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ORIGINAL ARTICLE / ARAŞTIRMA YAZISI

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Stress Management: A Priority Developmental Need for University Students

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Abstract

Purpose: The aim of this study is to determine the developmental needs of university students (N=103) supported by an NGO scholarship regarding employability related soft skills.

Methods: A question form was prepared by the researcher based on the literature review of studies examining the developmental needs of university students regarding employability related soft skills (5,10). The form included questions about demographic information, students' willingness level to join a training program to develop each of these skills and their reasons for their prioritized developmental need. The survey method was used in the study. Descriptive statistical analyses and the content analysis technique were used in data analysis.

Results: The results revealed that the students had a high developmental need ($\overline{X}$=4,07 out of 5) on all soft skills and stress management was their top developmental need ($\overline{X}$=4,25). Students' discourses revealed that their need to develop their stress management skills stemmed from the need to cope with the internal/external sources of stress as well as its behavioral, physiological, cognitive and emotional symptoms and the need to support their career development. Moreover, it was seen that students who were enrolled in Health Sciences related faculties had a lower willingness level to join a training program to develop these skills compared to those enrolled at Engineering/Architecture and Other faculties.

Conclusion: The results show that students have a high willingness level to develop all soft skills. Yet, the findings especially call attention to the elevated need of students to develop their stress management skills. It was also seen that students' willingness to develop their skills varied by faculty type.

Keywords: Stress management, soft skills, university students

Stres Yönetimi Yetkinliği: Üniversite Öğrencilerinin Öncelikli Gelişim İhtiyacı

ÖZET

Amaç: Bu çalışmada, Anadolu'dan İstanbul'a çeşitli devlet üniversitelerinde okumaya gelen ve bir sivil toplum kuruluşunun bursiyeri olan öğrencilerin (N=103) istihdam edilebilirlik ile ilgili davranışsal becerilere yönelik gelişim ihtiyaçlarının belirlenmesi amaçlanmıştır.

Yöntem: Çalışmanın amacı doğrultusunda, araştırmacı tarafından alanyazında üniversite öğrencilerinin istihdam edilebilirlik ile ilgili davranışsal becerilerine yönelik ihtiyaçlarıyla ilgili benzer çalışmalar taranarak öğrencilerinin geliştirmeye ihtiyaç duydukları becerilerden öne çıkanları kapsayan bir soru formu oluşturulmuştur (4,11). Bu formda öğrencilere kişisel bilgiler, becerilere yönelik verilecek eğitimlere katılmaya dair isteklilik düzeyleri ve en öncelikli gelişim ihtiyacı olduğunu düşündükleri beceriyle ilgili ihtiyaçlarının gerekçeleri sorulmuştur. Çalışmada, tarama modeli kullanılmış ve uygun örnekleme yöntemiyle elde edilen veriler betimsel istatistik analizler ve içerik analizi tekniği ile incelenmiştir.

Bulgular: Sonuçlar, öğrencilerin kendileriyle paylaşılan becerilerinin tümünde yüksek düzeyde gelişim ihtiyacı olduğunu ($\overline{X}$=4,07), en yüksek gelişim ihtiyacının ise stres yönetimi becerisine yönelik olduğunu ($\overline{X}$=4,25) ortaya koymuştur. Öğrencilerin stres yönetimi becerisiyle ilgili söylemleri, stresin en çok içsel/dışsal kaynakları ve davranışsal, fizyolojik, bilişsel ve duygusal sonuçları ile baş edebilme ve mesleki gelişimi destekleme ile ilgili gelişim ihtiyaçlarına dikkat çekmiştir. Ayrıca, Sağlık Bilimleri ile ilgili fakültelerde öğrenim gören öğrencilerin Mühendislik/Mimarlık ve Diğer fakültelerde okuyanlara kıyasla belirtilen becerilerle ilgili düzenlenecek eğitim programlarına katılım istekliliklerinin daha düşük olduğu bulunmuştur.

Sonuç: Sonuçlar öğrencilerin tüm becerilerle ilgili gelişim ihtiyaçlarının yüksek olduğuna, özellikle de stres yönetimi becerilerini geliştirme konusundaki ihtiyaçlarının en üst seviyede bulunduğuna dikkat çekmiştir. Bunun yanı sıra, öğrencilerin kendileriyle paylaşılan becerileri geliştirmeye dair istekliliklerinin bağlı bulundukları fakülteye göre farklılaştığı da görülmektedir.

