Stephen Covey's *The 7 Habits of Highly Effective People* and its effects on self-efficacy and mood states on liberal-arts undergraduate students: A program evaluation.

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Abstract

This study examined the principles presented in *The 7 Habits of Highly Effective People* by Stephen Covey (1989) and tested if they were beneficial to undergraduate students in decreasing negative mood states and increasing self-efficacy during a five-week period. There were three groups (consisting of 30 overall participants) in this study: group one engaged in weekly workshops with the goal of actively practicing Covey's principles; group two read Covey's book without any weekly workshops; and group three was the control group. It was predicted that group one and group two would have significant improvement in their moods and self-efficacy, with group one demonstrating the strongest difference. Moreover, group three was not expected to exhibit any changes. After conducting paired samples t-tests, results indicated a significant decrease in the depression scores for group one. Furthermore, group two results suggested a decrease in the total mood score (TMD) from the Profile of Mood States (POMS) questionnaire, indicating an improvement of overall mood through the duration of the study. Moreover, group three showed a significant decrease in tension during the study. There were no significant results for the College Self-Efficacy Inventory (CSEI) for any of the groups. While this study cannot be generalized to other colleges, it could help future researchers gain a better understanding of the influence that Covey's 7 habits has in a collegiate environment.

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Stephen Covey's *The 7 Habits of Highly Effective People* and its effects on self-efficacy and mood states on liberal-arts undergraduate students: A program evaluation.

Colleges in the United States are full of opportunity because they provide students with a distinct environment to learn and explore various fields of study. College is a vital time for emotional growth as students inherit more freedom to manage their time throughout the day. This challenges students to balance new responsibilities with set priorities because students have to monitor their own academic, personal, and social wellness. Lack of proper coping mechanisms, possibly from poor parenting or poor high-school preparation, may lead a student to adopt an unstable pattern of work and sleep habits. Consequently, these improper coping mechanisms may lead to fluctuations in mood states (Pilcher, 1998). The additional responsibilities and freedom of college culture may be shocking and can lead students to negative thoughts and stressful situations. This negativity may affect many students' self-efficacy, which Hsieh, Sullivan, and Guerra (2007) define as a person's beliefs about their capability to successfully complete a task. However, it is possible that with a new frame of mind and the application of several pre-determined habits provided by Stephen Covey, struggling students may learn to improve their mood states as well as increase their self-efficacy through healthy means. The current study tested if the principles presented in *The 7 Habits of Highly Effective People* by Stephen Covey (1989) were able to decrease the negative mood states and increase the self-efficacy of Allegheny College students.

Why this book?

Stephen Covey's *The 7 Habits of Highly Effective People* has been an influential personal development book for both companies and individuals since 1989. It has sold over 15 million

copies worldwide since its release (Covey, 1989). While Covey's principles have had a positive impact in the business world, there has been little research on its effectiveness at the collegiate level. This study seeks to discover the impact of Covey's 7 Habits at a collegiate level by measuring its impact on the self-efficacy and mood states of college students.

Overview of The 7 Habits

Stephen Covey defines "habits" as the interaction of knowledge, skill, and desire (Covey, 1989). Knowledge allows one to understand what the individual is doing and why they are doing the action. Skill enables the individual to execute the habit, and desire provides the motivation. All three variables are necessary in order to turn an action into a habit, according to Covey. The seven habits presented in this book are as follows: be proactive; begin with the end in mind; put first things first; think win-win; seek first to understand, then to be understood; synergize; and sharpen the saw. All of the habits are intended to be used in conjunction because they are all interdependent of one another. In order to implement the habits effectively, paradigm shifts and an inside-out approach are necessary (Covey, 1989). Paradigm shifts are changes in perception, and the inside-out approach is the idea that change starts from within oneself. The seven habits move through the following stages: first, dependence, a paradigm reflecting an individual relying upon others to complete tasks; second, independence, a paradigm reflecting an individual making his or her own decisions and looking after oneself; and third, interdependence, a paradigm reflecting cooperation between multiple individuals achieving a task that one individual cannot complete alone (Covey, 1989).

Habit 1: Be Proactive. Covey (1989) suggests that some individuals often abide by a deterministic paradigm. There are three widely accepted theories of determinism: first, environmental determinism—someone or something in the environment is responsible for an

individual's situation; second, psychic determinism—childhood experiences are responsible for one's tendencies; and third, genetic determinism—an individual's personality traits and habits are inherited from genetics (Covey, 1989). The deterministic perspective indicates an external locus of control. Roddenberry and Renk (2010) conducted a study suggesting that participants who showed high levels of emotional distress also showed high levels of external locus of control (e.g. when a person attributes the cause of events to external forces, such as fate, god, other individuals, etc.) and low levels of self-efficacy. The results reveal a relationship which suggests that individuals who exhibit high levels of external locus of control (e.g., abiding by a deterministic paradigm) are also prone to higher levels of emotional distress and lower levels of self-efficacy. Furthermore, other researchers have indicated that stressful events lead to clear increases in negative mood states (Clark & Watson, 1988; Smith & Christensen, 1996). If this is the case, it is plausible to assume that individuals with a deterministic paradigm are likely to experience negative mood states as a result of experiencing stressful events. Covey, however, reinforces the idea that individuals have a choice in their reaction to any given circumstance (1989). In order to exert that choice, one must be proactive.

Covey explains that proactivity is more than taking the first step. It means that one should be responsible for his or her life, and that their behavior should be a reflection of their values, rather than a reflection of the environment (1989). This paradigm of proactivity is applicable to college students because students may blame their environment (e.g., homework) for their unhappiness or lack of freedom. Covey states that there is a big difference between people who are proactive and people who are not. The opposite of proactive is reactive. Not only do reactive people allow the physical environment to determine their responses, but they are also likely to have a very negative perception of reality (Covey, 1989). For example, an individual who uses

reactive language may say: “there’s nothing I can do,” “that’s just the way I am,” “he makes me so mad,” “I can’t,” and “I must.” On the contrary, an individual who uses proactive language may say: “let’s look at our alternatives,” “I can choose a different approach,” I can control my own feelings,” “I choose,” and “I prefer” (Covey, 1989, p. 78). Covey’s first habit conveys the large discrepancy between proactive and reactive language.

