**Perceived Stress, Sources and Severity of Stress among medical undergraduates in a Pakistani Medical School**

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Many literatures are focusing on stress level during medical training in recent years. The potential negative effects of emotional distress on medical students include impairment of functioning in class-room performance and clinical practice, stress-induced disorders and deteriorating performance [1, 2]. In addition to stress the students' social, emotional and physical as well as family problems may influence their learning ability and academic performance [4, 5]. Learning ability of students is very much affected by the high level of stress. Excessive stress may result in mental and physical problems and may diminish a student's sense of worth and might affect his/her academic achievement [6,7].

Mild, moderate, and high levels of stress and even burnout have been reported amongst medical students and health care professionals from other countries []. A study from India reported that 73% of the students had perceived stress at some point or the other during their medical schooling [8].

A cross-sectional study was done by Mohsin Shah et. al., among the undergraduate medical student of CMH Lahore Medical College, Pakistan to assess stress level among medical students from January to March of 2009. The result from this study showed that overall mean perceived stress was significantly higher among female students. However, there was no significant difference between male and female students as stated by Cohen, the inventor of PSS.

According to the researcher, most common sources of stress such as high parental expectations, frequency of examinations, vastness of academic curriculum, sleeping difficulties, worrying about the future, loneliness, becoming a doctor, performance in periodic examinations, were related to academic and psychosocial concerns. However, the correlation between perceived stress and academic performance was insignificant in this study. This finding is contrary to existing literature which states that acute stress is a predictor of reduced scholastic performance, especially in examinations [3,11-13]. The researcher explained by stating that this difference could be due to that only acute stress can affect academic performances during examinations. It is therefore, very much related to learning styles and coping styles of a students in dealing with stress to maintain academic performance.

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