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Increasing Time Management Skills to
Improve Student Athletes' GPA

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Action Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of
Arts in Education

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Increasing Time Management Skills to
Improve Student Athletes' GPA

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Abstract

Many college athletes find balancing time between academics and athletics difficult; thus, grades often decline during the competitive season. This study incorporated a one-day workshop that emphasized time management for twenty baseball student athletes. A pretest and posttest-design was used to study if the workshop altered student athlete GPA and lower overall stress levels. The results showed that there was not a significant difference between the student athletes' grades due to the time management workshop. Additionally, there was no difference in overall stress levels. Future research might reexamine the use of frequent time-management workshops with more than one collegiate team and over a longer period of time.

Keywords: time management, student athletes, grade point average (GPA)

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Literature Review

High school athletes generally have more structure and consistency with parent oversight, teacher involvement, and guidance from coaches to help ensure their academic success (McDougle & Capers, 2013). Moreover, it is important that student athletes get help with the transition from high school to college. In their research, Shuman (2009) and Simons et al. (1999) mentioned the importance of a support system for student athletes, and how it would enable them to get the tools that they need to be successful both in and out of the classroom. Shuman (2009) and Simons et al. (1999) also discussed the success of the shared responsibility between the university and the student athlete.

Conversely, Wylleman and Alfermann (2004) found that unlike high school student athletes, collegiate athletes must take responsibility for their own academic success. Student athletes do not always see academics as a key priority when entering college (Shuman, 2009) because their overall goal is to make it to the next level for their sport (McDougle & Capers, 2012). Part of this responsibility includes systematically planning their courses and managing their study time when making the transition from high school to college. The need for added responsibility is partially due to the freedom college provides. Furthermore, student athletes have to systematically plan their courses and manage their study time when making the transition from high school to college. Overall, college students need to manage and commit enough time to their academics to be successful in college (Wylleman, Alfermann, & Lavallee, 2004).

However, managing the time to commit to their academics can be challenging due to the fact that they are so focused on making it to the next level in their sport. The problem with excessive focus on their sport is largely because the odds of becoming a professional athlete are very small. Nevertheless, children between the ages of 13-17 chose it as their top career choice

and the majority of college athletes see athletics as a higher priority compared to their academic priorities (McDougle & Capers, 2012). This is a problem because the students that do not manage their time properly and spend all of their time and effort focused on their sport, fall behind in their academics. Furthermore, due to the low number of student athletes that make a career of their sport, it is important that collegiate athletes focus on both their athletic and academic performance. Additionally, academic performance is crucial, as it is required for remaining eligible (NCAA, n.d). Remaining eligible requires thoughtful planning and effort.

For instance, student athletes, by NCAA rules, must be full-time students (Carodine, Almond & Gratto, 2001). This means that student athletes must take a minimum of twelve units each term. Furthermore, student athletes must also have a certain amount of those units going towards progress of a degree or requirements for graduation (NCAA, n.d.). Therefore, student athletes cannot enroll in fewer units during their competitive season because they must progress towards their degree. Thus student athletes cannot choose to take only elective classes during their season and classes in their major during their off season; they must have a balance of both electives and major courses in all semesters or they might become ineligible to play (Delaware State University n.d.). Although, student athletes may have priority registration that does not mean that the classes they need to take are scheduled around their busy traveling schedule.

For example, a student athlete may need a class that is scheduled to meet on Fridays in order to meet degree requirements. However, he or she cannot physically attend that class because of his or her athletic schedule (e.g. traveling to away games). Thus, causing a strenuous situation for both the professor and the student athlete. By not being able to attend class students might miss very important lectures and key points that they cannot receive from power point presentations or tutors. In addition, the professor cannot punish the students for missing class

because the student athlete is missing class for an approved school function. However, it is difficult to grade student athletes fairly when they don't attend class as regularly as the other students (Carodine, Almond, & Gratto, 2001).

With these difficulties there are two main factors impacting student athletes' academic performance during their competitive season: time limitations and pressures to perform both in the classroom and on the field (Carodine, Almond, & Gratto, 2001; Martens, Dams-O'Connor, & Beck, 2006). Student athletes must devote time to a variety of competing obligations including: school, practice, training, travel, games, friends, and family. These factors play important roles on the physical and psychological mindset of student athletes. Furthermore, the preparedness of collegiate athletes to address the time constraints and the demands on and off the field are important considerations to ensure academic and athletic success.