It is important to become aware of reactive thinking because the lack of awareness could lead to many negative consequences. For example, if an individual says, “I have to do it,” it implies that external circumstances are forcing the individual to complete the action and that there is no freedom for the individual to choose his or her own action (Covey, 1989, p. 78). Continual positive reinforcement of reactive language from the environment, such as interactions with other students with similar paradigms, may lead to a self-fulfilling prophecy. For instance, if a student complained about the difficulty of an upcoming exam to other students with the same paradigm, he or she may start to doubt themselves. If the individual believes that he or she will not be able to get a good grade on the exam, the fear of such failure could lead him or her to actually failing the exam. Later, if the individual begins to victimize himself because of the poor grade, the feelings of victimization may lead to a low locus of control. This, in turn, could lead to other negative consequences. As previously stated, Roddenberry (2010) suggests that low locus of control may lead to higher levels of emotional distress and lower levels of self-efficacy. Thus, this example illustrates the importance of becoming self-aware of proactive versus reactive language.

Covey also discusses the idea of the Circle of Influence, which states that proactive people not only influence themselves with their positive energy, but they influence others as well. Similarly, when an individual becomes more proactive, their Circle of Influence is likely to

increase accordingly. Conversely, when an individual exhibits reactivity, their circle is likely to decrease in size and influence (Covey, 1989).

The principles of proactivity could be very useful for college students because it could help them differentiate proactive thinking from reactive thinking. It could also help them realize that they do have a choice in how they set up their daily routine; this, in turn, could help them feel more comfortable in the college environment. While initiating proactivity, one should also be aware of habit two: begin with the end in mind.

Habit 2: Begin with the End in Mind. Covey introduces the second habit by encouraging the reader to envision his or her own funeral. He brings up the questions: "What would you like each of the speakers to say about you and your life? What character would you like them to have seen in you? What difference would you like to have made in their lives?" (Covey, 1989, p. 97). It is important for these types of questions to be asked because it provides a paradigm of the end of one's life as a frame of reference from which everything else is examined. This allows a person to define long-term goals. Additionally, it could help the individual reflect about what values they want to abide by, what they want to contribute to society, what personal achievements they want to accomplish, how they want to be perceived, etc. (Covey, 1989). This visual exercise could be very helpful for college students because it could help them determine their priorities.

Covey suggests that the most effective way to attain this perspective is by developing a personal mission statement that focuses on the type of individual one wants to become (Covey, 1989). This would be very helpful for college students because it would allow them to refer back to a written document stating their inner beliefs whenever they encounter ethical dilemmas. For example, if a student decides that they do not want to start drinking when they arrive at college,

and if they happen to experience peer pressure, they can refer back to their personal mission statement to help guide their decision. If the individual decides to comply with their original intent of not drinking alcohol, he or she is likely to avoid an internal conflict.

Finally, Covey emphasizes the idea that all things are created twice. The first time is the mental creation of a goal and a vision to complete it. The second time is the physical creation when the process is put into action (Covey, 1989). Being aware that all things are created twice could be very beneficial to college students because it could help them envision their goals and then create a plan to succeed with the physical creation of the goal. For example, if an individual had a goal to get an A in one of their classes (mental creation) and they knew it was going to be a challenging, they could create a plan to successfully translate their first creation, the desire for good grade, into the second creation, getting the good grade. In order to transition from the first to the second creation, an individual must abide by the third habit: put first things first.

Habit 3: Put First Things First. Habits one and two are prerequisites to habit three. Before putting first things first, one must first identify their long-term goals and become aware of his or her own paradigms and proactive nature. After an individual aligns their own paradigms congruently with their values, they can put their goals into action by putting first things first. One way to put first things first is through discipline. Covey states that in order to be an effective person, discipline is a necessary tool (Covey, 1989). In 2005, researchers tested whether self-discipline was a predictor for academic performance (Duckworth & Seligman). Nearly 200 students (83 %) eighth grade participated. Participants were given measures of self-discipline (Eysenck I.6 Junior Impulsiveness Subscale and the Brief Self-Control Scale) and IQ. Results displayed a higher correlation between self-discipline and grade point average (GPA) – $r = .67$ – when compared to IQ and GPA – $r = .32$. Additionally, Duckworth and Seligman (2005)

reported that self-disciple also predicted which students would improve their grades over the course of the school year, whereas, IQ did not" (p. 942). This indicates that self-disciple was a better predictor than intelligence for academic success. If students are able to succeed in their academic goals, they are more likely to experience positive moods (Morisano, 2011).

Covey (1989) suggests that one effective way to learn discipline is through developing good time management skills. To help understand the importance of time management and putting first things first, Covey presents the time management matrix, as shown in Appendix A (1989).

The first quadrant deals with important and urgent activities, and it is called the stress quadrant. It is when one finds him or herself in a crisis situation, close to exams, paper deadlines, dealing with urgent problems, etc. The strategy to counteract the crisis situation is to put first things first (Covey, 1989). The second quadrant deals with the important but not urgent activities, and it is called the value quadrant. It is when one works on their long-term vision and goals. The strategy for this quadrant is to schedule and plan ahead of time, before any tasks become urgent (Covey, 1989). The third quadrant deals with the urgent but unimportant activities, as it is called the deception quadrant. It is when one runs into random phone calls and interruptions, and the strategy for overcoming challenges in this quadrant is to delegate problems (Covey, 1989). The fourth quadrant deals with neither urgent nor important activities, and it is called the regret quadrant. It is when one passes time and focuses strictly on pleasure activities, such as too much internet or television. The strategy to avoid crisis situations is to eliminate unnecessary time-wasters (Covey, 1989).

Ideally, one should spend the most time in quadrant two so he or she would not have to deal with quadrant one or quadrant three, according to Covey. This idea makes sense for college

students because, for example, if students start studying for an exam one week before, rather than two days before, they are less likely to feel stressed; as a result, they would avoid the stress quadrant. Students who engage in procrastination may find themselves in either the stress quadrant or the deception quadrant. In this scenario, stress could potentially lead students to experience negative mood states and engage in other unhealthy habits, such as "all-nighters," which is when a student stays awake during the entire night to study or complete an assignment.

Next, Covey encourages people to schedule their priorities rather than prioritize their schedules (Covey, 1989). One way to become a self-manager is to identify roles (e.g., individual, husband/father, student, manager, etc.), select goals, and schedule. Specifically, Covey suggests weekly scheduling as an effective tool to execute habit three. If college students make a weekly schedule, life may not seem so stressful and overwhelming; everyday life would be structured and more organized. This could help many students avoid procrastination and give them the opportunity to develop better sleep habits. With the combination of habits one, two, and three, an individual can truly become independent (Covey, 1989). The next stage is interdependence, and the fourth habit is Think Win/Win.

