Open access Journal International Journal of Emerging Trends in Science and Technology
IC Value: 76.89 (Index Copernicus) Impact Factor: 4.849 DOI: https://dx.doi.org/10.18535/ijetst/v5i12.02

The Effect of Stress on Dental Students

Authors
Nouf Al-abdulwahed- Abeer Adel, Faten Al-Sayed - Leena Abdulaziz, Sharifa Al-Asmari -Amal Al-ahmari, Dr Mai Al-Khudairy

Abstract
This study was conducted involving a group of 500 dental students to directly compare perceived stress levels encountered during their education and Clinical years. A modified questionnaire based on Demographic informations, Physical Symptoms (PHQ-15), Perceived Stress Scale (PSS) and General Health "GHQ-12"provided to the students by papers. The purpose of the investigation was to determine if the sources of stress reported by first or Fourth dental students, A several statistical analysis was also conducted to measure stress differences between didactic and clinical year dental student. The overall findings show that the fourth year dental students had greater levels of stress than first year students.

Introduction

We define stress as a real or perceived imbalance between environmental demands required for survival and an individual's capacity to adapt to these requirements. Stress is a common condition nowadays that effects the person physically, psychologically and emotionally. Excessive amount of stress may lead to bodily harm like heart attack and stroke because the body thinks its under attack and switch to "FIGHT OR FLIGHT" mode, which release complex mix of hormones and chemicals such as: adrenaline, cortisol nor epinephrine to prepare the body for physical actions.

The ideal dental education in Saudi Arabia is to produce a dental student who is ethical, competent to practice general dentistry at all dental study years commensurate with the reasonable expectations of the society they are destined to serve and committed to career-long educational and professional improvement.

The dental education stands out as a unique pedagogical procedure. It involves the acquisition of required academic, clinical and interpersonal skills within Twelve semesters program Contemporary dental curricula requires students to attain diverse proficiencies including acquisition of theoretical knowledge, clinical competencies and interpersonal skills Such a challenge is unlike anything students have faced before, regardless of their pre-professional background.

Dental school is a stressful experience specially in the fourth years. As in other countries around the world,

In several study of some countries like Jordan, European, Iran, Egypt, Saudi Arabia , western Canadian and Greek dental schools investigation result ways that fourth years in dental schools ways the highly stressful year.

It may well be generated by the process of training in dentistry. During their training dental students express high levels of stress and considerable stress-related symptoms such as physical problems, depression, obsessive-compulsive and personality disorders. The perceived stress can be dependent on socio-cultural factors. The type of personality, gender, emotional intelligence and other individual characteristics may also influence the stress effects.

Student may also suffer from *Every day headache , facial tightness and Bruxism,* It also have several sources on students were identified, including *Living with parents or away from them.*

Studies at the University of Jordan showed that stress increase in the fifth year if we compare it to the first year but the highest was in the third year when students starts clinical practice according to perceived stress scale (PSS), dental environment stress score (DES) and general health Questioner (GHQ).

Another study was conducted in Europe comparing the student's stress rate in the first and fifth years and it was found that the stress in the fifth year was higher compared to the first year.

The method of the questions was on the same students in the first year in 2007/2008.

In 2011 Evaluation of Stress in Saudi Dental Students Using Salivary Cortisol as a Biomarker aimed to identify the perceived score of stress in private dental school in Riyadh**.** Previous studies have found that examinations and the pressure of clinical training are among the most important causes of stress in dental students, using modified dental environmental stress (DES) questionnaire consisting of sixteen questions to evaluate stress and nine questions to collect demographic data, it was found that there was no significant difference between students in the baseline and clinical scores of salivary cortisol. However, when salivary cortisol levels were measured one hour before the examination, students with average GPAs showed significantly higher salivary cortisol levels than students with very high or very low GPAs.

Salivary cortisol is a useful noninvasive biomarker for measuring acute stress. The findings of this study indicate that certain discrepancies may exist between the perceived and actual stress felt by dental students at various times in the academic semester.

As in Greek dental school It has been reported that dental students express considerable stress symptoms during their training and that they are more anxious than the general population, showing higher levels of depression, obsessive-compulsive disorders, and interpersonal sensitivity than age-matched norms. Studies of dental school life, occupational pressures, health issues, alcohol use, and mortality suggest that both dental education and practice contain stress provoking elements that generally have negative effects on individual well-being, Moreover, recent research suggests substantial levels of psychological distress and emotional exhaustion among first-year students at seven European dental schools.

Egypt found It is clear from these studies that dental students reliably report a number of stressful factors in the learning environment. Although each student will experience the stresses of professional training somewhat differently, the cumulative effects of these stressors can have a serious impact on the psychological health of dental students.

Interestingly, in contrast to studies showing that clinical practice increased stress levels, some researchers found that contact with patients was positive for students and resulted in lower levels of psychological distress. These researchers also found that students who lived with their families had substantially lower levels of psychological distress and emotional exhaustion. Furthermore, Humphris et al in their study found that living at home reduced the effects of educational stress on dental students.

The aim of this study is to find an association between the levels of stress via various questionnaires on Female dental students during their didactic and clinic years with different age, type of living and both public and private dental schools in Riyadh city and other countries .

Methods and instruments used

A cross sectional study was used in this research to compare the level of stress between first and fourth year of dental schools.We achieved these aims, by asking a cohort of students from Riyadh colleges of dentistry and pharmacy (RCDP), Prince Noura University (PNU) and Al Farabi college To be recruited conveniently to complete a

survey. Perceived Stress Scale (PSS) to help us understand how different situations effect our feeling and our perceived stress General health questionnaire "GHQ-12" to assess psychological stress. Physical Symptoms Questionnaire (PHQ-15) to assess psychomotor activity changes. The Data obtained were tabulated and statistically analyzed with application of statistical package for the Social Sciences (SPSS), Descriptive and inferential, statistics was done to measure the Mean and Standard Deviation of significance kept under 0.05 along with two-way ANOVAL, t test and Post hock Scheffe test, Pie and column chart was made to evaluate the association of stress between the first and the fourth dental student.

Results

Mean (PSS, GHQ-12 and PHQ-15) scores for each item questions were compared within different level , the comparison was between Level (3-4) and (9-10), age, living with , school type , with school), Headache, Facial tightness, grind/clench {Bruxism} was measured too. A total of 500 enrolled undergraduate students participated in the survey.