Anahtar Kelimeler: Stres yönetimi, davranışsal beceriler, üniversite öğrencileri

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The shift to a knowledge economy, increasing globalization and a fast-changing work environment calls for highly-skilled employees who can meet various challenges and contribute to organizational success (1). Thus, employers expect graduates to have soft skills as well as technical skills which are related to education, knowledge and experience (2). Soft skills are those 'skills, abilities and traits that pertain to personality, attitude and behavior rather than to formal or technical knowledge" (3). Studies have mentioned various soft skills that employers seek in new graduates such as communication, planning, problem solving, teamwork, collaboration and stress management (4, 5). Such skills are crucial for the adaptation of new graduates to a continuously changing work environment. Recent studies point out that, during the recruitment process employers prioritize the new graduates who demonstrate these soft skills at a high level (4,5,6,7). However, employers also frequently point to the gap between the soft skills they require form new graduates and the soft skills young people actually display (4,7).

Studies regarding employability related soft skills have also been carried out in Turkey. In a study conducted among professionals working at different companies in Istanbul, the participants stated that they prioritize communication, decision making, planning and working as a team member skills when recruiting new graduates (8). In another study carried out with human resources professionals from 75 companies, the participants stated that they looked for adaptability, teamwork, communication and self-leadership skills in new recruits, yet they didn't believe that the new graduates were adequately equipped with these skills (9). Moreover, in a comprehensive study which involved 55.000 students from 55 universities in Turkey, the students stated that they needed to develop their time management, communication, teamwork and adaptability skills the most (10).

The current study aims to contribute to the literature by focusing on the developmental needs of university students regarding employability related soft skills which has yet received limited research attention in Turkey. In line with the stated goal of the study, the following research questions are posed:

1. How willing are the students to develop their employability related soft skills?

2. Which soft skill represents the top developmental need of the students?

3. Does the students' willingness to develop their soft skills differ due to their faculty type?

4. What reasons do the students share regarding their need to improve the soft skill that emerges as the top developmental need?

MATERIAL and METHODS

Research Design

As the study seeks to describe an existing condition, the survey method was used in line with the research objective.

Participants

103 university students who study at various public universities in Istanbul, Turkey participated in this study. The participants were all provided a scholarship by an NGO established in 1992, which supports socio-economically disadvantaged students who have moved from Anatolian countryside to the metropolitan city of Istanbul for higher education. Since the author is a member of the executive board of the NGO, the convenience sampling technique was used to reach the participants.

Due to the request from the NGO to preserve participant anonymity, limited demographic information was collected from the students which included faculty type and grade level. 35% of the participants were enrolled at Health Sciences faculties (18.5% Medicine, 7.8% Nursing, 3.9% Dentistry and 4.9% Pharmacy); 27.2% were studying at Architecture and Engineering faculties (20.4% Engineering and 6.8% Architecture) and 37.9% were enrolled at Other faculties (10,7% Education, 10,7% Administrative Sciences, 9,7% Law, 5,8% Science and Literature and 1% Communication). 5,8% of the participants were first-year, 16,5% second-year, 34% third year, 33% fourth year, 9,7% fifth year and 1% were sixth year students.

Data Collection

In order to find out about students' developmental needs regarding employability related soft skills, a question form was prepared by the researcher after screening through similar studies in the literature (4, 5, 11). In line with these studies; the most frequently cited communication and relationship management, stress management, time management, teamwork and decision making skills were included in the question form. Apart from the demographic questions, the form included two questions about

the developmental needs of students regarding these soft skills. In the first question, the students were asked to rate how willing they would be to join a training program that would be conducted to develop each of these skills (If you had a chance to join a traning program on the skills mentioned below, how willing would you be to join?) on a five-point Likert scale ('1=I would definitely not join this training', '5= I would definitely join this training'). In the second question, they were asked to state the soft skill that they were most willing to develop and share their reasons for their development need ('Please state the soft skill you prioritize as a developmental need and share the reasons why you want to develop this skill'). The question form was reviewed by an academician in terms of understandability and a pilot application was carried out with two university students. Their feedback showed that the questions were understood accurately. The question form was then shared online with the 296 university students on the NGO's scholarship. The students were given two weeks to fill out the question form during November 2021. 109 students completed the surveys on a voluntary basis; due to missing data the final participant group included 103 students.

