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A STUDY OF DEPRESSION, ANXIET AND STRESS FOR NEET EXAMINATION PREPARING STUDENTS IN YAVATMAL DISTRICT

*DR. AVINASH M. KOHALE

*Assistant Professor, G.N.A. College of Education, Pusad Dist. Yavatmal MS

ABSTRACT

Medical education requires thousands of students to take entrance exams. Exam preparation can have a huge impact on students. However, no studies have looked at the mental health status of these students. A list of 250 students preparing for the medical entrance exam at the training institute was evaluated. In this study, it was concluded that more than fifty percent of students suffer from depressive symptoms, anxiety and stress, 8%, 23% and 1.9% suffer from severe depression, anxiety and stress respectively. Students often use planning, positive framing, and active coping techniques to cope with stress. Students preparing for the medical entrance have experienced considerable stress and psychological interventions should be designed to help them.
Keywords: stress, depression, anxiety, medical, students

INTRODUCTION

Medical education is considered stressful and up to 56% of medical students have been shown to experience significant stress. There is a lot of evidence from our country that medical education has a significant psychological impact on students. More recently, researchers have begun to talk about students preparing to enter medical school and answer that the stress of medical education is transitory to the stress of preparation. There are studies that show that the mental health of students before entering the medical field is similar to the general population. On the other hand, there is evidence to the contrary.

A correlation has been shown between premedical academic performance and medical academic performance. Since mental health is an important predictor of academic achievement, it is not possible to conclude that the mental health of medical candidates is different from medical education. Research has also shown that the well-being of doctors decreases due to the stress of medical and primary education. A new study shows that the number of medical school applicants is steadily declining. In the United States, the number of applicants dropped from 47,000 in 1996 to

32,100 in 2002. After several policy changes, the number of medical school applicants increased slightly in 2018. However, the Association of American Medical Colleges predicts a shortage of 122,000 doctors by 2032. Similarly, while the number applicants in India has increased in recent years, there are differences across the country. Tamil Nadu, for instance, saw a 17% drop in the number of students appearing in the 2018-19 academic session. Looking at the global trend, although no such data is available for our country, it is fair to assume a similar decline in Nepal. It is important to know what factors keep candidates away from medical education.

Another important aspect when seeking medical care is the increased rate of suicide. A report from India shows 45 suicides between 2014 and 2017 and 19 more in 2018. This study is an attempt to identify mental health problems among Nepali students who want to become doctors.

MATERIAL AND METHOD

The study was conducted after obtaining ethical approval from the Research Department of the Department of Psychiatry, BPKIHS, Dharan. Students from a medical coaching institute were enrolled after obtaining the consent of the institute and the students. Students were assessed using a socio-demographic profile and a brief stress inventory. The stress inventory contains 21 items divided into three subscales – depression, anxiety and stress. Each subscale consists of 7 items and each item is rated on a 4-point scale. The cumulative score indicates the prevalence of stress, depression and anxiety among students. The Brief Stress Inventory is a 28-item scale that measures 14 types of stress strategies. Data analysis for inferior statistical technique.

RESULT

Table no. 1.1
Depression, Anxiety and Stress Among the NEET Examination preparing students

Category	None	Mild	Moderate	Severe	Extremely Severe	Total
Depression	**95**	**50**	**65**	**22**	**18**	**250**
	47.5%	25%	32.5%	11%	9%	100
Anxiety	**43**	**24**	**76**	**81**	**26**	**250**
	21.5%	12%	38%	40.5%	13%	100
Stress	**121**	**54**	**41**	**23**	**11**	**250**
	60.5%	27%	20.5%	11.5%	5.5%	100

A total of 250 students participated in the study. Socio demographic characteristics of the participants. The mean age of the participants was 18.65 ± 18.81 years. Majority of the participants were female, Hindu, studied in a private school, and had been preparing for 1 year to 2 year. Majority reported that they had chosen medical field out of their own interest.

The result shown that 47.50% of the participants reported suffering from depressive symptoms of which 9% reported suffering from extremely severe symptoms. Similarly 21.50% and 12.00% students reported suffering from anxiety and 60.50% students suffering for stress respectively. While 13% students reported extremely severe anxiety 5.50% reported extremely severe level of stress.

DISCUSSION:

Our study shows that stress, depression and anxiety are 47.50%, 21.5% and 60.50% respectively. These numbers are very alarming and call for more research and development of psychological interventions for these students. Medical training is demanding.

Medical students experience a lot of stress because of the amount of time they have to study and the burden they expect from family and society in a limited amount of time. Although many studies have focused on medical undergraduates, few have looked at the problems faced by those who want to enter this field.

Research on early adopters has focused mainly on two aspects - primary student motivation level and personality characteristics. Studies focused on withdrawal rates have found a variety of factors, including female gender, loss of interest in medicine, and difficulty with the academic work required. Research that focuses on personality traits is particularly useful for expanding approaches to selecting medical school applicants. Some have tried to test their perceptions and assess the reasons for the increase in dropout rates in pre-service programs.

The writer may be confronted with only one study that tries to investigate the stressors faced by students. In this study, the author issued questionnaires to students preparing for medical and engineering exams and found that most students suffered from stress. The main causes of stress are difficult selection process, family pressure, not having friends, not participating in sports, music or recreational activities.

The stress that students face can have many causes. This can be self inflicted, caused by peers or parents. Sharma and Sidhu (2011) found that common causes of self-induced stress include extra effort in studies, anxiety about failure, and pressure to meet parental expectations. Similarly, peer stressors are influenced by efforts, study time, and comparing studies with peers. As a result, parents who ask about poor performance and recommend learning strategies, of course, masked analysis and heightened emotional expression are common causes of parental concern. As a result, this stress can cause students to fear their performance and lose self-esteem. Research shows that this stress leads to decreased attention and concentration and lower academic performance.

To overcome this stress, the students overcome various challenges. These coping strategies can be problem or emotion based. Problem-based strategies focus on solving problems, while emotion-based strategies focus on reducing emotional distress. When the individual feels that there is nothing

that can be done about the stress and must endure it, problem-based strategies are dominant when the individual feels that there is something that can be done about the stress. Furthermore, coping strategies can be adaptive or maladaptive. Coping and adaptation is said to happen when an individual takes care in a constructive way. Examples of adaptive coping include planning and proactive coping. Dealing with bullying causes harm or danger to people, such as drug use and aggression against others.

In a study of 108 medical students and undergraduates using the Stress, Anxiety and Hopelessness Brief, Shankar et al (2014) found that active coping, planning, positive interpretation, and acceptance were the most commonly used coping strategies. The results of our study are similar. However, the choice of coping strategies depends on the complex interaction between educational, sociocultural, emotional and physical factors.

CONCLUSION:

Our research shows that a significant proportion of students preparing for the medical entrance exam have symptoms of depression and anxiety. In response, students mostly used adaptive coping strategies, but some adaptive strategies, such as self-blame, were also reported to have been used. Therefore, psychological interventions should be developed to help students deal with stress and develop coping strategies.

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