Habit 4: Think Win/Win. In habit 4, Covey explains the six paradigms of human interaction. Win/Win is a principle based on the idea that there is plenty for everybody and no one individual has to lose – it is the third alternative. Win/Lose is the idea that there are limited rewards and due to high competition, one must win and the other must lose. Lose/Win comes from people oppositely programmed from Win/Lose. They feel self-pity and are quick to please; they are permissive and allow themselves to get bullied. Lose/Lose situations occur when two highly competitive people interact and each person has to win at all cost, eventually resulting in both individuals losing. Win is the idea that one needs to win at all cost, no matter the obstacles

that stand in the way. Lastly, Win/Win or No Deal is a mindset that if two parties cannot come up with a synergistic solution, then neither party will agree to any deal (Covey, 1989).

Covey identifies Win/Win as the best paradigm out of all six because it reinforces the ideas of abundance and the third alternative, a compromise of two different perspectives. In order to attain a Win/Win frame-of-mind, the author suggests that one must have three essential character traits: integrity, maturity, and an abundance mentality (Covey 1989). When one's external actions are congruent with internal thoughts and values, integrity is achieved. Maturity is the equilibrium between courage and consideration. The third trait, abundance mentality, is the idea that there is plenty out there for everyone and scarcity is not relevant; it allows for mutually beneficial results for all involved parties. The Win/Win paradigm would be very beneficial to college students because it would help ease tension in group projects. The paradigm would increase efficiency and allow for positive thoughts. This, in turn, could help a group get a better grade on the assignment. Another way to approach the Win/Win perspective is to seek first to understand, then to be understood.

Habit 5: Seek First to Understand, Then to be Understood. Covey states that in order to "seek first to understand," one must engage in empathic listening, which is defined as listening with the intent to understand (1989). This is an entirely different paradigm than what most people perceive listening to be, according to Covey. When a person speaks, an individual is listening at one of four levels by either ignoring the words, pretending to listen, selective listening, or attentive listening, according to Covey. The author also states that individuals usually tend to respond in one of four ways to a listener – they evaluate, either agree or disagree, they ask questions from their own paradigm, or they advise – based from their own paradigms. Instead of those four responses, Covey suggests the use of four different skills in empathetic

listening: mimicking content, rephrasing the content, reflecting the speaker's feeling, and rephrasing the content and reflecting the speaker's feeling (1989). Examples are shown in Appendix A.

If one seeks first to understand using Covey's techniques, then seeking to be understood may become exponentially easier. This habit could be very helpful for college students in regards to their social life as well as in the classrooms. For example, if two friends seek only to be understood and fail to understand each other, they may get into an altercation and their friendship may suffer due to a lack of effective communication. Also, if students seek first to understand the teacher in the classroom and then to be understood, the learning within the classroom could prosper. In fact, Major (2008) believes that empathic listening should be utilized within classrooms; Levine (2002) agrees with the perspective and argues that effective communication should be taught in an educational setting because it is the foundation for all relationships. Levine (2002) suggests that communication could be taught to students through role playing the different types of poor listening (pretend listening, selective listening, etc.). Then, the students could practice role playing the different types of genuine listening (mimicking content, reflecting feeling, etc.). This would help students recognize the difference between poor listening versus empathic listening (Major, 2008). If empathic listening was utilized in the classroom, it would result in habit 6 – synergy.

Habit 6: Synergize. Covey defines synergy as the whole is greater than the sum of its parts. He also states that synergy is everywhere. For example, "if you plant two plants close together, the roots comingle and improve the quality of the soil so that both plants will grow better than if they were separated" (Covey, 1989, p. 262). It requires open communication from both parties, as it allows for Win/Win opportunities, according to Covey. Synergy can occur in

business meetings, classrooms, or any situation involving two parties who are open to understanding each other's paradigm. If there are high levels of trust and cooperation, synergistic solutions can be achieved (Covey, 1989).

This habit can be applied to college students when they engage in group assignments. If two students were to have separate or opposing ideas, it may require much thought to come up with a solution in order to complete the goal of the group as well as keep all members happy. In addition to group assignments, this habit is especially applicable to classrooms, especially discussion-based seminars. If there is high trust and cooperation between the teacher and students, the classroom could become fun, and learning could become effortless. It would result in a Win/Win for the teacher and the students. The ideal environment for synergy can be created if both sides approach the situation seeking first to understand, then to be understood and a Win/Win paradigm. If the teacher and the students are willing to work with one another to achieve a common goal – to learn the subject at hand – it is likely that synergy could result. If synergy is the outcome, then it would likely bring about positive moods for all parties involved because in order to achieve synergy and abide by a Win/Win paradigm, one needs a positive frame of mind (Covey, 1989).

If two individuals or two companies abide by habit four (think Win/Win), habit five (seek first to understand, then to be understood), and habit six (synergy), interdependence can be achieved. This could result in various positive outcomes for both sides. The application of these habits by college students could help tremendously within and out of classrooms. The final step is to sharpen the saw, which are principles of balanced self-renewal.

Habit 7: Sharpen the Saw. Covey begins the chapter by telling a story about a man who is chopping down a tree. However, readers are told that his saw is dull. Because it is dull, it is

takes him an agonizingly long time to accomplish the task. A second person in the story tells him to sharpen the saw so that he can speed up his progress (Covey, 1989). This exemplifies that individuals should sharpen their "tools" in order to be effective in all areas of life and to successfully apply all seven habits. Covey then presents the four dimensions of renewal: physical, spiritual, mental, and social/emotional (as shown in Appendix A) (1989).

The physical dimension emphasizes taking care of the physical body. This includes eating well, exercising regularly, maintaining good sleep habits, and limiting stress. Engaging in physical exercise may help the brain be at an optimal state for learning (Dickmann & Stanford-Blair, 2002). Major (2008) asserts that schools should encourage students to eat healthy and exercise regularly. Next, the social and emotional dimension promotes healthy relationships, synergy, and intrinsic security. The spiritual dimension represents one's center or value system. It is highly related to habit two (begin with the end in mind) because the personal mission statement helps define clear long-term goals and important core values. Activities in this dimension include meditation and daily prayer. The mental dimension emphasizes brain stimulation. This includes reading literature and studying for exams. This dimension is related to habit three (putting first things first). For example, one must schedule ahead of time, in order to ensure there is enough time to study for certain exams and still manage other areas of life well.

The four dimensions of renewal are meant to help individuals balance all of the habits together and balance various areas of their lives. Covey suggests individuals should abide by The Daily Private Victory – a minimum of one hour a day in renewal of the physical, spiritual, social, and mental dimensions (Covey, 1989). The author states that if individuals are not self-aware and aiming for improvement, they may "become like groveling animals who live primarily for survival and propagation" (Covey, 1989, p. 305). If they align themselves with specific value-

based principles, they will be able to accurately interpret the paradigms of the world and the people in it. Achieving unity within one's self is the ultimate goal (Covey, 1989). Covey quotes Ralph Waldo Emerson to exemplify the result of applying the book: "That which we persist in doing becomes easier—not that the nature of the task has changed, but our ability to do has increased" (Covey, 1989, p. 318).