However, because of the multiple newfound time constraints collegiate athletes' grade point averages (GPAs) seem to decrease dramatically during their competitive season (Scott, Paskus, Miranda, Petr, & McArdle, 2008). Therefore, putting the athletes on the wrong track, thus being ineligible to play and off track to graduate on time. In addition, the fluctuation in GPA causes extra work for coaches as they attempt to predict who will be eligible for the following season.

Time constraints are something that all people encounter, and that comes with no exception to colligate student athletes. Student athletes have the responsibilities and time constraints of a full time college student, while also balancing the dedication and commitment to their team obligations (Janse van Rensburg, Surujlal, & Dhurup, 2011). With this, there are several requirements set by the NCAA for student athletes to stay eligible, as mentioned previously, which is why it is so important for student athlete to have time management skills.

Along with the difficulty of meeting NCAA requirements to stay eligible, full-time student athletes spend a minimum of 36 hours a week in class and on homework, which does not include group meetings or extra studying for midterms and finals (“Los Angeles Southwest College,” n.d.)

Travel time is another issue that may negatively impact student athletes’ overall academic performance during their competitive season (Carodine, Almond & Gratto (2001). Regardless of what sport the athlete is playing they are going to travel to play opposing teams during their competitive season, where often times, in addition to being tired, they need to stay at a hotel which can cause many distractions when it comes to studying.

Student athletes are obligated to spend large amounts of time training and practicing. Before 1991, student athletes were reported to practice close to 30 hours per week, not including time spent at the gym or in the training room. After 1991, the NCAA made a rule that student athletes could only practice, a mandated, four hours per day and twenty hours per week. However, the mandate does not include the countless hours that student athletes spend in the gym or training room (Carodine, Almond & Gratto 2001; Scott, Paskus, Miranda, Petr, & McArdle, 2008). Moreover, even if these rules were followed and regulated, student athletes are spending 27 to 28 hours a week on healing, rehabbing, and going to the gym to stay in optimal physical condition and prevent other sport related issues.

The final time issue that athlete’s deal with is the actual amount of time they spend on the field, court, or playing area. Due to the fact that these student athletes are spending an excessive amount of time on the field, they have to limit their time to study. Corresponding with this is the fact that they are also tired from playing for long periods of time and they do not have the energy or focus to finish their studies. (Scott, Paskus, Miranda, Petr, & McArdle, 2008).

Overall, the research above shows how difficult it can be for student athletes to manage their time effectively and efficiently due to the extra demands from their sport, which is why time management for student athletes is so vital. However, there are other factors along with misuse of time management that can cause difficulty for student athletes. An example of another factor is the pressure to perform both on and off the field.

The second factor that coincides with time limitations, the first factor of impacting student athletes' academic performance during their competitive season, is pressure put on student athletes to exhibit superior performance on the field. Often times, colleges recruit student athletes; thus, the student is expected to perform at a high level. Furthermore, student athletes receive pressure from coaches, teammates, parents, alumni, boosters, and sometimes thousands to millions of fans. This type of psychological pressure can cause stress for athletes who are trying to juggle all of the demands that go along with being a student athlete (Wylleman, Alfermann, & Lavalley, 2004). Along with all the stress, student athletes are putting themselves through an extreme amount of grueling physical activities that can leave them mentally, physically, and emotionally exhausted at the end of a day. Furthermore, student athletes are constantly praised or criticized by people they don't even know such as newspaper writers and sports analyst (Carodine, Almond & Gratto 2001). Overall, this stress could cause student athletes to prioritize their time poorly and choose to focus more on their athletics than academics to avoid criticisms from coaches and critics.

Furthermore, stress has many more negative effects besides the emotion itself. Increase in stress can lead to feelings of depressions, which can lead to an impaired immune system (Perna, Antoni, Baum, Gordon, & Schneiderman, 2003). Having an impaired immune system can cause students athletes to have a higher risk of becoming sick or injured. Additionally, Perna,

Antoni, Baum, Gordon, and Schneiderman's (2003) found that illness and injuries are not only caused by the high volume of exercise training, but it could actually be attributed to the physiological distress that comes with being a college athlete. Additionally, the researchers' randomized, single blind, controlled clinical case study showed a reduction in illness and injuries for athletes who were a part of the experimental group. This is significant because, these results show that when student athletes have less stress, they are less likely to become sick or injured, which means they can continue to focus on the field and in the classroom, leading to positive academic and athletic achievement.

