
Kanpur, Uttar Pradesh, India.
E-mail: preshit.sahare@gmail.com

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The sources of stress may be interpersonal, intrapersonal, academic, or environmental.¹

The term “stress” describes external demands (physical or mental) on an individual’s physical and social wellbeing.² Stress can serve as a driving force in term of obtaining results, but on the other hand non-stop stress can act as killer in term of performance. Students are subjected different kind of stressor, such as the pressure of academics with an obligation to succeed, an uncertain future and difficulties of integrating into the system.³

Studies on dental student stress conducted in several different countries (for example, the U.K., the United States, Jordan, Singapore, and Australia) report generally consistent findings. The specific stressors reported in these studies include many factors relating to the practice of clinical dentistry, and patient management; the need to meet academic and clinical requirements; interaction with student colleagues, clinical teachers, and support staff; and relationships with partners, friends, and family.⁴

Studies conducted in India have reported main sources of stressors to be fear of facing parents after failure, full loaded day, fear of failing course or year, difficulty in managing difficult cases, lack of patient cooperation, difficulty and amount of coursework and completing clinical requirement. According to career choice decision, students forced by parents had more perception, and the students staying in the hostel showed more perception of stress than day scholars.^{1,3,5,6}

Studies have also reported significant differences in the intensity of specific stressors across the 4 (or 5) years of the program. For example, in the United States, students in the 1st and 2nd year rated “amount of assigned classwork,” “examinations and grades,” and “completing graduation requirements” as more stressful than students in the clinical years.⁴ With regard to gender differences, results are contradictory.³⁻⁸

This multifactorial stress arising from both academic and socio-cultural environments can be attributed to social support issue, both emotional and financial.⁹ Hence, it is important to identify stress levels and potential sources of stress among undergraduate students in each year and also to advocate, creating a more student-friendly, less stressful, atmosphere for dental education.

The aim of this study is to identify sources of stress among undergraduate students in Rama Dental College Hospital and Research Centre, Kanpur, to investigate whether specific stressor were related to year of study or gender, and to determine whether parents contributed to the stress level of students, also explore the role of accommodate in dental students stress.

MATERIALS AND METHODS

A cross-sectional study was conducted to identify sources of stress among undergraduate students in Rama Dental College Hospital and Research Centre, Kanpur, by using modified dental environmental stress (DES) questionnaire.

Study Population

The study population is comprised of undergraduate students of the Rama Dental College, Hospital and Research Centre, Kanpur.

Study Area

The study area selected for the present study was the Rama Dental College, Hospital and Research Centre, Kanpur.

Sampling Method

For the present study undergraduate students from 1st to 4th year of The Rama Dental College, Hospital and Research Centre, Kanpur and meeting the inclusion criteria were included.

Inclusion criteria: Students present on the day of the survey.

Exclusion criteria: Those who are not willing to participate.

Sampling Tools

Preparation of special questionnaire

A self-administered questionnaire was given to the patients’ who participated in the study. The information collected by the questionnaire included:

1. Details such as age, gender, and year of study
2. Modified DES questionnaire.

Modified DES questionnaire consists of five sections: Personal issue, clinical and patient responsibilities, faculty and administration, examination and academic performance, future prospectus.

The modified DES questionnaire comprises of 29 questions applicable to the Indian dental education background. The response of each question was based on a likert scale with response option 1: Not stressful, 2: Slightly stressful, 3: Moderately stressful, 4: Severely stressful.

Ethical Clearance

The study protocol was reviewed and approved by the Ethical board, The Rama Dental College, Hospital and Research Centre, Kanpur.

Details of the Pilot Study

A total of 40 undergraduates of The Rama Dental College, Hospital and Research Centre, Kanpur were enrolled for the pilot study. The data were collected by using a specially designed questionnaire. The pilot study served as a preliminary study to identify any problems with the questionnaire and a check for the validity and reliability of the questionnaire. To assess the test-retest reliability, 20 participants were administered the questionnaire twice.