Data Analysis

The quantitative data of the study was analysed by the SPSS 26 program. Descriptive statistics (mean values, standard deviations and minimum and maximum values) were used to analyse the first two research questions about the students' willingness to develop their soft skills and their top developmental need. Since the Shapiro-Wilk normality test showed that the group means were not normally distributed, for the third research question which inquired whether the soft skill developmental needs of students differed by their faculty type, non-parametric Kruskal Wallis and Mann Whitney U tests were used. The answers to the fourth research question which was open-ended and inquired about the reasons for the students' prioritized developmental need were analyzed by the content analysis technique (12). 25 students' answers were analysed at this stage since these students shared their reasons about the top developmental need of the group - stress management. After the students' answers were examined, they were coded by both the author and another academician. When a mutual decision was reached about the codes, the themes and sub-themes were determined to represent the codes. Regarding the reliability study of the qualitative data, the codes were compared and a similarity percentage was calculated between the coders, using the following formula: $\Delta=C\div(C+\partial)\times100$. In this formula, Δ represents the reliability coefficient; C represents the number of terms the coders agreed upon and ∂ represents the number of terms that the coders didn't agree upon. The similarity percentage is expected to be 80% and higher (13) and for this study, the comparisons made between the coders revealed a result of 84%. Students' responses were shared with a participant number in the discussion of the related themes and the participant numbers were abbreviated as P1 etc.

RESULTS

For the first question which asked how willing the students would be to join a training program that would be conducted on each of these skills, the means of the students' responses are reported on Table 1:

Table 1. Soft Skill Means Minimum Maximum Values (n=103)

Soft Skills	Mean ± SD	Min-Max
Stress Management	4.25 ± 0.85	2.00-5.00
Time Management	4.18 ± 0.93	1.00-5.00
Decision Making	4.07 ± 0.92	1.00-5.00
Communication and Relationship Management	4.04 ± 0.73	2.00-5.00
Teamwork	3.79 ± 0.96	1.00-5.00

The results show that students' willingness to join a training program to develop these skills was at a high level for all of the skills involved ($\bar{X}$=4,07 out of 5). Regarding the second research question which inquired about the top developmental need of the students, the mean values showed that stress management ($\bar{X}$=4,25) was the highest developmental need of the majority. Following this were the soft skills of time management ($\bar{X}$= 4,18), decision making ($\bar{X}$=4,07), communication and relationship management ($\bar{X}$=4,04) and teamwork ($\bar{X}$=3,79) respectively.

For the third research question which inquired whether the willingness of the students to develop their soft skills differed in terms of their faculty type, Kruskal Wallis test results showed that except for Teamwork, students' willingness to develop their soft skills differed according to their faculty type (Table 2).

Table 2. Krusgal Wallis Test Results for Faculty Type						
Soft Skills	**Faculty Type**	**N**	**Ranking Means**	**Chi-Square**	**df**	**p**
Communication and Relationship Management	Health Sciences	36	44,19			
	Engineering and Architecture	28	52,09	6,899	2	0,032
	Other Faculties	40	60,26			
Teamwork	Health Sciences	36	45,47			
	Engineering and Architecture	28	60	4,166	2	0,125
	Other Faculties	40	53,58			
Time Management	Health Sciences	36	43,18			
	Engineering and Architecture	28	63,29	8,217	2	0,016
	Other Faculties	40	53,34			
Decision Making	Health Sciences	36	41,53			
	Engineering and Architecture	28	59,38	8,373	2	0,015
	Other Faculties	40	57,56			
Stress Management	Health Sciences	36	42,28			
	Engineering and Architecture	28	59,25	7,545	2	0,023
	Other Faculties	40	56,98			

The Mann Whitney U tests conducted to examine which groups led to this difference showed that the difference stemmed from the first group which included Health Sciences faculty students. This group's means were lower than that of Engineering/Architecture and Other faculty groups. More specifically, regarding the willingness to develop Communication and Relationship Management, Decision Making and Stress Management skills, there were significant differences between Health Sciences and Other faculty students. Moreover, there was also a significant difference on the willingness to develop Time Management, Decision Making and Stress Management between Health Sciences and Engineering/Architecture faculty students (Table 3).