From this study is Table (1) showed that age (18-25) & level (3-4) was (97%) while age (26-30) * level(3-4) was (3%), age(19-25) & level (9-10) was (87%) while age (26-30) * level(9-10) was (13%).

Table (1) Distribution of the participants by crossing Age*level

Age * Level							
Variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Age	18-25	200	97%	255	87%	455	91%
	26-30	6	3%	39	13%	45	9%
Total		206	100%	294	100%	500	100%

Column Chart (1) showing Age * level

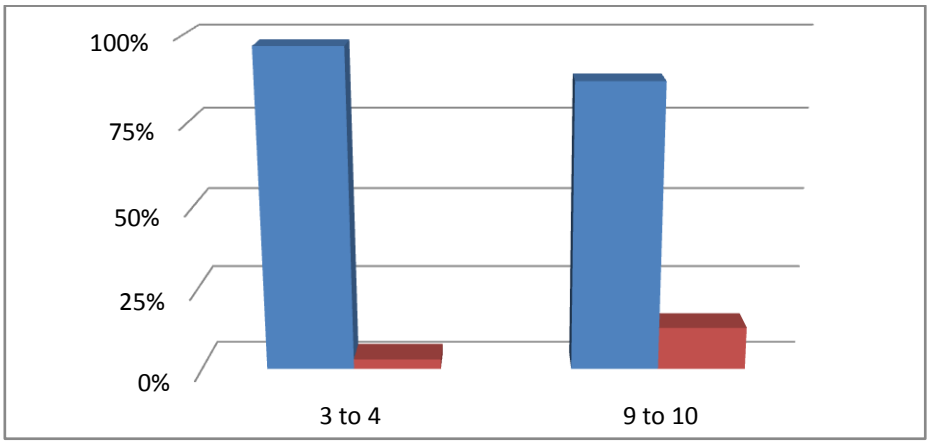
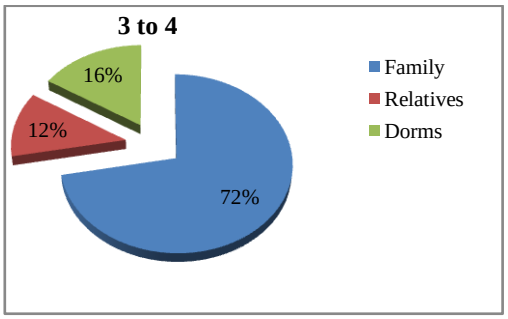


Table (2) shows that living with (family) & level (3-4) was (72%) while living with (relatives) * level (3-4) was (12%), dorms & level (3-4) was (16%) (Family) & level (9-10) was (72%) while living with (relatives) *level(9-10) was (14%), dorms & level (9-10) was (14%)

Table (2) Distribution of the participants by crossing living with *level

Living with * Level							
variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Living with	Family	149	72%	212	72%	361	72%
	Relatives	25	12%	40	14%	65	13%
	Dorms	32	16%	42	14%	74	15%
Total		206	100%	294	100%	500	100%

Pie Chart (2) showing living with * level



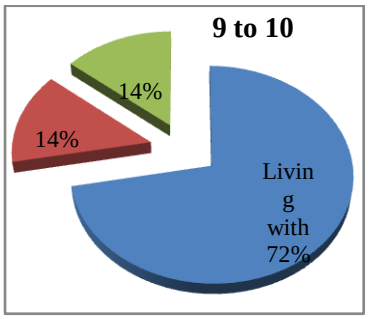


Table (3) shows that school type (public) & level (3-4) was (56%) while (private) * level(3-4) was (44%), public & level (9-10) was (46%) while private * level(9-10) was (55%).

Table (3) Distribution of the participants by crossing school type *level

School type * Level							
variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
School	Public	115	56%	134	46%	249	50%
	Private	91	44%	160	55%	251	50%
Total		206	100%	294	100%	500	100%

Column Chart (3) showing school type * level

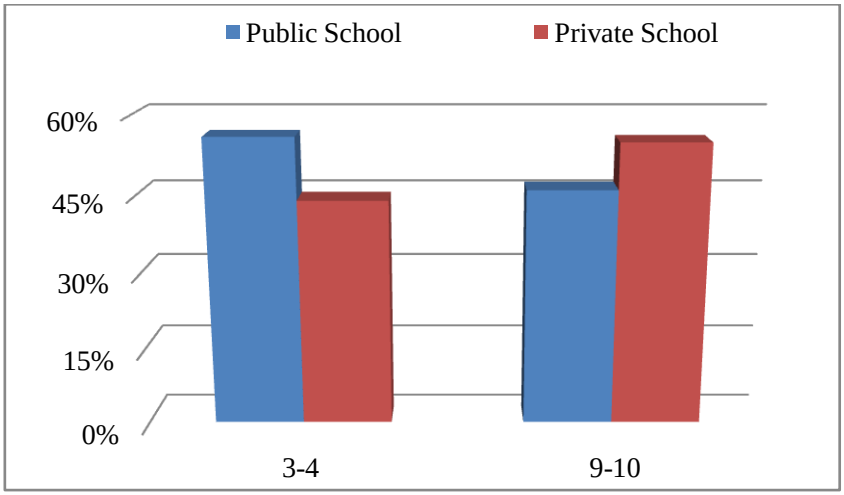
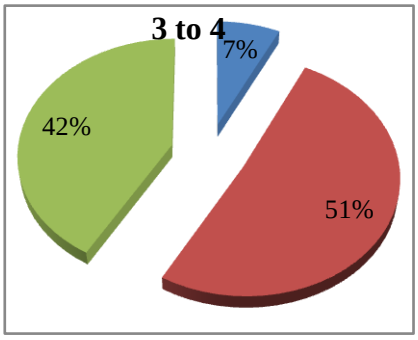


Table (4) Distribution of the participants by crossing which dental schools *level

Which dental schools * level							
variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Which dental schools	RCDP	14	7%	15	5%	29	6%
	PNU	101	49%	124	42%	225	45%
	Al Farabi college	83	40%	148	50%	231	46%
Total		206	100%	294	100%	500	100%