Research Studies related to the 7 Habits

Although there has been limited research regarding Covey's 7 habits, this section will provide a review of the past studies relating to Covey's 7 habits and its impact on early education. In 2000, Anderson conducted a study in which second, third, and fourth graders were taught the 7 habits in a California school in one hour sessions for 10 weeks through group discussions. Anderson also surveyed the parents and interviewed the teachers. After the implementation of the 7 habits, 85 % of the parents reported an improvement in their child's behavior and attitudes. Likewise, teachers also noted that students held positive perceptions in the classroom (Anderson, 2000). However, a limitation of the study is that the surveys were not tested for proper validity or reliability.

Moreover, students in the Joliet Township High School in Joliet, Illinois were trained in Covey's 7 habits through group discussions. In 2000, a survey was developed for the high school students to measure the impact of the 7 habits. After approximately 500 students participated in this study, results indicated a growth in every area of the 7 habits (Covey, 1998). In particular, the self-concept construct showed the largest improvement, increasing from a mean of 3.57 to a mean of 4.50 eighteen weeks later. Additionally, 90 % of the students also agreed with statements which reflected positive private victory (habits 1, 2, and 3); these statements revolved around goal setting and high self-efficacy beliefs.

Furthermore, Major (2008) conducted a study which implemented the principles of Covey's book into a K-8 school program. The school adopted the 7 habits in 2005. First, the teachers were trained in the habits so that they could teach the students through workshops. Then, the students would practice the habits and even teach other new students who were unfamiliar with Covey's principles. The goal of the school was to promote students and faculty to actively engage in the 7 habits in order to create an open and unifying educational experience. Moreover, there were many posters and messages in the halls of the school to provide additional exposure to the students (Major, 2008).

The researcher used both quantitative and qualitative methods for data collection; Major (2008) used questionnaires, observational data, focus group data, and document content analysis. After the integration of the 7 Habits, the results indicated positive perceptions from teachers, students, and parents. However, the results suggested that in order for the habits to be fully learned and used properly, the participants needed consistent exposure to the habits. This may be a result of the implementation of the habits being new to the students. Another school, such as A.B. Combs Leadership Magnet Elementary School in North Carolina, has implemented Covey's 7 habits for a much longer time. Thus, it has allowed the students to assimilate to the changes (Major, 2008).

There were many limitations to Major's study. For example, the implemented program was new. Thus, there may have been many confounding variables; for example, the lack of experience in teaching the 7 habits for the teachers could have limited the understanding of Covey's principles for the students. Additionally, there was a low rate of response from the parent survey; only about 20 % of the parents responded. Furthermore, the research results from Major's study may not be directly generalizable to other schools or students.

As previously mentioned, the A.B. Combs Leadership Magnet Elementary School implemented the 7 Habits into its curriculum and philosophy (Major, 2008). After 18 months, the reading and math test scores for the school drastically improved. Before the implementation, 67 % of the students performed at or above grade level on the North Carolina End of Grade tests. After the implementation, 94 % of the students performed at or above grade level on the same exams (Major, 2008). This indicates that Covey's principles had a positive impact on the education system.

College Students and Mood States

It is common for adolescents to experience disruptions in their mood states when they leave home for college (Kline, 2007). Levinson (1996) argued that the transition to college can lead to "great potential for conflict and confusion" (P. 166). Kline (2007) argued that for most adolescents, when they transition to college, it may be the last time that they perceive home as their permanent residence. As a result, Kline (2007) explained that exchanging a safe place for a novel one may lead to intense feelings of anxiety. Additionally, Rickinson and Rutherford (1995) discovered that students often withdraw or drop out of universities as a result of emotional reasons. This research indicates that for adolescents, transitioning from high school to college may generate emotional distress due to a combination of internal and external influences. It is important to note that some adolescents begin to experience negative emotions even before beginning their academic career (Kline, 2007).

Not only are college students experiencing negative emotions, but they are also feeling depressed and having suicide ideations, according to various studies. At the American Foundation for Suicide Prevention at Emory University, Garlow (2007) conducted a college screening project with 729 students over a three school-year period. He discovered that 16.5 %

of the student body in his study reported an episode of self-harm or a past suicide attempt. Nearly 20 % of those students admitted to having suicidal ideation (Garlow, 2007). Furthermore, nearly 84 % of the students with suicidal ideation and 85 % of the depressed students were not receiving any form of psychiatric treatment (Garlow, 2007). Moreover, when the American College Health Association conducted the National College Health Assessment for the Spring of 2011, results showed that 26.9 % of males and 33.3 % of females "felt so depressed that it was difficult to function" in the past 12 months (ACHA-NCHA, 2011, p. 17). This research indicates two things: first, depression and suicide ideation are prevalent in the college atmosphere; and second, some students are not being properly treated for the negative emotions and thoughts they are experiencing.

Because negative emotions are prevalent in college students, it is important to determine ways to prevent or limit those experiences. Pritchard, Wilson, and Yamnitz (2007) conducted a longitudinal study which discovered that optimism and self-esteem predicted better physical and psychological outcomes. The study also suggested that many undergraduate students often experience declines in physical and psychological health and attitudes (Pritchard, Wilson, & Yamnitz, 2007). Because the results indicated that college students experience a great amount of emotional distress, the researchers suggested that college counseling centers should create stress relief workshops to help alleviate the negative emotions experienced by the students (Pritchard, Wilson, & Yamnitz, 2007). In the same way, the current study can be a workshop or a program for students to help manage negative emotional experiences. Specifically, if this study can help students decrease their negative mood states, they may be able to experience better physical and psychological health.

College Students and Self-Efficacy

Self-efficacy is defined as a person's belief in their capability to successfully complete a task (Hsieh, Sullivan, & Guerra, 2007). Self-efficacy has been described as an important component for successful learning because it has been correlated with positive constructs, such as academic achievement and satisfaction. For example, research suggests that there is a high correlation between self-efficacy and college achievement (Multon, Brown, & Lent, 1991; Zimmerman, 2000). One particular study investigating self-efficacy and goal orientation at an undergraduate level indicated a significant relationship between self-efficacy and student GPAs (Hsieh, Sullivan, & Guerra 2007). This relationship indicates that if students are able to increase their self-efficacy, they may be able to achieve higher academic grades in their undergraduate studies. Furthermore, researchers have found a correlation between self-efficacy and several motivational constructs, such as perseverance and goal setting (Barry & Finney, 2006; Schunk & Ertmer, 1999). One study reported that students with higher academic standing who were more motivated to accomplish their academic goals in college also had a stronger belief that they could outperform students with lower academic standing in completing academic tasks. (Hsieh, Sullivan, & Guerra 2007). This indicates that students with higher academic standing are more likely to hold higher self-efficacy beliefs. Many researchers have concluded that self-efficacy is a strong predictor of achievement (Bandura, 1997; Hsieh, Sullivan, and Guerra, 2007; Lane & Lane, 2001).