The following modification was made subsequent to the pilot study:

- One of the questions was deleted, and modification was modified DES.

Validity of the Questionnaire

The content validity was assessed by a panel of four experts of dental educators. The purpose was to depict those items with a high degree of agreement among experts. Aiken’s V was used to quantify the concordance between experts for each item. Aiken’s V was calculated using the formula: Aiken’s $V = S/[n \times (c-1)]$

Where, S = Sum of the rating by an expert minus lowest possible validity rating by all the experts

n = Number of experts,

c = Total number of responses on the likert scale.

The Aiken’s V values thus obtained were 0.88.

The panel of experts recommended modifying the wording of some questions and addition of option in the questions.

In order to assess internal validity and reliability of questions, similar question were grouped, and Cronbach’s alpha was calculated.

The correlations between the items ranged from 0.73 to 0.80.

Scheduling

The present study was scheduled in the month of September 2014.

Study Procedure

The data were collected by filling in the specially designed questionnaire. All undergraduate students were requested to participate in the study except for the internees attending the compulsory rotatory internship. Questionnaires were distributed by the investigator during one lecture for each year with prior permission from the principal of the institution. The investigator introduced him to all students and appraised them about the study. The respondents were informed about the aim of the study, as well as the fact that participation in the study was totally voluntary and anonymous. For students who had doubts, oral instructions were given, and those who gave the consent were enrolled in the study. The time allocated for the completion of the questionnaire was 15 min. Students present on the days of the survey were included. No attempt was made to trace the students who remained absent on the survey days as they constituted the exclusion criterion.

Statistical Analysis

Statistical analysis was carried out using a computer with the aid of Statistical Package for Social Science, version 16, USA. In the present study, descriptive statistics was used to summarize the variables. The percentage was to describe the discontinuous variables. ANOVA test was done to determine the relationship between the groups.

RESULTS

A total of 349 students were participated among them 141 were males and 208 were females. In 1st year male were 28.4% and females 28.4%, in 2nd year females respondent were 23.6% and males respondent were 35.5%, in 3rd year females respondent was 14.9% and male around 12.1% and in final year female responded was nearly 32.7% and males were 24.1%, respectively. Among them mean age is between 22.07 ± 2.597 years with a range of 17-27 years of age (Table 1).

The prevalence of stress was found on females as compared to males. Moreover, there is significant difference found between males and females regarding managing a child patient female mean 2.32 and male 2.08, response regarding behavior by clinical faculty female suffers more stress 2.31 as compare to male 2.04, response regarding unapproachability to teaching staff female suffer more stress with a mean 2.17 compare to males 2.02, respectively (Table 2).

When compared stress level year wise 1st year students suffers more stressful condition regarding questions lack of confidence in self to become successful dentist (1.76), fear of failing (2.04), financial responsibilities (2.38), lack of home

atmosphere in living quarters (2.09), working while studying (1.99) and 4th year students feel most stressful condition regarding responsibilities for comprehensive patient care (2.60), managing a child patient (2.54), difficulty in learning manual skill required in preclinical and laboratory work (2.58), difficulty in learning clinical procedure and protocols (2.48) (Table 3).

Test Used

One-way ANOVA test with *post-hoc* Bonferroni test. The group with same letter superscripted are statistically significant.

DISCUSSION

This is a cross-sectional study with 349 respondents selected through a non-probability convenient sampling technique using self-administered structured questionnaire. The prevalence of stress was 100% for all the batches of the students. The cause of stress varied by year of the study with some overlap.

The result of the present study showed that overall females perceived more stress than males students, which was in disagreement with Acharya⁵ were males students are under considerable stress.