To help with the issues of time limitations and pressures encountered as a student athlete, several researchers have studied the implementation of time management strategies and found these strategies to be beneficial for both academics and stress levels for college students' (Britton & Tesser, 1991; Dipboye & Phillips, 1990; Misra & McKean, 2000). Furthermore, through their studies, these researchers have demonstrated that students who participated in time management workshops or seminars practiced time management skills more effectively than student who had not (Macan, Shahani, Dipboye, & Phillips, 1990).

For example, Britton and Tesser (1991) studied the use of time management workshops in a college setting and found improvement in overall GPA, graduation rate, and stress levels. Britton and Tesser set up a 35-item questionnaire for 90 male and female sophomore undergraduates. They also collected their SAT scores from high school. Two years later Britton and Tesser obtained the students overall GPA from their college career. From their research there were three key findings. The first finding showed that 67% of undergraduates felt that their greatest personal need to improve upon was their time management skills. The second, most significant finding from Britton and Tesser (1991) concluded that self-reports of time

management led to academic success and a positive relationship to GPA. Finally, the third key finding was that people with high ability, that were not as structured with their time, and slightly disorganized accomplished very little, compared to students who have good time management skills. (Britton & Tesser, 1991).

Similarly, Misra and McKean (2000) found that positive time management skills increases the chances of academic success, and that many college advisors or counselors frequently advise time management strategies to enhance academic performance. Misra and McKean (2000) put together a study with 249 college undergraduates seeing how they would deal with stress by having them feel out four self-reported questionnaires. Overall, they came to the conclusion that academic stress and time management have a significant correlation (Misra & McKean, 2000). Therefore, having good time management skills should be vital for student athletes, so that they can not only keep the stress off when they are on the field, but also when they are in the classroom.

Ultimately, in their studies, both Britton & Tesser (1991) and Misra and McKean (2000) demonstrated good time management skills were linked to reaching academic achievement in students, as well as students feeling more optimistic and less stressed about their academic performance. Correspondingly, the studies demonstrated that the major benefit that comes from having good time management skills is feeling in control and less stressed about situations or obstacles that are presented. This is significant because having this sense of control leads to academic achievement.

Though Britton & Tesser (1991) and Misra and McKean (2000) present solid information of why these types of programs are successful, there are barriers when it comes to implementation. For instance, Broughton and Neyer (2001) mention several barriers that are

noteworthy. One of the barriers is, the perception that student athletes have of themselves if they were to seek help by obtaining time management skills. Broughton and Neyer (2001) found that when it comes to student athletes receiving help, through time management workshops, students felt peers would view them as weak or unintelligent. The two other barriers that come with implementing a time management workshop mentioned in their study are lack of time to attend the workshop and the chances of students' privacy or confidentiality being broken by a clinical counselor (Broughton & Neyer, 2001).

Another study that relates to the Broughton and Neyer (2001) study is the study done by Watson and Kissinger (2007). Watson and Kissinger (2007) discovered that because student athletes are being taught at an early age to take care of the issues without help it could stunt them from wanting to get help later. This correlates to the barrier that Broughton and Neyer (2001) present of students' perceptions because it gives an explanation of why students might perceive getting help as a weakness. For instance, Watson discusses how a student athlete may have the fear of being seen in the counseling room, because they want to be seen as a hero on the college campus, and being seen in the counseling center could jeopardize that view of them (Watson & Kissinger, 2007).

Time management and pressure to perform in both academics and athletics are the primary reasons student athletes struggle to maintain their GPA's during their competitive season. The need for time management skills to enhance academic performance is essential if student athletes are going to succeed in both academics and in their sport. In addition, the challenges associated with implementation of a time management program were exemplified. This current study will address the challenges of time limitations and the pressures to perform

both on and off the field with a time management workshop to help improve student athletes' GPA by improving their time management skills.

Methods

Participants and Setting

Participants that were included were Division 2 baseball players, from a university in California and ranged between the ages of 17 and 25. Participants were included if they were listed on both the 2015 and 2016 roster. Additionally, they had to participate in at least 1 inning of action during the 2015 season.

These participants were recruited because they had a GPA that reflected at least one semester of their time as a student athlete at the Division 2 university in which they were currently attending. The time management workshop took place at the university's campus the week before the Spring 2016 semester began.