Table 3. Mann Whitney U Test Results for Faculty Type							
Soft Skills	**Faculty Type**	**N**	**Ranking Means**	**SD**	**U**	**Z**	**p**
Communication and Relationship Management	Health Sciences	36	32,21				
				0,68	493,5	-2,723	0,006
	Other Faculties	40	44,16				
Time Management	Health Sciences	36	26,83				
				0,906	300	-2,996	0,003
	Engineering and Architecture	28	39,79				
Decision Making	Health Sciences	36	32,21				
				0,864	493,5	-2,531	0,011
	Other Faculties	40	44,16				
	Health Sciences	36	27,82				
				0,975	335,5	-2,423	0,015
	Engineering and Architecture	28	38,52				
Stress Management	Health Sciences	36	32,81				
				0,817	515	-2,293	0,022
	Other Faculties	40	43,63				
	Health Sciences	36	27,97				
				0,865	341	-2,367	0,018
	Engineering and Architecture	28	38,32				

As mentioned previously, the majority of the students stated stress management as their highest developmental need. Thus, regarding the fourth question about the reasons of the majority of the students' top developmental need, the content analysis of the answers of those who shared stress management as a priority developmental need are shared on Table 4:

Table 4. Students' Responses Regarding Their Developmental Need on Stress Management

Themes	Sub-Themes	Codes	f
Sources of Stress	Internal Sources	Being prone to stress	10
		Tendency to think negatively	2
		Lack of self-confidence	2
		Being perfectionistic	1
	External Sources	Exam stress	3
		Stress caused by challenging conditions	6
		Stress due to time pressure	2
		Stress due to uncertainty	1
Results of Stress	Behavioral Results	Changes in sleeping and eating habits	1
		Decrease in performance	2
	Physiological Results	Health problems	2
	Cognitive Results	Faulty decision making	1
		Seeing oneself as inadequate	2
	Emotional Results	Feeling anxious	3
		Feeling angry	1
Career Development Motivation			
		Supporting career development	2

As can be seen from Table 4, the reasons as to why the students wanted to develop their stress management skills grouped under the themes of; sources of stress, results of stress and career development motivation.

The responses of the students regarding the sources of stress (f=27) gathered under the two sub-themes of internal and external sources. The internal sources sub-theme (f=15) included being prone to stress (f=10) 'I wish I could change my tendency to turn every condition I encounter into a stress factor' (P6); tendency to think negatively (f=2) 'I would like to have a more positive outlook when I face a problem' (P16), lack of self-confidence (f=2) 'I wish to manage my stress when I panic and be more self-confident' (P21) and being perfectionistic (f=1) 'Since I'm a perfectionist, I become stressed in case things don't turn out as I want them them to' (P15).

The external sources of stress sub-theme (f=12) included exam stress (f=3), stress caused by challenging conditions (f=6), stress due to time pressure (f=2) and stress due to uncertainty (f=1). Participant 5's 'I wish I could manage my stress before important exams' is an example for exam stress, Participant 18's 'Sometimes I put things off to the last minute and stress out' is an example for stress due to time pressure and Participant 10's, 'When there is too much uncertainty in my life, I feel under too much stress' exemplifies stress due to uncertainty.

The responses of the students regarding the results of stress (f=12) are gathered under the behavioral, physiological, cognitive and emotional sub-themes The behavioral results sub-theme (f=3) includes changes in sleeping and eating habits (f=1) 'When I'm stressed, I can't sleep or eat for days' (P20); and decrease in performance (f=2) 'Stress hinders my performance' (P7). The physiological results sub-theme (f=2) includes health problems 'I have health problems due to stress' (P19). The cognitive results subtheme (f=3), includes faulty decision making (f=1) 'When I'm stressed out I take hasty and faulty decisions' (P8) and seeing oneself as inadequate (f=2) 'I wish I could have more self-efficacy under stressful conditions' (P21). The emotional results sub-theme (f=4) includes feeling anxious (f=3) 'I can't stay calm under tough conditions, I can't quiet the anxious voice inside me' (P12) and feeling angry (f=1) 'I wish I could control my anger when I'm stressed out' (P4).

The final theme of career development motivation (f=2) includes supporting career development which can be exemplified by Participant 17's 'I wish to develop my stress management skills in order to reach my career goals' statement.