Pie Chart (4) showing which dental schools * level



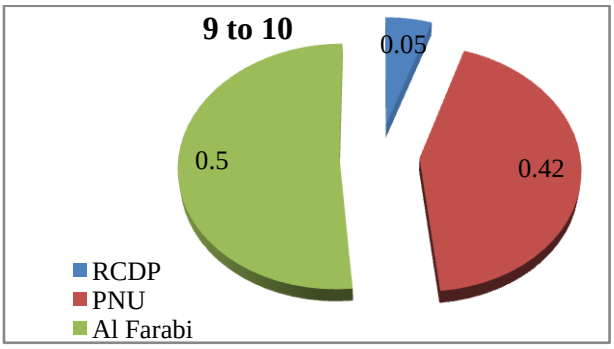
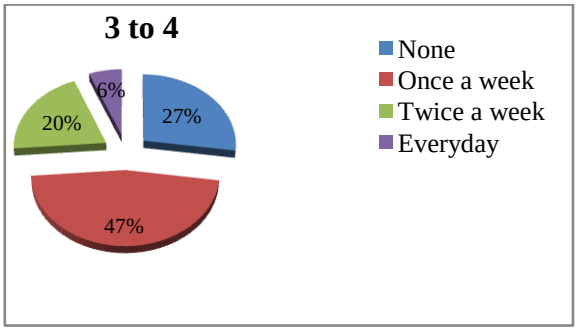


Table (5) Distribution of the participants by crossing Do you usually suffer from Headaches *level

Do you usually suffer from Headaches * Level							
Variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Do you usually suffer from Headaches	None	56	27%	42	14%	98	20%
	Once a week	95	46%	81	28%	176	35%
	Twice a day	42	20%	85	29%	127	25%
	Everyday	13	6%	86	29%	99	20%
Total		206	100%	294	100%	500	100%

Pie Chart (5) showing Do you usually suffer from Headaches * level



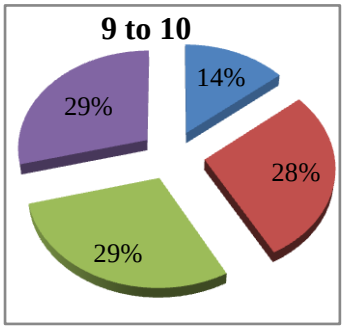
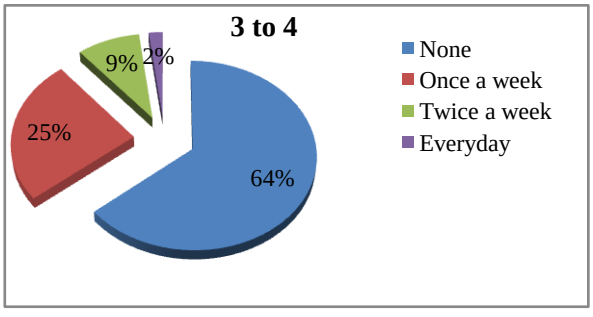


Table (6) Distribution of the participants by crossing Do you wake up with facial tightness or pain*level

Do you wake up with facial tightness or pain * Level							
Variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Do you wake up with facial tightness or pain	None	132	64%	140	48%	272	54%
	Once a week	51	25%	67	23%	118	24%
	Twice a day	19	9%	46	16%	65	13%
	Everyday	4	2%	41	14%	45	9%
Total		206	100%	294	100%	500	100%

Pie Chart (6) showing o you wake up with facial tightness or pain* level



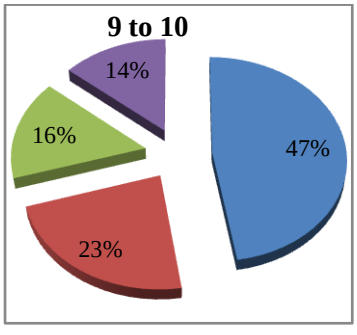
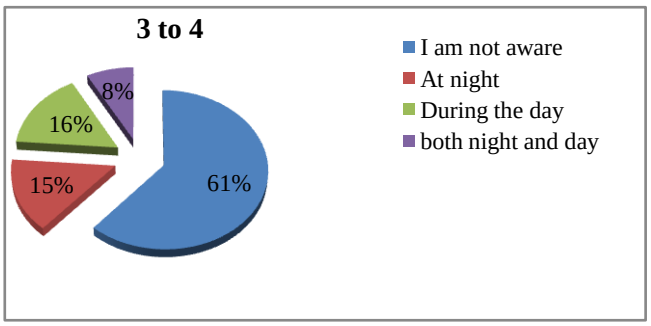
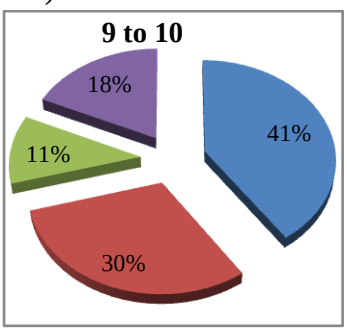


Table (7) Distribution of the participants by crossing Do you grind/clench your teeth (day or night bruxism)? *level

Do you wake up with grind/clench your teeth (day or night bruxism * Level							
Variable		Level				Total	
		3-4		9-10			
		frequencies	percent	frequencies	percent	frequencies	percent
Do you grind/clench your teeth (day or night bruxism)?	I am not aware	127	62%	118	40%	245	
	At night	30	15%	89	30%	119	
	During the day	33	16%	33	11%	66	
	Both night and day	16	8%	54	18%	70	
Total		206		294		500	

Pie Chart (7) showing Do you grind/clench your teeth (day or night bruxism)?* level