In our study, fear of failure was the most stressful item across all year. Stress associated with examination and grades was also reported high. This increase in stress is also reported by to another study done by authors.^{4,10-15}

Our study revealed that regarding clinical and patient responsibilities such as managing a child patient, responsibilities for comprehensive patient care, lack of communication with patient lack of clinical material 3rd year and final year are more in stressful condition was similar to study done by Naidu *et al.*⁴

Regarding the relationship of gender and perceived sources of stress, female reported higher stress in certain aspects of the educational process, contrary to other findings that did not support any gender difference¹⁶ or showed that male experienced greater stress.⁴ The following factor have been previously found to evoke greater stress among female students^{10,11} Moreover, supported by this survey: Lack of confidence to be successful students and to become a successful dentist, fear of failure, examination, and grades. A female student seems more concern about financial responsibilities, it is also been suggested that female receive less peer support than male students. Sanders and Lushington,¹³ however, suggested that gender difference in most of the perceived stressors could be explained by their differing patterns of psychological morbidity and because males are simply less expressive of their concern.

In this study, all the stressful situation (be it slight, moderate or severe) were clubbed together to obtain a binomial variable regarding the presence or absence of the stress. Even if the slightly stressful situations are mainly due to the physiologic reason, the same cannot be discounted. Stress as perceived by the students, irrespective of the degree of stress, does contribute to the overall stress.

Stressors associated with living accommodation were significantly experienced more by those living in a hostel, rather than those at home or as a paying guest. Stress was mainly due to the lack recreation and hoe atmosphere. This suggests that the quality of living in the hostel should be improved with adequate for recreation being provided. Mentors and matrons should be appointed to make the students feel at home.

Table 1: Distribution of subjects according to academic year and gender

Class	Males	Percentage	Females	Percentage	Total
1 st year	40	28.4	60	28.8	100
2 nd year	50	35.5	49	23.6	99
3 rd year	17	12.1	31	14.9	48
4 th year	34	24.1	68	32.7	100
Total	141	40.1	208	59.6	349