Procedure

Student athletes who meet the inclusion criteria met campus during the beginning of the spring semester for the time management workshop.

The independent variable was a time management workshop that included the following phases:

1. Brief Introduction on benefits of time management
2. Creating a To-Do-List
3. Transferring information from To-do-list to Stephen Covey's Time Management Quadrants
4. Finalizing their weekly schedule by placing items from the quadrants into the weekly seven-day twenty- four-hour schedule.

Written below is the script that was used to conduct the workshop.

Sheldon Cohen's perceived stress scale. Before we begin our time management workshop I would like everyone to take a quick survey so I can see your perceived stress level at this moment.

Brief introduction. Today we will be doing a time management workshop. There is a strong correlation between college students who have taken time management workshops and improvement in GPA (Misra & McKean, 2000). This workshop is going to be a three-step process that should be done weekly and will take about 25-30 minutes and is aimed to help improve GPA.

To-Do-List. Please list everything that you need to do on a weekly basis including sleep, eating, practice, class, homework, and anything else. It might be helpful to think about it from a Monday to Sunday perspective.

Stephen Covey's Time Quadrants. The quadrants were arranged according to importance and urgency. In the top left quadrant (quadrant 1), items (from the to-do list) that were important and urgent should be placed there. In the top right quadrant (quadrant 2) included items that were important but not as urgent as items in quadrant 1. In the bottom left corner (quadrant 3) included items that were urgent, but not as important, and in the bottom right corner (quadrant 4) items that were not important or urgent, but still need to be accomplished.

Schedule. Before placing items from Stephen Covey's Time Quadrant please place in 8 hours of sleep, breakfast, lunch, and dinner, class, practice, and game schedule. After those items have been placed in the schedule please begin filling in the rest of the items from your quadrants beginning from square #1 working your way down to square #4.

The dependent variable was the student athletes' GPA. Additionally, student athletes' stress levels were also measured.

Research Design

A pretest-posttest design was used to analyze the participants GPA and group behaviors before and after treatment. Then a Paired Sample T-Test was used to determine if the results from the time management workshop were significant. The null hypothesis for this study is that there is no difference between participants' GPA after the workshop. The level of significance used was .05. Finally, an independent observer viewed the two sets of GPA's for all twenty participants. The individual found that the pretest and post-test scores had no contradicting results. That is, the scores originally recorded by the primary researcher were corroborated by the independent observer.

Results

The overall grade point average for the 20 participants, from the spring of 2015, ranged from 1.77 to a 4.0, on a conventional 4.0 scale. The mean was 2.95, and standard deviation was .69. After the intervention was implemented, in the beginning of the spring 2016, the participants mean GPA was 3.30. This is an increase of .35 grade points. Furthermore, 14 of 20 showed an increase in their overall GPA, while only 6 showed a decrease. Table 1 shows the participants change in GPA from the spring of 2015 to the spring 2016.

A Paired T-Test was conducted. The results from the Paired T-Test concluded that the null hypothesis was accepted because the p-value from the research was greater than .05. Therefore, with the p-value being .07 the observed results are not considered a significant difference due to the time management workshop that was implemented.

Table 1

GPA Pretest and Post-test

	<u>Participants</u>	<u>Mean Score</u>	<u>St. Deviation</u>	<u>t-Value</u>	<u>Critical Value</u>
Pretest	20	2.95	.69		
Post-test	20	3.30	.45	.07	.05

Another result that was measured was the stress levels of the participants. As mentioned above Sheldon Cohen's Perceived Stress Scale is a 10-question survey that gages how stressed an individual is. Out of the 10 questions a score of 40 would be considered the highest level of stress and 0 would be the lowest amount of stress. Out of the 11 participants who filled it out correctly the high score was 23 and the lowest was 0. The mean of the pre time management scores was 14.73, whereas the mean for the post time management was 14.81. Therefore, there was an increase in stress when it came to the overall average of the group. However, out of the 11 participants that completed the survey correctly six showed a decrease in stress, four showed and increase, and one stayed neutral. Overall, as a group the stress levels increased. This was because one participant had a difference of 9 in increased stress results, which is an outlier in the results. Therefore, the overall mean percentage rose showing an increase in stress levels compared to a decrease.

However, the findings below are insignificant because after running a Paired T-Test the results showed a t-value of .97. This means that there is low probability that the stress levels had any correlation to the time management workshop.