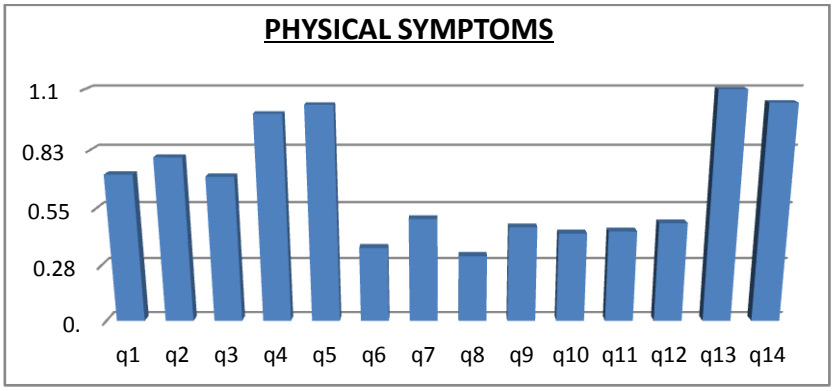


Physical Symptoms Level 3 - 4

Items	Level	Mean	Standard Deviation
Stomach pain	3-4	0.71	0.66
Back pain	3-4	0.79	0.82
Pain in your arms, legs, or joints (knees, hips, etc.)	3-4	0.70	0.79
Menstrual cramps or other problems with your periods WOMEN ONLY	3-4	0.99	0.74
Headaches	3-4	1.03	0.68
Chest pain	3-4	0.36	0.62
Dizziness	3-4	0.50	0.65
Fainting spells	3-4	0.32	0.52
Feeling your heart pound or race	3-4	0.46	0.69
Shortness of breath	3-4	0.43	0.60
Constipation, loose bowels, or diarrhea	3-4	0.44	0.62
Nausea, gas, or indigestion	3-4	0.48	0.68
Feeling tired or having low energy	3-4	1.10	0.68
Trouble sleeping	3-4	1.04	0.78

From table(8) means were between (0.82 – 1.10) and standard deviation was between (0.52- 0,82) and item (8) has the lowest mean and item (13) the highest mean.

Column Chart (8) showing means for (Physical Symptoms) level 3-4

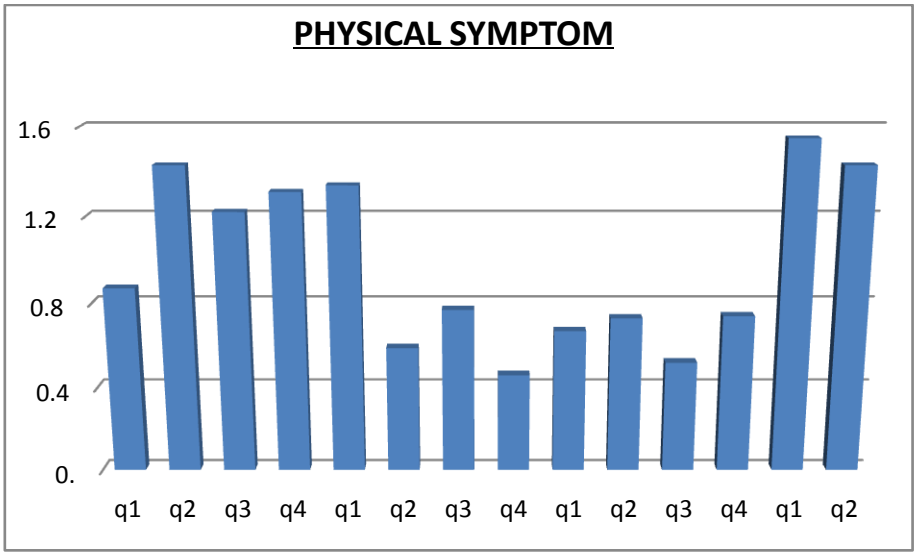


Physical Symptom Level 9-10

Items	Level	Mean	Std. Deviation
Stomach pain	9-10	0.87	0.74
Back pain	9-10	1.43	0.70
Pain in your arms, legs, or joints (knees, hips, etc.)	9-10	1.22	0.86
Menstrual cramps or other problems with your periods WOMEN ONLY	9-10	1.31	0.83
Headaches	9-10	1.34	0.71
Chest pain	9-10	0.59	0.72
Dizziness	9-10	0.77	0.77
Fainting spells	9-10	0.46	0.63
Feeling your heart pound or race	9-10	0.67	0.69
Shortness of breath	9-10	0.73	0.69
Constipation, loose bowels, or diarrhea	9-10	0.52	0.68
Nausea, gas, or indigestion	9-10	0.74	0.73
Feeling tired or having low energy	9-10	1.55	0.69
Trouble sleeping	9-10	1.43	0.81

From table(9) means were between (0.46 – 1.55) and item (8) has the lowest mean and item (13) and standard deviation was between (0.63- 0,86) the highest mean.

Column Chart (9) showing means for (Physical Symptoms) level 9-10

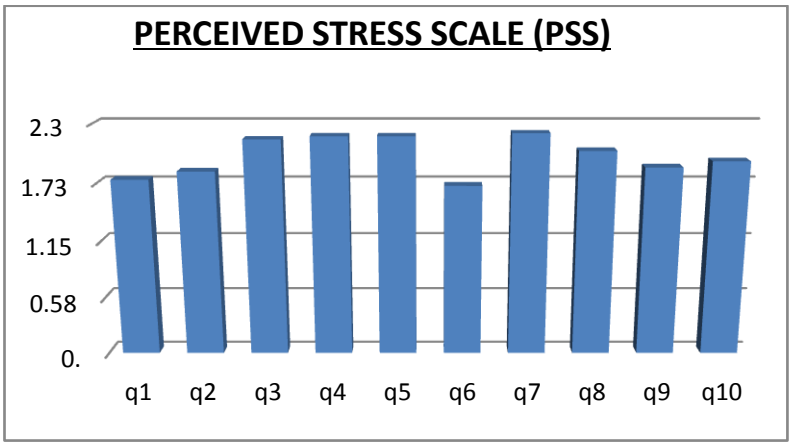


Perceived Stress Scale (PSS) Level 3 - 4

Items	Level	Mean	Standard Deviation
In the last month, how often have you been upset because of something that happened unexpectedly?	3-4	1.76	1.31
In the last month, how often have you felt that you were unable to control the important things in your life?	3-4	1.84	1.11
In the last month, how often have you felt nervous and “stressed”?	3-4	2.15	1.37
In the last month, how often have you felt confident about your ability to handle your personal problems?	3-4	2.18	1.17
In the last month, how often have you felt that things were going your way?	3-4	2.18	1.09
In the last month, how often have you found that you could not cope with all the things that you had to do?	3-4	1.70	1.22
In the last month, how often have you been able to control irritations in your life?	3-4	2.21	1.06
In the last month, how often have you felt that you were on top of things?	3-4	2.04	1.07
In the last month, how often have you been angered because of things that were outside of your control?	3-4	1.88	1.17
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	3-4	1.94	1.09

From table (10) means were between (1.70 – 2.21) and item (6) has the lowest mean and item (7) the and standard deviation was between (1.06- 1, 37) highest mean.