Table 2: Response of respondent according to sex

Question	Sex	N	Mean	SD	F value	P value																																																																																																																																																																																																																																																																																																																	
Q.1 Lack of confidence in self to become successful dentist	1	141	1.70	0.696	1.552	0.214																																																																																																																																																																																																																																																																																																																	
	2	208	1.73	0.641			Q2. Fear of failing	1	141	1.91	0.764	0.413	0.521	2	208	2.01	0.780	Q3. Financial responsibilities/repaying education loan	1	141	2.01	0.874	5.374	0.021	2	208	2.02	0.767	Q4. Personnel physical health	1	141	1.77	0.750	0.132	0.716	2	208	1.88	0.780	Q5. Lack of home atmosphere in living quarters/hostel	1	141	1.90	0.839	0.005	0.943	2	208	1.85	0.826	Q6. Working while studying	1	141	1.73	0.706	1.349	0.246	2	208	1.80	0.797	Q7. Responsibilities for comprehensive patient care	1	141	2.12	0.906	1.714	0.191	2	208	2.35	0.930	Q8. Lack of communication or cooperation with patient	1	141	2.14	0.842	1.887	0.170	2	208	2.32	0.860	Q9. Managing a child patient	1	141	2.08	0.862	5.630	0.018*	2	208	2.32	0.931	Q10. Difficulty in learning precision manual skill required in preclinical and laboratory work	1	141	2.07	0.915	0.224	0.636	2	208	2.22	0.877	Q11. Difficulty in learning clinical procedure and protocol	1	141	2.08	0.919	0.581	0.446	2	208	2.30	0.922	Q12. Lack of clinical material	1	141	2.13	0.912	0.916	0.339	2	208	2.25	0.950	Q13. Fear of patient dealing with patient who do not disclose the existence of contagious diseases	1	141	2.13	0.965	1.116	0.292	2	208	2.25	0.977	Q14. Cooperation with dental laboratory	1	141	2.06	0.987	0.133	0.716	2	208	2.14	0.960	Q15. Lack of adequate staff in the clinics	1	141	1.90	0.920	0.007	0.931	2	208	2.18	0.944	Q16. Behavior by clinical faculty	1	141	2.04	0.810	7.981	0.005*	2	208	2.31	0.907	Q17. Inconsistency of feedback on your work between different instructors	1	141	2.15	0.956	0.062	0.803	2	208	2.24	0.905	Q18. Rules and regulation of college	1	141	2.07	0.946	0.061	0.806	2	208	2.17	0.906	Q19. Unapproachability of teaching staff	1	141	2.02	0.857	6.742	0.010*	2	208	2.17	0.942	Q20. Discrimination by gender religion, social, class, color	1	141	1.90	0.856	13.066	0.001*	2	208	2.23	1.033	Q21. Amount of assigned class work	1	141	2.03	0.819	2.421	0.121	2	208	2.23	0.829	Q22. Difficulty to understand literature	1	141	2.06	0.826	3.005	0.084	2	208	2.17	0.888	Q23. Fear of classroom attendance	1	141	2.19	0.886	2.218	0.137	2	208	2.17	0.804	Q24. Examination and grades	1	141	2.19	0.940	0.001	0.997	2	208	2.26	0.906	Q25. Completion of quote/meeting deadline	1	141	2.09	0.917	0.523	0.470	2	208	2.18	0.835	Q26. Receiving criticism from staff for academic or clinical work	1	141	2.01	0.862	0.102	0.750	2	208	2.16	0.822	Q27. Lack of time for relaxation	1	141	2.09	0.894	0.367	0.545	2	208	2.18	0.886	Q28. Neglect for personal life	1	141	2.01	0.858	0.582	0.446	2	208	2.11	0.867	Q29. Uncertainty of the dental career	1	141	1.92	0.871	0.724	0.396	2
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	2	208	2.32	0.931			Q10. Difficulty in learning precision manual skill required in preclinical and laboratory work	1	141	2.07	0.915	0.224	0.636	2	208	2.22	0.877	Q11. Difficulty in learning clinical procedure and protocol	1	141	2.08	0.919	0.581	0.446	2	208	2.30	0.922	Q12. Lack of clinical material	1	141	2.13	0.912	0.916	0.339	2	208	2.25	0.950	Q13. Fear of patient dealing with patient who do not disclose the existence of contagious diseases	1	141	2.13	0.965	1.116	0.292	2	208	2.25	0.977	Q14. Cooperation with dental laboratory	1	141	2.06	0.987	0.133	0.716	2	208	2.14	0.960	Q15. Lack of adequate staff in the clinics	1	141	1.90	0.920	0.007	0.931	2	208	2.18	0.944	Q16. Behavior by clinical faculty	1	141	2.04	0.810	7.981	0.005*	2	208	2.31	0.907	Q17. Inconsistency of feedback on your work between different instructors	1	141	2.15	0.956	0.062	0.803	2	208	2.24	0.905	Q18. Rules and regulation of college	1	141	2.07	0.946	0.061	0.806	2	208	2.17	0.906	Q19. Unapproachability of teaching staff	1	141	2.02	0.857	6.742	0.010*	2	208	2.17	0.942	Q20. Discrimination by gender religion, social, class, color	1	141	1.90	0.856	13.066	0.001*	2	208	2.23	1.033	Q21. Amount of assigned class work	1	141	2.03	0.819	2.421	0.121	2	208	2.23	0.829	Q22. Difficulty to understand literature	1	141	2.06	0.826	3.005	0.084	2	208	2.17	0.888	Q23. Fear of classroom attendance	1	141	2.19	0.886	2.218	0.137	2	208	2.17	0.804	Q24. Examination and grades	1	141	2.19	0.940	0.001	0.997	2	208	2.26	0.906	Q25. Completion of quote/meeting deadline	1	141	2.09	0.917	0.523	0.470	2	208	2.18	0.835	Q26. Receiving criticism from staff for academic or clinical work	1	141	2.01	0.862	0.102	0.750	2	208	2.16	0.822	Q27. Lack of time for relaxation	1	141	2.09	0.894	0.367	0.545	2	208	2.18	0.886	Q28. Neglect for personal life	1	141	2.01	0.858	0.582	0.446	2	208	2.11	0.867	Q29. Uncertainty of the dental career	1	141	1.92	0.871	0.724	0.396	2	208	2.10	0.912																																																																																					
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	2	208	2.17	0.906			Q19. Unapproachability of teaching staff	1	141	2.02	0.857	6.742	0.010*	2	208	2.17	0.942	Q20. Discrimination by gender religion, social, class, color	1	141	1.90	0.856	13.066	0.001*	2	208	2.23	1.033	Q21. Amount of assigned class work	1	141	2.03	0.819	2.421	0.121	2	208	2.23	0.829	Q22. Difficulty to understand literature	1	141	2.06	0.826	3.005	0.084	2	208	2.17	0.888	Q23. Fear of classroom attendance	1	141	2.19	0.886	2.218	0.137	2	208	2.17	0.804	Q24. Examination and grades	1	141	2.19	0.940	0.001	0.997	2	208	2.26	0.906	Q25. Completion of quote/meeting deadline	1	141	2.09	0.917	0.523	0.470	2	208	2.18	0.835	Q26. Receiving criticism from staff for academic or clinical work	1	141	2.01	0.862	0.102	0.750	2	208	2.16	0.822	Q27. Lack of time for relaxation	1	141	2.09	0.894	0.367	0.545	2	208	2.18	0.886	Q28. Neglect for personal life	1	141	2.01	0.858	0.582	0.446	2	208	2.11	0.867	Q29. Uncertainty of the dental career	1	141	1.92	0.871	0.724	0.396	2	208	2.10	0.912																																																																																																																																																																																								
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Test used - Student's *t*-test, $P < 0.05$ consider statistically significant. SD: Standard deviation