DISCUSSION

The findings that students have a high developmental need concerning all soft skills resonates with the research results in the literature (4, 10). In Turkey, it is especially difficult for students to develop their soft skills due to the teacher-led didactic teaching method used in education as well as the assessment methods used (9, 14). Since skill building is strengthened by experience, during the higher education years, using experiential learning methods during course delivery would be conductive to fostering students' soft skills (15). In Turkey, one such undergraduate course that aims to aid the transition of students from college to work life is ALIS 350 Academic and Life Skills: Transition to Professional Life course which is offered at Koç University in Istanbul. This course strives to equip students with employability related soft skills including relationship management, teamwork and time management (14). Yet ALIS 350 is a unique program offered in a private university and is a rare example in the Turkish higher education system. In Turkey, university career centers also have a limited capacity to address the developmental needs of students regarding career development and employability skills. The results of an investigation of 20 public university career centers in Turkey point out that 75% of these career centers conducted training programs geared to prepare students for work life including time management, teamwork and stress management. However, the study also reports that the personnel working in these centers are insufficient both in quantity and the qualifications required (16). Moreover, studies also point out that, developing students' skills is not only the higher education institution's responsibility, but that there's also a need for employers to partner with these institutions in supporting the development of soft skills (1,4,7).

The findings also showed that, among the skills shared with the students, stress management was the developmental need of the majority. Stress management is defined as a crucial soft skill since it is related to showing endurance in complicated and stressful situations (4,7). Thus it is a valuable skill which facilitates the adaptation to the rapidly changing and highly ambiguous world of work.

During the university years, dealing with increasing responsibilities, taking various decisions and managing one's time are all related with stress. Studies show that inefficient communication skills lead to higher stress levels for university students and also that time management is a serious source of stress (17, 18). Research findings also show that students who live away from their parents display poorer stress management (19). Other studies point out that, as socio-economic status level declines, healthy life style behaviours also decrease (20). It is plausible that these factors could be related with the elevated stress management need of the study participants who represent a group with socio-economical hardships living away from their families. Moreover, studies conducted in Turkey that focused on the Covid-19 pandemic from the perspective of university students showed that the pandemic had a major negative impact on students' psychological well-being (21). The results of a study carried out with 4818 students on scholarship by the Turkish Educational Foundation showed that during the pandemic there was a dramatic increase in the negative feelings experienced by the students (22). Hence, for the current study, the pandemic could also be one of the triggers that has led to students' elevated need to develop their stress management skills.

The results also show that the willingness of students to join a training program to develop these skills was lower for Health Sciences faculty students. As mentioned before, 35% of the study participants were enrolled at Health Sciences faculties and among these, more than half were enrolled at the Medicine Faculty. Moreover, a majority of these students were in their third year or higher grade levels indicating that they have an intensive workloads with internship duties and are working hard to prepare for further specialization examinations. Studies conducted with students enrolled in Health Sciences programs point out that these students are exposed to high levels of stress with stress levels especially higher for those at more senior levels (23, 24). Nacar et al. (20), examining the healthy lifestyle behaviors of students enrolled in seven Medicine faculties in Turkey, showed that stress management skills of students decreased as from the freshman to the senior year with those students from lower economic status demonstrating less healthy lifestyle behaviors. Thus, it seems plausible that the study participants from the Health Sciences faculties have elevated stress levels, yet don't have the necessary time to devote to a training program due to their intensive workloads.

The students' discourses about their developmental need concerning stress management included sources of stress, results of stress and career development motivation. The responses showed that being prone to stress, tendency to think negatively, lack of confidence and being perfectionistic were among the internal sources of stress. These results are in line with the studies in the literature which have reported that anxiety level, uncertainty tolerance

and excitement level are among personal stress factors (25). An increase in perfectionism is also shown to be related with negative psychological health (26).

The external sources of stress mentioned by the students due to exams, challenging conditions, time pressure and uncertainty are also cited in the literature. Studies have shown that academic challenges and negative life events are the basic stress factors of students and that they need support regarding academic and occupation-related anxieties as well as interpersonal problems (17). Time management and intolerance to uncertainty have also been shown to act as serious sources of stress for university students (18, 27).

The findings showed that students experience behavioral, physiological, cognitive and emotional symptoms of stress. Since university students are in a crucial developmental transition period, they are faced with increasing academic, personal and social pressures and these factors can lead to hightened levels of anxiety, depression, anger, headaches and sleep disturbances (28). Stress is also found to be realted with a decrease in performance and difficulty in decision making as well as loss of appetite and other changes in eating patterns (29). In addition, stress is also shown to be related with physiological symptoms such as pain and aches in various parts of the body (30).

