



Student Stress

Abdelmageed Imam

Parasitology Unit, College of Medicine, Qassim University, Qassim, Saudi Arabia.

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CORRESPONDING AUTHOR: Abdelmageed Imam, Associate Professor of Academic & Clinical Parasitology, College of Medicine, Qassim University, Qassim, Saudi Arabia.

Email: mageed50@qumed.edu.sa

Editor,

I have read with great interest the article entitled *Prevalence and sources of stress among medical students in Universiti Sains Malaysia and Universteit Maastricht* by Yee and Yusoff, which appeared in EIMJ 2013, 5(4):e34-e41 (1). The authors concluded that academic requirements (AR) were the most stressful events as perceived by students. I think one relevant unaddressed question is: what was the underlying aetiologic factors/mechanisms that have made AR stressful events? For example, in a well-received conference communication, we had suggested that in any given medical school: if the student mother-tongue language (SML) is not the same as the school instruction language (SIL), then a stressful event may arise (2, 3). In this sense, non-fulfilment of AR is a complication of stress secondary to an underlying aetiologic factor which is the discrepancy between the SML and the SIL. In the face of such a dilemma, an interesting report from China is producing evidence-based data on a successful bilingual medical education experience (4).

We suggest that it is more rewarding to explore on why and how stressful events are born. For example, in AR, the underlying aetiologic factors/mechanisms of stress seem to be very diverse including language, culture, faith, socio-economic status, and ethnicity.

Reference

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