Column Chart (10) showing means for (Perceived Stress Scale (PSS) level 3-4

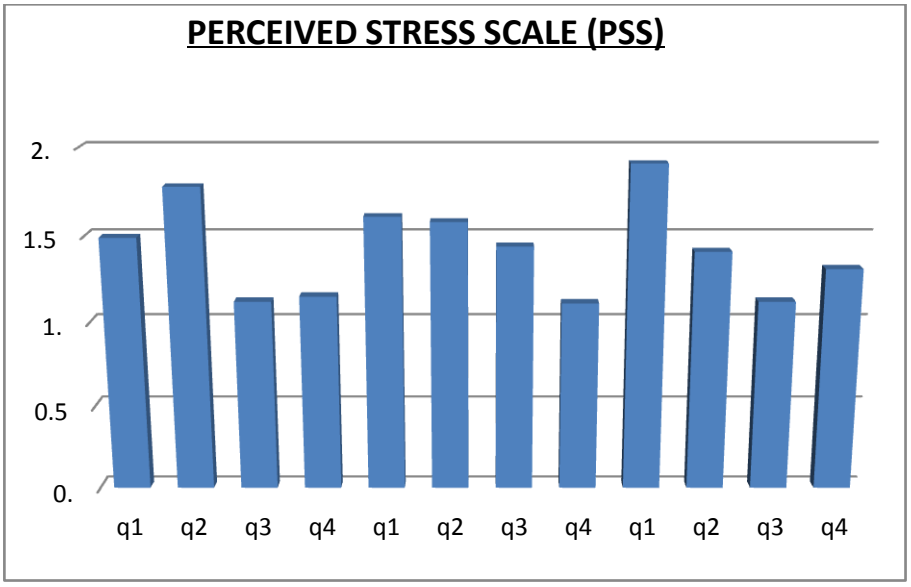


Perceived Stress Scale (PSS) level 9-10

Items	Level	Mean	Std. Deviation
Been able to concentrate on what you are doing?	9-10	1.49	1.02
Lost much sleep over worry?	9-10	1.78	1.12
Felt that you are playing a useful part in things?	9-10	1.12	0.91
Felt capable of making decisions about things?	9-10	1.15	0.99
Felt constantly under strain?	9-10	1.61	1.11
Felt you couldn't overcome your difficulties?	9-10	1.58	0.96
Been able to enjoy your normal day to day activities?	9-10	1.44	1.01
Been able to face up to your problems?	9-10	1.11	1.00
Been feeling unhappy and depressed?	9-10	1.91	1.13
Been losing confidence in yourself?	9-10	1.41	1.10
Been thinking of yourself as a worthless person?	9-10	1.12	1.15
Been feeling reasonably happy, all things considered?	9-10	1.31	0.98

From table (11) means were between (1.11 – 1.91) and standard deviation was between (0.96- 1, 13) and item (4) has the lowest mean and item (1) the highest mean.

Column Chart (11) showing means for (Perceived Stress Scale (PSS)) level 9-10

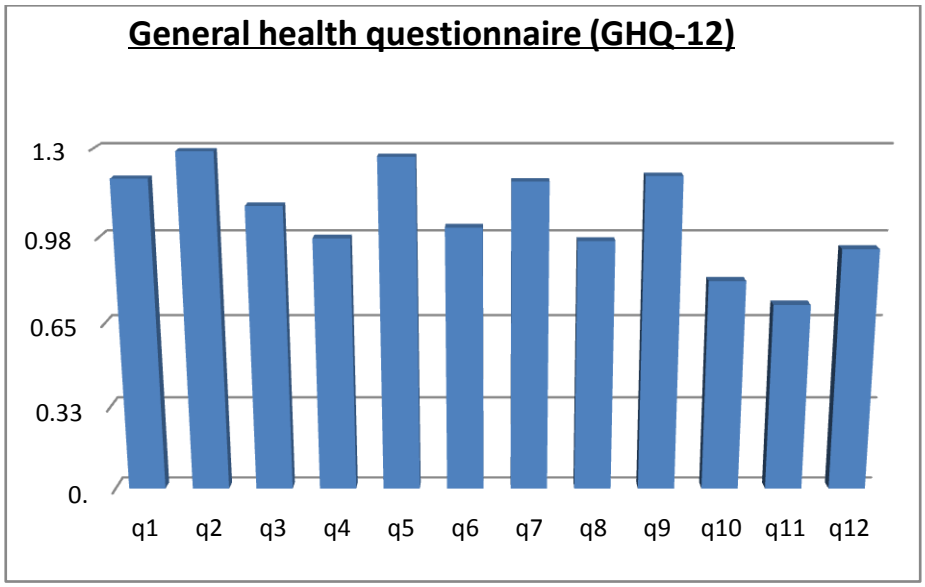


General health questionnaire (GHQ-12) Level 3-4

Items	Level	Mean	Standard Deviation
Been able to concentrate on what you are doing?	3-4	1.19	0.79
Lost much sleep over worry?	3-4	1.29	0.96
Felt that you are playing a useful part in things?	3-4	1.09	0.87
Felt capable of making decisions about things?	3-4	0.97	0.84
Felt constantly under strain?	3-4	1.27	0.90
Felt you couldn't overcome your difficulties?	3-4	1.01	0.86
Been able to enjoy your normal day to day activities?	3-4	1.18	0.95
Been able to face up to your problems?	3-4	0.96	0.90
Been feeling unhappy and depressed?	3-4	1.20	1.01
Been losing confidence in yourself?	3-4	0.81	0.87
Been thinking of yourself as a worthless person?	3-4	0.72	0.92
Been feeling reasonably happy, all things considered?	3-4	0.93	0.84

From table (12) means were between (0.72 – 1.29) and item (11) has the lowest mean and item (2) and standard deviation was between (0.79- 1,01) the highest mean.