Finally, the discourses of students also showed that their developmental needs regarding stress management stem from career development motivation. Indeed, career related issues and anxieties are reported as one of the key subjects on which students seek help from university counseling centers (17).

In Turkey, as courses with a focus on building employability related soft skills become more widespread and the quality and quantity of university career center services improve, the capacity of higher education institutions to develop employability related soft skills of students will be enhanced. However, since the current sample represents students enrolled in public universities, it seems most likely that the resources that are offered by their institutions to develop these soft skills are limited. Besides, it has also been shown that students from low socio-economical backgrounds are less likely to be seek help from university career services due to factors such as financial pressures (31), demands arising from work or responsibilities related to caregiving (32). Studies also put forth that in higher education, social disadvantage has a negative impact on students' experience and those students who have financial difficulties are also more inclined to experience stress along with other mental health problems (20,33). All of these factors could help to explain why stress management as a soft skill that is characterized by showing endurance in complicated and stressful situations has emerged as the most desired attribute for this niche sample of disadvantaged students.

CONCLUSION

This article highlights the elevated needs of university students to develop their employability related soft skills, especially stress management. Yet it's vital to note that not only higher education institutions but stakeholders including employers, NGO's and governments take collective action to support the development of young people's soft skills.

The findings also enhance the understanding of how disadvantaged groups could entail different developmental needs regarding soft skills and that the services to be provided would need to pay attention to the unique needs of these groups.

LIMITATIONS

The study's data have been gathered from a limited number of students and from a specific group of NGO scholars and caution must be taken when generalizing the results. In the future, similar studies can be conducted with larger participant groups including other NGO scholars as well as university students from both public and foundation universities. Also, future studies can be carried out with a more comprehensive list of employability related soft skills to understand the developmental need levels of students regarding a range of skills.

DECLARATIONS

Funding
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Conflicts of Interest
Not Applicable.

Ethics Approval
The Ethical Committee Approval for the study was granted by the relevant University's Scientific Research Ethical Board on 04.11.2021 with decision number 21/32.

Data and Material
The Data and materials used in this research are available upon request.

Authors' Contributions
Since this is a single author study, the whole process has been carried out by the author.

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Supplementary Table 1. Krusgal Wallis Test Results for Grade Level						
Soft Skills	**Grade Level**	**N**	**Ranking Mean**	**Chi-Square**	**df**	**p**
Communication and Relationship Management	1st and 2nd grade	23	62,41			
	3rd grade	36	47,13			
				13,356	3,000	0,004
	4th grade	34	58,4			
	5th and 6th grade	11	31,14			
Teamwork	1st and 2nd grade	23	61,91			
	3rd grade	36	52,97			
				7,269	3,000	0,064
	4th grade	34	51,68			
	5th and 6th grade	11	33,82			
Time Management	1st and 2nd grade	23	61,98			
	3rd grade	36	51,4			
				6,158	3,000	0,104
	4th grade	34	52,32			
	5th and 6th grade	11	36,82			
Decision Making	1st and 2nd grade	23	70,76			
	3rd grade	36	56,51			
				21,761	3,000	0,000
	4th grade	34	43,85			
	5th and 6th grade	11	27,91			
Stress Management	1st and 2nd grade	23	65,46			
	3rd grade	36	50,39			
				8,038	3,000	0,060
	4th grade	34	50,44			
	5th and 6th grade	11	38,68			

Supplementary Table 2. Mann Whitney U Test Results for Grade Level							
Soft Skills	**Faculty Type**	**N**	**Ranked Means**	**SD**	**U**	**Z**	**p**
Communication and Relationship Management	1st and 2nd grade	23	20,54	0,853	56,500	-2,770	0,006
	5th and 6th grade	11	11,14				
	4th grade	34	25,75	0,798	93,500	-2,691	0,007
	5th and 6th grade	11	14,5				
Decision Making	1st and 2nd grade	23	37,87	0,819	187,000	-3,547	0,000
	4th grade	34	23				
	1st and 2nd grade	23	21,78	1,019	28,000	-3,909	0,000
	5th and 6th grade	11	8,55				
	3rd grade	36	26,97	1,030	91,000	-2,872	0,004
	5th and 6th grade	11	14,27				