In addition to predicting achievement, self-efficacy has been tested on its ability to predict college satisfaction. Dewitz and Walsh (2002) tested 312 undergraduate students at a large Midwestern university to measure college student satisfaction by using the College Student Satisfaction Questionnaire (CSSQ) and self-efficacy by using several measures including the

College Self-Efficacy Inventory (CSEI). The results showed that college self-efficacy was a significant predictor of college satisfaction. If the participants in the current study report higher self-efficacy scores after the application of the seven habits, based on the studies above, it would indicate that students who exhibit higher self-efficacy are likely to experience greater academic achievement and a higher satisfaction from college.

Moreover, higher self-efficacy has been linked to student's engagement in more educated-related activities. During a psychometric investigation of the CSEI, Gore, Leuwerke, and Turley (2005) discovered that higher scores on a self-efficacy subscale were significantly correlated with "higher expectations of participation in library activities, course learning, course writing, general reading and writing, and scientific and quantitative activities" (p. 230). In addition to academia, researchers have suggested that self-efficacy is important to the personal adjustment and overall wellness of students (Gore, Leuwerke, & Turley, 2005; Solberg & Villareal, 1997).

Summary of Literature Review

In this literature review, Covey's 7 habits have been explored, the previous studies relating to Covey's principles have been addressed, the relationship between college students and mood states has been introduced, and the topic of self-efficacy in college students has been presented. These themes were carefully considered during the evaluation and the implementation of this study.

Hypothesis

This section will provide the hypothesis for this study. However, in order to understand the hypothesis, it is important to have a preliminary understanding of the design of the study and the instruments used to measure the dependent variables.

In the current study, there were three groups. Group one participants learned about Covey's 7 habits by reading the book and engaging in weekly workshops. Although group two participants also read Covey's book, they did not engage in any weekly workshops. Group three participants were the control group; they were not be exposed to Covey's 7 habits. Furthermore, the POMS (Profile of Mood States) was used to measure the mood states of the participants. Additionally, the CSEI (College Self-Efficacy Inventory) was used to measure the self-efficacy of the participants. It is also important to note that this study abided by a pretest posttest design. The researcher's hypotheses are presented in the following paragraphs.

POMS. Based on the previously discussed research, it was predicted that Covey's *The 7 Habits of Highly Effective People* would have an overall positive influence on the mood states and self-efficacy levels of Allegheny College students.

In particular, it was predicted that after learning and implementing the principles from Covey's 7 habits, group one participants would experience a significant decrease in negative mood state scores from the POMS. The investigator predicted that the scores for the five negative mood subscales (Tension-Anxiety, Anger-Hostility, Fatigue-Inertia, Depression-Dejection, and Confusion-Bewilderment) along with the TMD (Total Mood Disturbance score) from the POMS would decrease while the positive subscale, Vigor-Activity, would increase.

For group two, the investigator predicted that the subscales for the POMS would all be show significant differences. However, it was predicted that significant differences for group two would not be as strong as the significant differences found in group one. This was predicted because group two participants did not engage in discussions to implement Covey's principles.

Lastly, the investigator predicted that group three (control group) would exhibit no significant differences in the mood state scores. This was predicted because group three was not

manipulated by the researcher. If there were any significant differences, they would be a result of extraneous variables, such as tension from academia or personal stressors.

CSEI. For group one, the investigator predicted that the participants' self-efficacy scores from the CSEI would increase. For group two, the same patterns of results were predicted. However, it was predicted that the results would be moderately significant because group two participants did not engage in the weekly workshops. For group three, the investigator predicted that there would be no significant differences in their self-efficacy scores.

Methods

Participants

Participants consisted of a convenience sample of 30 undergraduate college students who were recruited from within the psychology department at a small northwestern Pennsylvania liberal arts school. Based on the nature of the study and the time constraints for this research project, 30 participants were chosen. The researcher considered increasing the sample size to 60 or 90 participants. However, due to a lack of resources (e.g., the site for the study was at a small liberal arts school, not a large state school) and a strict time frame (e.g., the research had to be conducted within a five week period), the researcher chose the sample size to be 30 participants. All of the participants were randomly assigned into one of the three groups. Group one and group two experienced different experimental conditions while group three was the control group.

Two participants (one in group one, and another in group two) dropped out of the study as a result of personal reasons. These participants were removed from the data analysis. The average age of the remaining 28 students was 19.54 years (SD = .962). Additionally, half of the sample size (50 %) was male, and the other half (50 %) was female. It should also be noted that

89 % of the entire sample was Caucasian. In particular, all participants in group one were Caucasian; 89 % of group two was Caucasian; and 80 % of group three was Caucasian. Otherwise, there were two participants who were Hispanic/Latino, and one participant who reported that they were multi-ethnic/multi-cultural. Furthermore, participants potentially received extra credit points from their classes; it was based on the discretion of their professor.

Measures

During the pretest, participants filled out a demographic survey, the POMS, and the CSEI. The Profile of Mood States (POMS) was used to measure mood, and the College Self-Efficacy Inventory (CSEI) was used to measure self-efficacy. Both the POMS and the CSEI can be found in Appendix B and Appendix C, respectively. Moreover, the demographic survey can be found in Appendix D.

Specifically, the POMS and the CSEI were used in this study because of the positive psychometric properties they have consistently shown (Curran, 1995; Gore, Leuwerke, & Turley, 2005). In particular, the POMS – a 60 question 5-point Likert scale – exhibited excellent internal consistency of subscales, ranging from 0.63 (confusion) to 0.96 (depression) (Curran, 1995). Furthermore, multiple factor-analytic studies confirmed the six factors (Curran, 1995). Additionally, the POMS showed high concurrent validity with the Beck Depression Inventory (BDI) and the Minnesota Multiphasic Personality Inventory- 2 (MMPI-2) (Curran, 1995).