Table 3: Mean score of DES by year of study

Question	Year	N	Mean	SD	F value	P value
Q1. Lack of confidence in self to become successful dentist	1	100	1.76	0.854	0.642	0.588
	2	99	1.76	0.640		
	3	48	1.65	0.483		
	4	102	1.67	0.533		
	Total	349	1.72	0.663		
Q2. Fear of failing	1	100	2.04 ^a	0.864	6.573	0.001*
	2	99	1.96	0.699		
	3	48	2.31 ^b	0.949		
	4	102	1.75 ^{ab}	0.575		
	Total	349	1.97	0.774		
Q3. Financial responsibilities/repaying education loan	1	100	2.38 ^{abc}	1.042	13.314	0.001*
	2	99	2.02 ^{ad}	0.795		
	3	48	1.90 ^b	0.371		
	4	102	1.71 ^{cd}	0.537		
	Total	349	2.01	0.811		
Q4. Personnel physical health	1	100	2.12 ^a	0.946	11.743	0.001*
	2	99	1.94 ^{bc}	0.767		
	3	48	1.54 ^{ab}	0.371		
	4	102	1.60 ^{bc}	0.537		
	Total	349	1.84	0.811		
Q5. Lack of home atmosphere in living quarters/hostel	1	100	2.09 ^{ab}	1.026	6.630	0.001*
	2	99	1.97 ^c	0.874		
	3	48	1.71 ^a	0.651		
	4	102	1.63 ^{bc}	0.525		
	Total	349	1.87	0.761		
Q6. Working while studying	1	100	1.99 ^a	0.927	4.994	0.002*
	2	99	1.77	0.780		
	3	48	1.71	0.651		
	4	102	1.59 ^a	0.533		
	Total	349	1.77	0.761		
Q7. Responsibilities for comprehensive patient care	1	100	2.26 ^{ab}	1.097	18.868	0.001*
	2	99	1.75 ^{acd}	0.733		
	3	48	2.56 ^c	0.501		
	4	102	2.60 ^{bd}	0.847		
	Total	349	2.26	0.926		
Q8. Lack of communication or cooperation with patient	1	100	2.23 ^{ab}	0.952	19.321	0.001*
	2	99	1.79 ^{acd}	0.718		
	3	48	2.44 ^c	0.580		
	4	102	2.62 ^{bd}	0.784		
	Total	349	2.25	0.856		
Q9. Managing a child patient	1	100	2.06 ^{ab}	0.962	28.887	0.001*
	2	99	1.74 ^{bc}	0.737		
	3	48	2.90 ^a	0.778		
	4	102	2.54 ^{bc}	0.753		
	Total	349	2.22	0.911		
Q10. Difficulty in learning precision manual skill required in preclinical and laboratory work	1	100	2.11 ^{ab}	0.931	17.094	0.001*
	2	99	1.74 ^{abc}	0.764		
	3	48	2.23 ^b	0.881		
	4	102	2.58 ^{bc}	0.789		
	Total	349	2.16	0.894		
Q11. Difficulty in learning clinical procedure and protocol	1	100	2.30 ^a	0.969	8.215	0.001*
	2	99	1.87 ^{ab}	0.865		
	3	48	2.17	0.859		
	4	102	2.48 ^b	0.876		
	Total	349	2.21	0.926		
Q12. Lack of clinical material	1	100	2.06 ^a	0.952	13.591	0.001*
	2	99	1.85 ^b	0.861		
	3	48	2.40 ^b	0.707		
	4	102	2.60 ^{ab}	0.926		
	Total	349	2.20	0.936		
Q13. Fear of patient dealing with patient who do not disclose the existence of contagious diseases	1	100	2.07 ^{ab}	0.946	20.104	0.001*
	2	99	1.79 ^c	0.836		
	3	48	2.83 ^{bc}	0.883		
	4	102	2.54 ^{bc}	0.930		
	Total	349	2.23	0.974		