Column Chart (12) showing means for (General health questionnaire (GHQ-12)) level 3-4

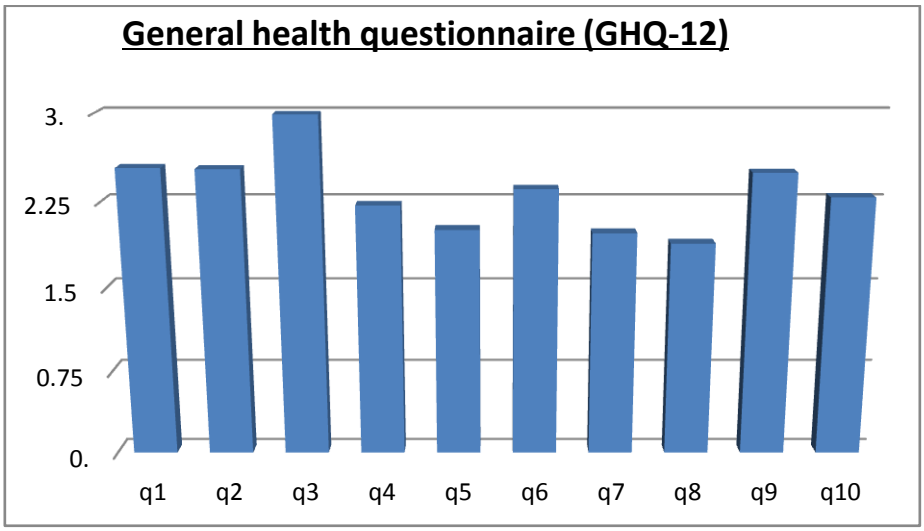


General health questionnaire (GHQ-12) level 9-10

Items	Level	Mean	Std. Deviation
In the last month, how often have you been upset because of something that happened unexpectedly?	9-10	2.54	1.41
In the last month, how often have you felt that you were unable to control the important things in your life?	9-10	2.53	1.15
In the last month, how often have you felt nervous and "stressed"?	9-10	2.99	1.28
In the last month, how often have you felt confident about your ability to handle your personal problems?	9-10	2.22	1.13
In the last month, how often have you felt that things were going your way?	9-10	2.01	1.06
In the last month, how often have you found that you could not cope with all the things that you had to do?	9-10	2.36	1.20
In the last month, how often have you been able to control irritations in your life?	9-10	1.98	1.10
In the last month, how often have you felt that you were on top of things?	9-10	1.89	1.06
In the last month, how often have you been angered because of things that were outside of your control?	9-10	2.50	1.40
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	9-10	2.29	1.35

From table (13) means were between (1.89 – 2.99) and item (8) has the lowest mean and item (3) the highest mean. and standard deviation was between (1.06- 1, 41)

Column Chart (13) showing means for (General health questionnaire (GHQ-12)) level 9-10



There is no significant relationship between living with and their level of (Physical Symptoms, Perceived Stress, and General Health). To answer this question means and SD were calculate and ANOVA test was Table (14) shows that.

Table (14) shows Mean & SD, by living with group

Scale	Living with	sample	Mean	Std. Deviation
PHYSICAL SYMPTOMS	Family	361	11.49	5.64
	Relatives	65	11.54	7.09
	Dorms	74	13.96	6.93
	Total	500	11.86	6.10
PERCEIVED STRESS	Family	361	17.35	8.22
	Relatives	65	20.25	8.41
	Dorms	74	22.87	6.67
	Total	500	20.16	8.22
GENERAL HELATH	Family	361	15.44	6.88
	Relatives	65	14.66	8.75
	Dorms	74	14.64	7.39
	Total	500	15.22	7.22

From table (14) shows there are differences between means by living with variable and to know is there any significant differences ANOVA test was using table (15) show the result.

Table (15) ANOVA test by living with variable

Scale	Source of variance	Sum of Squares	df	Mean Square	F	Sig.
PHYSICAL SYMPTOMS	Between Groups	382.23	2.00	191.12	5.22	0.01*
	Within Groups	18183.25	497.00	36.59		
	Total	18565.48	499.00			
PERCEIVED STRESS	Between Groups	1669.18	2.00	834.59	12.93	0.00*
	Within Groups	32077.77	497.00	64.54		
	Total	33746.95	499.00			
GENERAL HELATH	Between Groups	63.57	2.00	31.79	0.61	0.54
	Within Groups	25952.79	497.00	52.22		
	Total	26016.36	499.00			

*sig at $\alpha \leq 0.05$

From table (18) shows:

Physical Symptoms: there are differences in mean for living with variable group (F= 5.22) its sig at $\alpha \leq 0.05$.

Perceived Stress: there are differences in mean for living with variable group (F = 12.93) its sig at $\alpha \leq 0.05$.

General Helath: there are no differences for living with variable group (F= 0.61) it's not sig at $\alpha \leq 0.05$. to know for who this differences Post hock Scheffe test was using & table (19) shows the result.

Table (16) Post hoc Scheffe test result

Dependent Variable	(I) Living	(J) Living	Mean Difference (I-J)	Sig.
PHYSICAL SYMPTOMS	Family	Relatives	-0.05	0.99
		Dorms	-2.50*	0.01
	Relatives	Dorms	-2.42	0.06
PERCEIVED STRESS	Family	Relatives	-2.90*	0.00
		Dorms	-5.52*	0.36
	Relatives	Dorms	-2.62*	0.00
GENERAL HELATH	Family	Relatives	0.78	0.73
		Dorms	0.81	0.68
	Relatives	Dorms	0.03	0.98

*sig at $\alpha \leq 0.05$

From table (16) shows

Physical Symptoms

- There are no significant differences between (Family– Relatives).
- There are significant differences between (Family – Dorms) and it was for Dorms.
- There are no significant differences between (Relatives- Dorms).