Similar to the POMS, the CSEI also exhibited excellent internal consistency scores of its subscales, ranging from 0.83 to 0.92 (Gore, Leuwerke, & Turley, 2005). Recent studies have revealed that a three-factor structure using only 15 of the 20 items was the ideal structure (Barry & Finney, 2009). Barry and Finney (2009) recommended that the five original items from the survey should be removed because the items lacked construct validity. However, the remaining

15 items consistently revealed high validity in their respective constructs. Thus, the current study used the three-factor model to score the CSEI. Furthermore, there is no total score for the CSEI because the Self-Efficacy theory states that "efficacy beliefs are domain specific" (Barry & Finney, 2009, p. 200). As a result, the CSEI has different sub scales. In the three-factor model with the 15 items, the CSEI measures self-efficacy with three subscales – course efficacy (pertaining to course performance), roommate efficacy (reflecting the nature of interactions with roommates), and social efficacy (relating to a student's interpersonal and social adjustment to the college atmosphere) (Barry & Finney, 2009).

In addition to taking the POMS and the CSEI, group one and group two were given a weekly survey – a likert-type scale, which measures mood state, self-efficacy, and the effectiveness of each reading. The weekly surveys were different for group one and group two. The scales were developed by the researcher and are presented in Appendix E and Appendix F, respectively. Lastly, all participants in group one were given notebooks to write reflections to prompts presented by the researcher. This data was collected and used for qualitative interpretation.

Procedure

After IRB approval, all interested participants were randomly assigned to three different groups. Each group contained 10 participants. All groups abided by the pretest posttest design by taking the CSEI and the POMS. Group one and group two were given Covey's *The 7 Habits of Highly Effective People* to read during a five week period. Group three, however, was not exposed to Covey's 7 habits. Group one met for weekly workshops with the investigator for the five week period, and each meeting lasted for one hour. Although group two also read the book, they did not meet for the duration of the study (besides the pretest and posttest). Additionally,

group two completed the weekly surveys online every week; the weekly surveys were presented online because the internet platform eliminated the bias that may have been created if the group would have met in person. Furthermore, group three did not meet with the investigator during the five week period; they only took part in the pretest and posttest.

During recruitment, the interested participants were not aware of the number of or the purpose of the different groups in the study. All groups met at different times for the testing phase so that the participants from each group were not exposed to the other treatments. The investigator told the participants in each group to avoid sharing their responsibilities or the design of their group to anyone (especially other students from the other groups). The deception in this study was intended to reduce response bias from all participants for the CSEI, the POMS, and the weekly surveys.

The pretest was conducted during the week before the first meeting. When the students arrived, they were handed two copies of the informed consent to read and sign. The investigator explained the informed consent thoroughly by presenting their rights as a research participant. At the end of the meeting, the investigator answered questions from the participants. Out of the two copies, one copy of the informed consent was retained by the participant, while the other one was collected by the investigator and stored in a confidential location within the psychology department. The investigator reminded all participants that the procedures assigned to them were completely voluntary and that they could leave the study any time.

Group One. The researcher conducted each weekly meeting through the following procedures. The first ten minutes was a review of the previous habit(s). The next forty-five minutes consisted of a presentation conducted by the investigator; the investigator discussed and elaborated on one habit per meeting (except week four which combined habits 4, 5, and 6). This

time period also included all of the activities suggested by Covey's 7 Habits (including personal goal setting, scheduling weeks, etc.). The final five minutes was used for notebook reflections. Specifically, students answered the following question: how can you apply this habit to your daily life? Furthermore, students completed a weekly survey at the end of each meeting. All reflection notebooks and weekly surveys were retained by the investigator. Moreover, it is important to note that week 4 consisted of three habits because there was a limited time frame in which this study could be conducted; the experiment had to be completed in 5 weeks. Habits 4, 5, and 6 were chosen to be presented together because they make up the "Public Victory." These habits are designed to help individuals function better in a group setting; they all work in harmony (Covey, 1989).

Moreover, during each meeting, the participants received a worksheet, developed by the researcher, with the main points of the habit that was being covered for the respective week (as shown in Appendix G). The worksheets contained important definitions and relevant charts from Covey's book. All definitions and charts were properly cited on the worksheets. The meetings were interactive and discussion was highly encouraged. For example, the participants engaged in many of the activities that Covey suggested in the book. Additionally, participants often discussed their own reflections regarding Covey's habits within the context of their life (as provided in the discussion section).

Teaching Theory. The structure of the workshops for group one was based on student-centered teaching methods. Greeson (1988) conducted a study in which he measured student-centered teaching methods versus teacher-centered teaching methods. Student-centered teaching methods includes personal goal-setting, monitoring discussions, and adhering to student learning styles, while teacher-centered teaching methods includes a strict lecture format, comparative

grades, and formal exams. Results from the Greeson (1988) study revealed the student-centered teaching to be favorable. In fact, there was greater collaboration within the student population, and between students and the facilitator. Furthermore, the students asked significantly more questions and shared more information during discussions (Greeson, 1988). Replication analysis confirmed the findings and conveyed highly favored student-centered teaching to be superior over teacher-centered methods (Greeson, 1988).

The student-centered teaching model was ideal for the structure of the weekly meetings in the current study because Covey's book encourages similar components, such as personal goal-setting and reflection. Because the learning was not based off of the teacher-centered methods, participants did not have to worry about formal exams, hard deadlines, or grades. The discussions created from the book attempted to allow for an engaging learning environment focused strictly on the students.

Group Two. Group two took part in the pretest, posttest, the demographic survey, and weekly surveys. Participants received and submitted the weekly survey online during a scheduled time. Additionally, group two was also responsible for reading the book during the five weeks. The goal was to have group two participants read at the same pace as group one.

Group Three. Group three took part in the pretest, posttest, and the demographic survey.

Posttest. The posttest was conducted within the following week after the final meeting (week five). Similar to the pretest, all groups met at separate times. After the participants completed the two inventories (POMS & CSEI), the investigator revealed the intention of the study and the reason behind each group. Next, all of the students received the debriefing forms (as shown in Appendix H). Finally, the investigator answered all of the participants' questions.

Results

The purpose of this study was to conduct a program evaluation to discover to what extent the integration of Covey's 7 Habits in a college atmosphere would influence the mood states and the self-efficacy of college students. This study used a program design that included data collection from multiple questionnaires (POMS, CSEI, and the weekly survey), observations of students, and qualitative document analysis. This chapter presents the results for this study.

Group One

POMS. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the POMS. There was a significant difference in the scores for the Depression-Dejection pretest (M = 12.570, SD = 13.214) and posttest conditions (M = 5.430, SD= 10.486); t(6) = 3.250, p = .017. There was a decrease in the means from the pretest to the posttest for the Depression-Dejection subscale. There were no significant differences in the pretest and posttest conditions for the following subscales: Tension-Anxiety, Anger-Hostility, Vigor-Activity, Fatigue-Inertia, and Confusion-Bewilderment. Additionally, the Total Mood Disturbance score (TMD), the summation of the subscales, was not significant. Table 1 in the appendix illustrates the paired samples statistics, and Table 2 presents the results from the paired samples t-test.