Table 2

Sheldon Cohen's Perceived Stress Scale Pretest and Post-test

	<u>Participants</u>	<u>Mean Score</u>	<u>St. Deviation</u>	<u>t-Value</u>	<u>Critical Value</u>
Pretest	11	14.72	6.63		
Post-test	11	14.81	6.72	.97	.05

Discussion

The purpose of this study is to help student athletes improve their overall GPA and stress levels so they are able to graduate and receive their college degree. The results from this study do not demonstrate a statistically significant difference in GPA, nor was there a difference in stress levels. However, 70% of the student athletes did show an increase in GPA and research would indicate that time management skills are needed for collegiate athletes (Britton & Tesser, 1991; Dipboye & Phillips, 1990; Misra & McKean, 2000). For example, Britton & Tesser's study found there is an encouraging relationship between time management skills and academic success. One of the encouraging relationships that Britton & Tesser discuss are the participants' feelings of being more in control of their time and being able to distinguish between a waste of time and productive time.

A critical factor to note from this study would be that, students who develop these skills through time management workshops developed a positive attitude for time (Macan, Shahani, Dipboye, & Phillips, 1990). This positive view of time promotes self-efficacy, which in turn leads to successful outcomes in the students' work and performance inside and outside of the classroom. This is relevant information for the study for two reasons. One of the reasons is because it supports the fact that time management and time management workshops are beneficial when it comes to boosting GPA. The final reason is because time management and time management workshops give the student a positive outlook on time, which enhance the positive performance of the student.

As mentioned in the literature review, implementation of a time management program is beneficial for student athletes as it can help improve GPA and reduce stress (Britton & Tesser (1991), but there is more at stake than simply GPA and stress levels. As previously pointed out,

Misra and McKean (2000) found that positive time management skills increased the chances of academic success, and that many college advisors or counselors frequently advise time management strategies to enhance academic performance. Adding to this, the research done by Britton & Tesser (1991) and Misra and McKean (2000) made it clear that having good time management skills is vital for student athletes, as far as keeping stress levels under control so they could reach optimal academic achievement. Overall, time management workshop provides support for the big picture. The big picture being that student athletes have the potential to have college careers, where they can earn a college degree, all while feeling in control of their time, academics, and on field performance. Thus, leading to a positive and well-balanced college career.

Limitations exist for the current study. There is a potential bias between the researcher and the participants. For instance, the researcher could have known several of the study participants due to previous work with the group. This relationship could have been beneficial in building rapport with participants; however, it may have influenced the delivery of the intervention.

The intervention was one-shot workshop and ideally would have occurred at the begin of the semester so that ample time could be spent with participants. As discussed by, Janse van Rensburg, Surujlal, & Dhurup (2011), time constraints heavily weigh on a student athlete, which is why implementing the workshop before the season and semester began would be the most ideal situation for both the players and researcher.

As for Sheldon Cohen's stress level survey it is very important to add in the methodology that the participants put their name, date, and fill out all ten questions on the survey, so that it is done properly.

Overall, there were some interesting findings. For example, though the stress results came back as insignificant, it was interesting to see that all four participants who had an increase in stress also had an increase in their GPA from the previous playing season. It is difficult to say why that happened, however the participants could have been more focused on their academic during season. However, there are many different factors, besides just GPA and playing time, such as; home life, relationships, and many other, that come into play when trying to determine why an individual might be more stressed than another individual.

Implications for Further Research

There are three main areas that should be considered for future research. First, including a larger number of participants is important. Additionally, instead of using grades from the midpoint of the semester for the posttest, it is recommended to use the final spring GPA of the participants. Lastly, initiate the time management workshop before the semester begins and follow it through all the way until the participants receive their final grades.