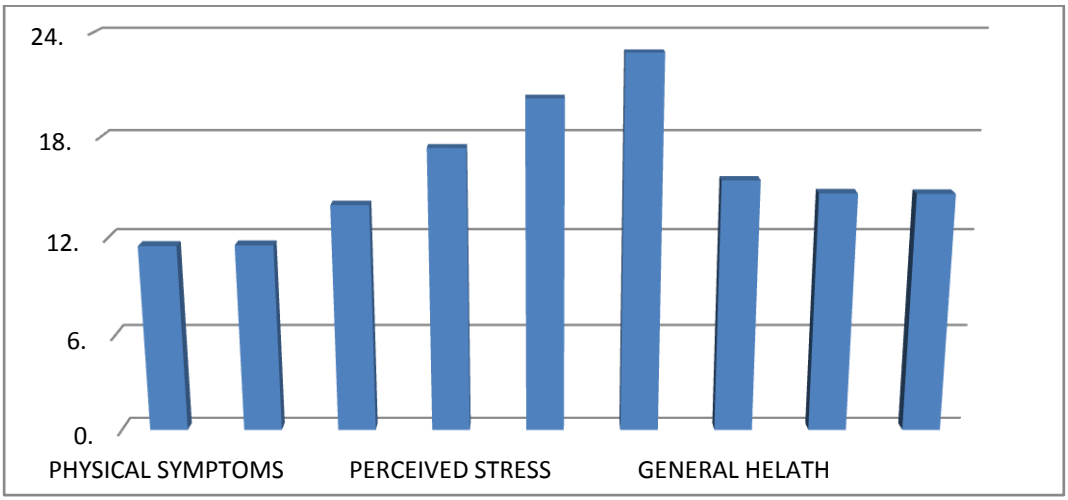
Perceived Stress

- There are significant differences between (Family– Relatives). And it was for Relatives
- There are significant differences between (Family – Dorms) And it was for Dorms
- There are significant differences between (Relatives- Dorms). And it was for Dorms

General Helath

- There are no significant differences between (Family– Relatives).
- There are no significant differences between (Family – Dorms)
- There are no significant differences between (Relatives- Dorms).

Chart (16) means for (all scales by living with variable)



There is no significant difference between which Level & and their level of (Physical Symptoms, Perceived Stress, and General Health). To answer this question means and SD were calculate and t test was using to know the difference. Table (17) shows that.

Table (17) shows Mean & SD, by which level

Name of scale	Level group	Mean	SD	t	df	Sig
PHYSICAL SYMPTOMS	**3-4**	**9.36**	**5.44**	**8.17**	**498**	**0.00**
	9-10	**13.62**	**5.93**			
PERCEIVED STRESS	**3-4**	**19.89**	**6.78**	**4.65**	**498**	**0.00**
	9-10	**23.29**	**8.85**			
General health	**3-4**	**12.65**	**6.59**	**6.99**	**498**	**0.00**
	9-10	**17.03**	**7.10**			

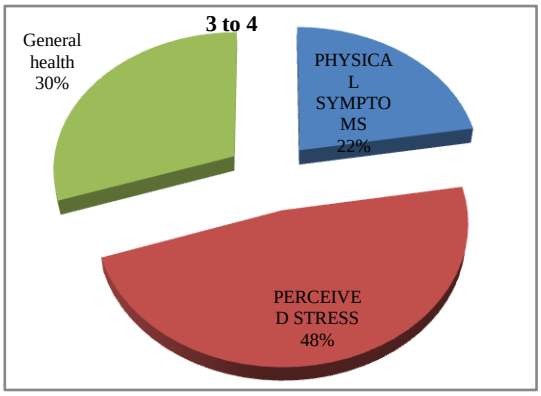
From table (17) shows

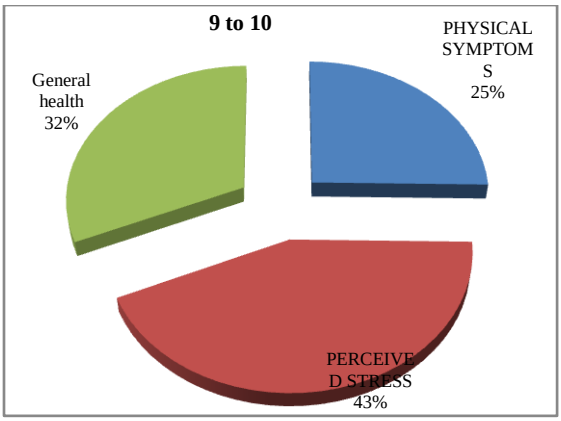
Physical Symptoms: there are differences in mean between Level group (3-4 & 9-10), (3-4) M= 9.36 & SD =5.44, (9-10) M = 13.62 SD = 5.93, and (t= 8.17) its sig at α =0.05. Differences for level (9-10).

Perceived Stress: there are differences in mean between Level group (3-4 & 9-10), (3-4) M= 19.89 & SD =6.78, (9-10) M = 23.29 SD = 8.85, and (t= 4.65) its sig at α =0.05. Differences for level (9-10).

General Health: there are differences in mean between Level group (3-4 & 9-10), (3-4) M= 12.65 & SD =6.59, (9-10) M = 17.03 SD = 7.10, and (t= 6.99) its sig at α =0.05. Differences for level (9-10).

Pie Chart (17) means for (all scales by level variable)





Discussion

This investigation is made in 2017 , Saudi Female dental school students, encompassing Compared with Jordan, European, Iran, Egypt, Saudi Arabia, western Canadian and Greek dental schools a first, fourth and fifth-year student. First and second years are spent on Preparatory dental educational courses; dental courses are primarily given in, and clinical work in the fourth and fifth year. The schools follow a traditional lecture-based system, and tuition is mandatory for the students.

A 500 female dental student from Riyadh college of dentistry and pharmacy (RCDP), Princes Noura University (PNU) and Alfarabi College were asked to answer a paper survey consist of Demographic information (age, living with, school type, with school), Headache, Facial tightness, grind/clench{Bruxism}, Perceived Stress Scale (PSS), General health" GHQ-12 and Physical Symptomsquestionnaire.

We compared the didactic and clinical year stress in our study on the basis on the Level with This comparison was statistically significant by application of statistical package for the Social Sciences (SPSS), Descriptive and Inferential statistics was done to measure the Mean and Standard Deviation of significance kept under 0.05 along with ANOVA, t test and Post hock Scheffe test, Pie and column chart was made to evaluate the association of stress between the first and the fourth dental student.

The results of this study support the existing evidence in the literature, indicating that dental students are subject to numerous work-related and academic stressors that may adversely affect their physical and psychological health. The primary sources of stress in the Saudi dental school are assigned workload, performance pressure, and self-efficacy beliefs. This is consistent with findings of other studies. In addition, year of study has been previously reported as a modifier of stress-provoking factors.

The cross-sectional, association and comparing helped us In this investigation, the observed differences by this study indicate that clinical students are suffer from stress due to factors

closely related to workload, living away from their family as well as examinations and grades, whereas clinical year students were more stressed about patient treatment and insecurity concerning their professional future.