Next, the results showed a significant correlation in the scores for the Depression-Dejection pretest and posttest conditions; r = .905, p = .005. However, there were no significant correlations in the scores for Tension-Anxiety, Anger-Hostility, Vigor-Activity, Fatigue-Inertia, Confusion-Bewilderment, and the TMD. These results are displayed in Table 3 in the appendix. The significant correlation indicates that if this study was conducted again with the same

circumstances (e.g., population, environment, etc.), it would allow the researchers to predict that the Depression-Dejection scores would be significant from the pretest to the posttest.

Initially, a box and whisker plot was conducted for the POMS and the CSEI to detect any outliers. In regards to the POMS, the results revealed that subjects 5 and 9 were outliers in the pretest scores for Depression-Dejection, Vigor-Activity, Fatigue-Inertia, and the Total Mood Disturbance score (TMD). In particular, subjects 5 and 9 scored 98 and 102, respectively, in the pretest TMD. The rest of group one averaged a median of 40 and a maximum score of 50. After conducting statistical analysis for the POMS with subjects 5 and 9, group one's data confirmed the researcher's hypothesis for group one by showing a significant decrease in negative mood states from the pretest to the posttest. However, after excluding subjects 5 and 9, group one's data failed to show a significant difference between the pretest and the posttest. Because subject 5 and 9 were outliers, it was clear that group one was no longer a normal sample with subjects 5 and 9 as a part of the data. Thus, subjects 5 and 9 were removed from the statistical analysis for the POMS.

Moreover, the box and whisker plots did not show any outliers for the CSEI. As a result, subjects 5 and 9 were kept in the analysis for the CSEI data. The box and whisker plots for the pretests of the POMS and CSEI are presented as Figure 1 and Figure 2, respectively.

CSEI. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the CSEI. Table 4 illustrates the paired samples statistics while Table 5 presents the results from the paired samples t-test. Furthermore, Table 6 displays the results from the paired samples correlations for group one.

There were no significant differences in the pretest and posttest conditions for the three CSEI subscales: Social Self-Efficacy, Roommate Self-Efficacy, and Course Self-Efficacy.

However, there was a significant correlation in the scores for the Social Self-Efficacy pretest and posttest conditions; $r = .717$, $p = .030$. Additionally, there was a significant correlation in the scores for the Roommate Self-Efficacy pretest and posttest conditions; $r = .772$, $p = .015$. Course Self-Efficacy, on the other hand, did not exhibit a significant correlation between the pretest and posttest scores. The significant correlations indicate that if this study was conducted again with the same circumstances (population, environment, etc.), it would allow future researchers to predict that the Social and Roommate self-efficacy scores for group one would not be significant from the pretest to the posttest.

Weekly Surveys. A repeated measures ANOVA was used to analyze the results from the weekly surveys. Mauchly's Test of Sphericity indicated that the assumption of sphericity had not been violated for any of the six questions from the weekly survey. If, however, Mauchly's test was violated, by displaying a significant result of a $p < .05$ level, then it would indicate an increased chance of a Type 1 error. A Type 1 error occurs when a test rejects a true null hypothesis. In other words, a Type 1 error would present a significant effect when there was not a significant relationship. However, the weekly surveys for group one did not violate the assumption of sphrecity. As a result, a paired samples t-test was conducted to identify any patterns between week 1 and week 5 for group one. Results revealed that there were no significant differences found in the weekly survey scores between week 1 and week 5.

Group Two

POMS. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the POMS. There was a significant difference in the scores for the Vigor-Activity pretest ($M = 10.000$, $SD = 5.612$) and posttest conditions ($M = 4.670$, $SD = 3.391$); $t(8) = 2.796$, $p = .023$. There was a decrease in the means from the pretest

to the posttest for the Vigor-Activity subscale. Furthermore, there was a significant difference in the scores for the TMD pretest ($M = 27.330$, $SD = 23.087$) and posttest conditions ($M = 10.110$, $SD = 20.127$); $t(8) = 2.614$, $p = .031$. There was a decrease in the means from the pretest to the posttest for the TMD score. There other subscales, however, did not show a significant difference between their pretest and posttest conditions; these subscales included Tension-Anxiety, Depression-Dejection, Anger-Hostility, Fatigue-Inertia, and Confusion-Bewilderment. Table 7 illustrates the paired samples statistics for group two while Table 8 presents the results from the paired samples t-test.

Next, the results showed a significant correlation in the scores for the Tension-Anxiety pretest and posttest conditions; $r = .752$, $p = .019$. Additionally, there was a significant correlation in the scores for the Depression-Dejection pretest and posttest; $r = .695$, $p = .038$. The TMD in addition to other subscales did not show any significant correlations between the pretest and posttest conditions; the subscales included Anger-Hostility, Vigor-Activity, Fatigue-Inertia, and Confusion-Bewilderment. These results are displayed in Table 9.

CSEI. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the CSEI. Table 10 illustrates the paired samples statistics while Table 11 presents the results from the paired samples t-test. Furthermore, Table 12 displays the results from the paired samples correlations for group two.

There were no significant differences in the pretest and posttest conditions for the three CSEI subscales: Social Self-Efficacy, Roommate Self-Efficacy, and Course Self-Efficacy. However, there was a significant correlation in the scores for the Course Self-Efficacy pretest and posttest conditions; $r = .920$, $p < .001$. This significant correlation indicates that if this study was conducted again with the same circumstances (population, environment, etc.), researchers

would be able to predict that the Course self-efficacy scores for group two would not be significant from the pretest to the posttest.

Weekly Surveys. A repeated measures ANOVA was used to analyze the results from the weekly surveys. Mauchly's Test of Sphericity indicated that the assumption of sphericity had not been violated for any of the three questions for group two. As a result, a paired samples t-test was conducted to identify any trends between week 1 and week 5. Results indicated that there was a significant difference for question two – "my self-efficacy today" – and question three – "the amount I learned from the reading this week." The results from question 2 revealed that there was a significant difference between week 1 (M = 3.110, SD = .601) and week 5 (M = 3.780, SD = .441), t(8) = -4.000, p = .004. This indicated an increase in the means from week 1 to week 5. The results for question 3 revealed that there was a significant difference between week 1 (M = 2.110, SD = 1.054) and week 5 (M = 3.330, SD = 1.000), t(8) = -5.500, p = .001. Similar to question 2, the means for question 3 increased from week 1 to week 5. Question 1 – "my mood state today" – however, did not show a significant difference from week 1 to week 5. These results are presented in Table 13.

Group Three

POMS. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the POMS. Table 14 illustrates the paired samples statistics while Table 15 presents the results from the paired samples t-test. Furthermore, Table 16 displays the results from the paired samples correlations for group three.