Table 3: Continued...

Question	Year	N	Mean	SD	F value	P value
Q14. Cooperation with dental laboratory	1	100	1.99 ^a	1.059	12.30	0.001*
	2	99	1.75 ^{bc}	0.837		
	3	48	2.25 ^b	0.700		
	4	102	2.51 ^{ac}	0.962		
	Total	349	2.11	0.971		
Q15. Lack of adequate staff in the clinics	1	100	1.81 ^a	0.992	16.668	0.001*
	2	99	1.77 ^{bc}	0.793		
	3	48	2.21 ^b	0.967		
	4	102	2.54 ^{ac}	0.817		
	Total	349	2.07	0.943		
Q16. Behavior by clinical faculty	1	100	0.971 ^a	0.097	17.801	0.001*
	2	99	0.754 ^{abc}	0.076		
	3	48	0.743 ^b	0.107		
	4	102	0.751 ^{ac}	0.074		
	Total	349	0.877	0.047		
Q17. Inconsistency of feedback on your work between different instructors	1	100	0.947 ^a	0.095	20.147	0.001*
	2	99	0.712 ^{ab}	0.072		
	3	48	0.973 ^b	0.140		
	4	102	0.836 ^{ab}	0.083		
	Total	349	0.925	0.050		
Q18. Rules and regulation of college	1	100	0.939 ^{ab}	0.094	18.486	0.001*
	2	99	0.882 ^{cd}	0.089		
	3	48	0.772 ^{ac}	0.111		
	4	102	0.792 ^{bd}	0.078		
	Total	349	0.922	0.049		
Q19. Unapproachability of teaching staff	1	100	0.893 ^a	0.89	19.055	0.001*
	2	99	0.821 ^{bc}	0.83		
	3	48	0.967 ^b	0.140		
	4	102	0.762 ^{ac}	0.075		
	Total	349	0.911	0.049		
Q20. Discrimination by gender religion, social, class, color	1	100	0.978 ^a	0.098	13.906	0.001*
	2	99	0.806 ^{bc}	0.081		
	3	48	1.00 ^b	0.144		
	4	102	0.951 ^{ac}	0.094		
	Total	349	0.978	0.052		
Q21. Amount of assigned class work	1	100	0.892 ^{ab}	0.089	18.337	0.001*
	2	99	0.747 ^{ac}	0.075		
	3	48	0.710 ^a	0.102		
	4	102	0.700 ^{bc}	0.069		
	Total	349	0.830	0.044		
Q22. Difficulty to understand literature	1	100	0.879 ^{ab}	0.088	10.468	0.001*
	2	99	0.862 ^c	0.087		
	3	48	0.893 ^a	0.129		
	4	102	0.713 ^{bc}	0.071		
	Total	349	0.864	0.046		
Q23. Fear of classroom attendance	1	100	0.834 ^{ab}	0.083	20.477	0.001*
	2	99	0.854 ^{cd}	0.086		
	3	48	0.699 ^{ac}	0.101		
	4	102	0.656 ^{bd}	0.065		
	Total	349	0.837	0.045		
Q24. Examination and grades	1	100	1.032 ^{ab}	0.103	14.490	0.001*
	2	99	0.877 ^{cd}	0.88		
	3	48	0.818 ^{ac}	0.118		
	4	102	0.698 ^{bd}	0.069		
	Total	349	0.619	0.049		
Q25. Completion of quote/meeting deadline	1	100	0.932 ^{ab}	0.093	15.272	0.001*
	2	99	0.853 ^{cd}	0.086		
	3	48	0.672 ^{ad}	0.097		
	4	102	0.728 ^{bd}	0.072		
	Total	349	0.896	0.047		
Q26. Receiving criticism from staff for academic or clinical work	1	100	0.969 ^a	0.097	7.724	0.001*
	2	99	0.861 ^b	0.087		
	3	48	0.751	0.108		
	4	102	0.612 ^{ab}	0.091		
	Total	349	0.840	0.045		