Results of the present study showed that overall fourth dental student perceived more stress than first year students, which was in agreement with the study made in Jordan, European, Iran, Egypt, Saudi Arabia, Western Canadian and Greek dental schools.

Our results indicate many findings consistent with the international literature, some findings may further enhance the understanding about factors responsible for dental student stress. The current results provide some initial indication of high levels of psychological disturbance in these dental students. Also, the results indicate a general increase in overall student stress levels as the student progresses in the academic program, specifically speaking in the transition into clinical training. However, these are in contrast to the findings reported by PSS, GHQ-12 and PHQ-15 where the clinical years were more stressful.

The current study revealed that students living away from their parents had higher stress scores for all overall stressor scores than their counterparts who registered that they live with their parents. This can be related to the fact that all the students living away from parents encounter difficulties with adapting to living alone and being completely self-dependent in running their own lives. Moreover, the present results indicate the extreme need of the student and the urgency of the presence of his family beside him for his care. The current results may support previous findings that the most highly stressed students had difficulties with domestic arrangements. Seemingly, the influence of staying at home had a positive influence upon students and appears to provide a protective environment against stress. the results of ANOVA, Post hoc scheffe where they found that students living with their families decrease the stress level ,This is one of the source of having high stress level , student who lives away from her family and can see them every now and then have less stress than students who can't be around them very often. We didn't find any difference in stress between student who chooses to take their dental program in ether privet or public dental schools, that mean the place of studying dentistry doesn't affect the level of stress on the students.

Most of the fourth year student who are under high level of stress suffered from having headache, facial tightness, grind/clench (Bruxism) that well affect the student physically, psychological and mentally the result of having high stress will decrease the student performance, grads and there clinical practice in the dental school.

Several factors, individually or in combination, may have contributed to the high perceived sources of stress among dental students. So, A Preserved Stress Scale (PSS), Physical Symptom (PHQ-15) and General health were analyzed statistically using statistical package for the Social Sciences (SPSS), t test, ANOVA, Post hoc scheffe tests.

We found that GHQ-12 that was used to assess stress longitudinally, with the percentage of students with psychological ill health dropping from 30 % in the first year to 32 % in the fourth year (3-4 & 9-10), (3-4) M= 12.65 & SD =6.59, (9-10) M = 17.03 SD = 7.10, and (t= 6.99) its sig at α =0.05. Differences for level (9-10).

while PHQ-15 showed there are differences in mean between Level group (3-4 & 9-10), (3-4) M= 9.36 & SD =5.44, (9-10) M = 13.62 SD = 5.93, and (t= 8.17) its sig at α =0.05. Differences for level (9-10) and As for PSS the result was here are differences in mean between Level group (3-4 & 9-10), (3-4) M= 19.89 & SD =6.78, (9-10) M = 23.29 SD = 8.85, and (t= 4.65) its sig at α =0.05. Differences for level (9-10).

All the previous study that was included in the literature review agreed with our study result that stress level is high as the dental student start there clinical practice in the dental schools.

Conclusion

Psychological stress level increased as dental students progressed from first to fourth year of study. Clinical year dental students had a high level of stress when compared to results from Didactic years. The forth year dental student suffer from several factors due to the high level of stress Specially in student who live away from their family like Everyday Headache, Facial Tightness, Bruxism all our Results Showed that Stress Level is significantly higher in Clinical year Female student among the influence factors that occur in the fourth year .

References

1. Suha B. Abu-Ghazaleh, Hawazen N. Sonbol, and Lamis D. Rajab, A longitudinal study of psychological stress among undergraduate dental students at the University of Jordan, BMC Med Educ. 2016; 16: 90.Published online 2016 Mar 12. doi: 10.1186/s12909-016-0612-6
2. Maryam Omidkhoda*; Alireza Chamani; Mohsen Gholizadeh, Evaluation of Stressful Factors among Dental Clinical Students of Mashhad (Iran) Dentistry School: 2016-2017 Article 3, Volume 6, Issue 4, December 2016, Page 15-22, DOI: 10.22038/FMEJ.2016.8266
3. R. Gorter, R. Freeman,S. Hammen, H. Murtomaa, A. Blinkhorn, G. Humphris (10 April 2008) Psychological stress and health in undergraduate dental students: fifth year outcomes compared with first year baseline results from five European dental schools
4. Sheldon Cohen, Perceived Stress Scale (1994) , http://www.mindgarden.com/documents/PerceivedStressScale.pdf
5. Drs. Robert L. Spitzer, Janet B.W. Williams, Kurt Kroenke and colleagues, http://www.phqscreeners.com/sites/g/files/g10016261/f/201412/English_0.pdf
6. Peter Schnall, Marnie Dobson, BongKyoo Choi, Paul A. Landsbergis, Work and Health EHS M270 (2007) http://blogs.cornellcollege.edu/cornell-fellows/files/2015/07/generalhealth.png
7. Sharat Chandra Pani, B.D.S., M.D.S., Alaa M. Al Askar, B.D.S., Sara I. Al Mohrij, B.D.S. and Tagreed A. Al Ohali, B.D.S.,Evaluation of Stress in Final-Year Saudi Dental Students Using Salivary Cortisol as a Biomarker, 2011 American Dental Education Association
8. Nabila A. Sedky, Ph.D.Perceived Sources of Stress among Junior & Mid-Senior Egyptian Dental Students.Int J Health Sci (Qassim). 2012 Jun; 6(2): 141–157.
9. Ali AlBandar, Najlaa Basulayb and Hala Mokhtar, The effect of stress on clinical and preclinical dental student performance, King Abdul-Aziz University, KSA, Oral Health Dent Manag 2017, 16:3
10. Sarah T. Silverstein and Donna Kritz-Silverstein, Ph.D. A Longitudinal Study of Stress in First-Year Dental Students, 2010 American Dental Education Association.
11. Argy Polychronopoulou, D.D.S., M.S., Sc.M., Sc.D. and KimonDivaris.,Perceived Sources of Stress Among Greek Dental Students,2005 American Dental Education Association
12. Alyssa Hayes, Jay N. Hoover, Chandima P. Karunanayake, and Gerald S. Uswak., Perceived causes of stress among a group of western Canadian dental students, BMC Res Notes. 2017; 10: 714.