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Appendix A

NCAA ACADEMIC REQUIREMENTS AT A GLANCE

ACADEMIC CLASS (SEMESTER OF FULL-TIME ENROLLMENT)	NCAA CONTINUING ACADEMIC ELIGIBILITY REQUIREMENTS
FRESHMAN	<ul style="list-style-type: none"> • Must be enrolled in 12 credit hours at all times to compete and practice • Student-athletes must complete a minimum of 6 hours in the previous full time regular academic term • Student-athletes must complete a minimum of 18 hours during the regular academic year (fall & spring)
SOPHOMORE (entering 3 rd semester)	<ul style="list-style-type: none"> • Must have earned at least 6 credits each semester • Minimum of 18 credit hours must be earned during the fall and spring semesters • Student-athletes must earn a minimum of 24 credit hours (can use summer school hours to meet 24) • Developmental or remedial hours used to meet 24 credit hour rule cannot be used to satisfy credits toward degree • 90% (1.8 GPA) of minimum cumulative grade point average for graduation each semester
JUNIOR (entering 5 th semester)	<ul style="list-style-type: none"> • Must have earned at least 6 credit hours each semester • Must have earned at least 18 credit hours during the regular academic year (fall & spring) • Must have officially declared a major with paperwork on file in the Registrar's office and entered in Banner system • 95% (1.90 GPA) of minimum cumulative grade point average for graduation each semester • 40% of degree must be completed • Graduation audits must be completed prior to the end of the 6th semester
SENIOR (entering 7 th semester)	<ul style="list-style-type: none"> • Must have earned at least 6 credit hours each semester • Must have earned at least 18 credit hours during the regular academic year (fall & spring) • 100% (2.00 GPA) of minimum cumulative grade point average for graduation each semester • 60% of degree must be completed
5TH YEAR SENIOR (entering 9 th semester)	<ul style="list-style-type: none"> • Must have earned at least 6 credit hours each semester • Must have earned at least 18 credit hours during the regular academic year (fall & spring) • 100% (2.00 GPA) of minimum cumulative grade point average for graduation each semester • 80% of degree must be completed
<p>➤ All student-athletes must be considered in good standing as defined by their major department/college</p> <p>➤ Once a student-athlete has officially declared a major, all applicable hours used towards meeting the satisfactory progress requirements must be applicable toward the student's designated degree program</p>	

- Remedial or developmental hours may count as part of the required 24 hours during the first year of college attendance, but may not be used to meet the "percentage of degree" eligibility requirements.
- "Elective" hours can be counted as degree hours **only** if the student's degree program allows for electives.
- Hours cannot be earned for a repeated course that was previously passed.
- Hours cannot be earned for a class passed with a "D" if the major requires the course be passed with a "C" or higher.
- Hours toward a minor can be used for eligibility **only if a minor is required** for the student's degree granting program.
- "Percentage of degree" requirements and grade point average also apply to transfer students.

Note: Student-athletes considering taking courses at another institution while matriculated at DSU, must seek prior approval from your department chair and have the credits you wish to take evaluated and signed-off by the respective chairs on the "Permission to take Courses at another Institution" form. A grade of "C" or higher is required on all courses taken at another institution. Additionally, you must submit an official transcript to the Office of the Registrar to have your grades posted onto your University transcript.

Appendix B
Sheldon Cohen's Perceived Stress Scale

Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts **during the last month**. In each case, you will be asked to indicate by circling *how often* you felt or thought a certain way.

Name _____ Date _____

Age _____ Gender (*Circle*): **M** **F** Other _____

0 = Never 1 = Almost Never 2 = Sometimes 3 = Fairly Often 4 = Very Often

- | | | | | | |
|--|---|---|---|---|---|
| 1. In the last month, how often have you been upset because of something that happened unexpectedly? | 0 | 1 | 2 | 3 | 4 |
| 2. In the last month, how often have you felt that you were unable to control the important things in your life? | 0 | 1 | 2 | 3 | 4 |
| 3. In the last month, how often have you felt nervous and "stressed"? | 0 | 1 | 2 | 3 | 4 |
| 4. In the last month, how often have you felt confident about your ability to handle your personal problems? | 0 | 1 | 2 | 3 | 4 |
| 5. In the last month, how often have you felt that things were going your way?..... | 0 | 1 | 2 | 3 | 4 |
| 6. In the last month, how often have you found that you could not cope with all the things that you had to do? | 0 | 1 | 2 | 3 | 4 |
| 7. In the last month, how often have you been able to control irritations in your life? | 0 | 1 | 2 | 3 | 4 |
| 8. In the last month, how often have you felt that you were on top of things?.. | 0 | 1 | 2 | 3 | 4 |
| 9. In the last month, how often have you been angered because of things that were outside of your control? | 0 | 1 | 2 | 3 | 4 |
| 10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? | 0 | 1 | 2 | 3 | 4 |

Please feel free to use the *Perceived Stress Scale* for your research.

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References

The PSS Scale is reprinted with permission of the American Sociological Association, from Cohen, S., Kamarck, T., and Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 386-396.