Contd...

Table 3: Continued...

Question	Year	N	Mean	SD	F value	P value
Q27. Lack of time for relaxation	1	100	0.988	0.099	9.425	0.001*
	2	99	0.958 ^{ab}	0.096		
	3	48	0.601 ^a	0.087		
	4	102	0.707 ^b	0.070		
	Total	349	0.889	0.048		
Q28. Neglect for personal life	1	100	1.010	0.101	0.526	0.665
	2	99	0.776	0.078		
	3	48	0.753	0.109		
	4	102	0.842	0.083		
	Total	349	0.864	0.046		
Q29. Uncertainty of the dental career	1	100	1.091	0.109	1.568	0.197
	2	99	0.806	0.081		
	3	48	0.771	0.111		
	4	102	0.818	0.081		
	Total	349	0.898	0.048		

^{a,b,c,d}: correlation between different mean, *: $P \leq 0.01$ significant, SD: Standard deviation, DES: Dental environmental stress

The result of this study suggests that a variety of change need to be considered at Rama Dental College Hospital and Research Centre, Kanpur. A faculty member at this college primarily employ traditional educational methods consisting of a teacher-centered learning environment, which is lecture-oriented and without opportunity for discussion and/or group work. The reconsideration of the existing educational system toward a more student-centered oriented could facilitate collaborative learning and interpersonal support among students, which may have a protective effect against difficulties faced at a dental college. A second change concern clinical training where the unit requirement (quotas) may need to be eliminated. Third, a stress reduction program could be implemented. A broad spectrum of intervention studies has evaluated such programs for dental students, including specific courses, stress reduction sessions, introduction to behavior sciences, and faculty- incorporated advising system.

CONCLUSION

The primary sources of stress, as perceived by nearly 349 respondents at Rama Dental College, were assigned workload, performance pressure, attendance and exams failure. In this study, females expressed more stress than males in the certain area of dental training. Moreover, students in different years of the study perceived different sources of stress. The result of the study indicates that the congenial environment needs to be created for dental students.

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