**Aggregate Female Results:**

High Stress Band (41-60)

Moderate Stress Band (21-40)

No Stress (0-20)

**Results:**

|  |  |
| --- | --- |
| **Stress Level**  |  **Participants** |
| High Stress | 11  |
| Moderate Stress | 26 |
| No Stress | 2 |

**Results According to National and Academic levels:**

* **Turkish:**

No of Participants for the Study: 12

Scores: 21, 19, 41, 45, 41, 32, 33, 44, 24, 40, 41, 45

**Average Score:**

* How to find Average Score:
$$\frac{Total Score}{Total Participants}$$
* Average score= 35.42 (Moderate Stress)

**Scores according to academic levels:**

|  |  |
| --- | --- |
| **Academic level** | **Scores of Participants (Averages)** |
| FDY | 41 |
| Freshman | 38.5 |
| Sophomore | 33.5 |
| Senior | 32.5 |

***Conclusion:*** FDY has a greater stress score! The greater the academic level, the lower the stress for Turkish students. This could be due to the fact that FDY and Freshman have trouble being fluent in English language, so it takes them time to get adjusted to their respective curricula. However, the decrease in stress level after becoming a sophomore could be because they’ve grown normalized to their academic situation. This conclusion is based on a small sample, so it cannot be completely empirically valid. The need to test a greater sample of Turkish students is required.

* **Erasmus:**

No of Participants: 6

Scores: 38, 44, 30, 28, 21, 28

**Average score:**

* 31.5

**Scores according to academic levels:**

|  |  |
| --- | --- |
| **Academic Level** | **Score of Participants (Averages)** |
| Senior | 33.25 |
| Sophomore | 28 |
| Junior  | 26 |

***Conclusion:*** If one compares it to the average score of Turkish female students; it would seem that it’s lower in comparison (33.25 compared to the Turkish 35.42). Also, there is no participant in the Erasmus group who is in the High Stress tier, and that may help us conclude that Erasmus people feel less stressed since they come here to enjoy themselves rather than take studies seriously. Nevertheless, the fact that they are even moderately stressed proves that they don’t find Sabanci University as your ideal university to have fun in. Perhaps they would be less stressed were the surroundings in Sabanci much more entertaining in comparison to other such Erasmus hotspots in Europe. Another interesting comparison one can make to the Turkish group is that unlike the stress level for Turkish group decreasing when academic level increases (S decreasing, A increasing: A negative correlation between Stress and Academic level for Turkish group); the Stress level is increasing the higher the academic group. This could mean that perhaps the seniors who come from Erasmus find the Sabanci courses much more difficult in comparison to the ones provided in their respective universities. Of course, the results are conclusive since it’s a small sample, but the questionnaire should be taken again and try to take a greater sample of Erasmus students.

* **International:**

No of Participants**: 14**

**Scores: 25,48,36,27,42,36,39,31,38,41,35,48,30**

**Averages Score:**

* **35.14**

**Scores according to academic level:**

|  |  |
| --- | --- |
| **Academic Level** | **Scores of Participants (Average)** |
| Sophomore | 47 |
| PhD | 35 |
| Freshman | 34.14 |
| Masters | 28 |
| Junior | 25 |

***Conclusion:*** This is a very interesting result, since it follows no pattern that I had as a researcher predicted it would. The sophomores from International Students have the highest stress level in comparison to the stress levels recorded of sophomores from earlier groups! One reason I could give for the high stress score is that most of these Sophomores are engineering students (this is because most International students comprise of mainly Pakistanis who are engineering students); and therefore in comparison to the diverse group of Turkish or Erasmus students (the latter belonging to mainly the Social Sciences), they find their academic life much more unbearable in comparison.

Nevertheless, the question as to why the stress level doesn’t increase as the academic level increases is a very difficult one to answer. But, since I did interview the students while they were giving the questionnaires, it would seem that this group is at best a result of ‘individual differences’ and cannot be used to generalize to other International students of other universities either in Turkey or other parts of the world.

According to my interviews, however, it can be concluded (though it is a personal deduction); the Juniors and Masters students who came from Pakistan seem to be much more academically strong than the Sophomores, who seem to be struggling to a greater extent with their studies in comparison to them. Another reason and perhaps a much more accurate deduction is that the juniors learnt from their mistakes during their previous semesters, and therefore managed to adjust themselves appropriately to their academic environment.

But, again the sample needs to include International students from all around the world rather than just Pakistanis, and therefore the result is not a reliable one.

**Overall Conclusion:**

The primary hypothesis had been that the greater the academic level, the higher the stress experienced by the students would be. This is, of course, conforming to the general notion that the more difficult studies get, the more stressed the student becomes. However, save for the Erasmus group; neither the Turkish nor the International Students’ group followed the hypothesis’ prediction. The falsification of the hypothesis is very significant, since it helps understand the point that academic stress is a phenomenon that varies from environment to environment, and more importantly; from student to student (as is the case with the International Students’ group). It would seem that stress experience falls into individual differences category too. Nevertheless, the samples chosen are not very large, and therefore the results cannot be considered as completely reliable or valid. Also, since the first stage of the experiment was only based on questionnaires or interviews; the findings can be misleading since the students could’ve lied in the test.