The results revealed that there was a significant difference in the scores for the Tension-Anxiety pretest (M = 5.300, SD = 2.791) and posttest conditions (M = 10.300, SD = 4.668); t(8) = –3.459, p = .007. Although the mean scores increased from the pretest to the posttest

conditions for the Tension-Anxiety scores, the subscale was still significant. Furthermore, there were no significant differences for group three in the pretest and posttest conditions for the TMD and the following subscales: Depression-Dejection, Anger-Hostility, Vigor-Hostility, Fatigue-Inertia, and Confusion-Bewilderment. Additionally, there were no significant correlations in the scores for the TMD or any of the subscales.

CSEI. A paired samples t-test was conducted to see whether there was a difference between the pretest and the posttest conditions for the CSEI. Table 17 illustrates the paired samples statistics while Table 18 presents the results from the paired samples t-test. Furthermore, Table 19 displays the results from the paired samples correlations for the three groups.

The results revealed that there were no significant differences in the pretest and posttest conditions for the three CSEI subscales: Social Self-Efficacy, Roommate Self-Efficacy, and Course Self-Efficacy. However, there was a significant correlation in the scores for the Social Self-Efficacy pretest and posttest conditions; $r = .829$, $p = .003$. The significant correlation indicates that if this study was conducted again with the same circumstances (population, environment, etc.), researchers would be able to predict that the Social self-efficacy scores for group three would not be significant from the pretest to the posttest.

Mixed Between-Within Subjects ANOVA

A mixed between-within subjects analysis of variance was conducted to assess the impact of the three different interventions (group one, group two, group three) on participants' scores on the POMS, across two time periods (pre-intervention and post-intervention). There was a significant interaction for the POMS, Wilks' lambda = .014, $F(2, 26) = 61.446$, $p < .001$, partial eta squared = .986. However, the Mauchly's Test of Sphericity indicated that the assumption of sphericity had been violated, $p < .001$. As a result, the Bonferroni correction test was conducted.

Results from the Bonferroni correction indicated that there were no significant differences between any of the groups. These results are illustrated in Table 20.

Discussion

The purpose of this study was to conduct a program evaluation to discover to what extent the incorporation of Covey's 7 Habits in a college atmosphere would influence the mood states and self-efficacy of college students. This chapter discusses the implications of the results, the limitations of the study, and suggestions for future research.

Group One

POMS. First, the investigator hypothesized that the negative mood state scores from the POMS would decrease. For group one, who received the treatment of reading the book and attending weekly workshops in order to learn and implement the principles in their lives, it was predicted that the scores for the five negative mood subscales (Tension-Anxiety, Anger-Hostility, Fatigue-Inertia, Depression-Dejection, and Confusion-Bewilderment) from the POMS would decrease while the sixth subscale, Vigor-Activity, would increase. The only significant difference was found with the Depression-Dejection subscale. This indicates that there was a decrease in the Depression-Dejection scores in group one after the participants engaged in the Stephen Covey's 7 Habits program. The TMD, the summation of the subscales, and other five subscales, however, did not confirm the hypothesis. This section will discuss possible reasons for the significant difference in the Depression-Dejection subscale.

In 2011, the ACHA (American College Health Association) conducted the National College Health Assessment which revealed that 26.9 % of males and 33.3 % of females "felt so depressed that it was difficult to function" (ACHA-NCHA, 2011, p. 17). Furthermore, nearly 84 % of the students with suicidal ideation and 85 % of the depressed students were not receiving

any form of psychiatric treatment (Garlow, 2007). The recent research identifies that depression is prevalent in the collegiate atmosphere. Moreover, it identifies that most of the depressed students are not receiving any form of treatment to help alleviate their symptoms. Consequently, the students are still experiencing depression. Because many students are accumulating emotional distress, researchers have suggested the implementation of stress relief workshops (Pritchard, Wilson, & Yamnitz, 2007). In the same way, the weekly workshops for group one were meant to decrease the negative mood states of the participants.

Marzano (2001) argues that if a student experiences a negative affect in school, then it is important for him or her to become aware of their state because "awareness of one's emotional associations provides the opportunity for some control over them" (p. 103). The idea of gaining control and awareness over one's emotional state reflects the first habit – be proactive. The habit suggests that individuals should embrace their freedom to choose their reaction to their environments, rather than automatically reacting (Covey, 1989). According to the qualitative responses, group one participants expressed that after reading Covey's book, they were more aware of themselves when they reacted negatively to situations. For example, subject 7 said, "Sometimes things may be out of our hands, yet one thing is always true: we have the choice of how we feel. We control our feelings. I need to keep this in mind every day when I wake up." Subject 8 added, "I can live a more productive and happy life by not allowing the social mirror to influence me… I can make my own decisions." During the workshop discussions, participants said that they would continue to recognize their negative emotions in the future and instead of automatically reacting, they would exercise their freedom to choose how they want to react in any given situation. This recognition and awareness could help many students manage their negative emotions because it may give them a sense of control (Marzano, 2001).

Group one participants experienced a significant decrease in a negative mood state – depression – by engaging themselves in Covey's principles. The implementation of the first habit – be proactive – may have helped students improve their overall mood and in turn decrease their depression score. Another tool that may have helped the participants is the personal mission statement.

After writing down personal mission statements – a written document that focuses on the type of individual one wants to become (Covey, 1989) – many participants discussed how they could be more congruent with their goals in the future. Subject 2 said, "With so many things occurring at this school, it can be easy to lose yourself in a moment, to forget what is truly important and instead take the easier path. By beginning to write my mission statement and focusing on my true priorities, I hope to learn to make better decisions for myself." The participants stated that this statement would be especially useful when they encounter ethical dilemmas in their future because referring back to the mission statement would remind them of their implicit beliefs. Although it may be challenging, the participants stated that they realized that their congruence with their goals would likely decrease any cognitive dissonance that they would experience in any uncertain situations. If group one participants experienced congruency between their external actions and their implicit goals, it is likely that their negative moods decreased. This may have been a reason why group 1 depression scores significantly decreased from the pretest to the posttest. Another reason that may have helped the participants improve their mood states is organization.

Next, in habit 3 (think first things first), Covey suggested the utilization of weekly planners in order to keep track of one's priorities and goals for each day. During the week three workshop, many participants stated that they found this habit to be very valuable. In subject 2's

reflection, it said, “Since I do not plan my week, my days are usually hectic and unproductive. Thus, I really like the idea of planning the entire week.” Many participants agreed that this habit could help them stay organized. If they could stay organized, it would be easier for them to stay disciplined. If the participants stayed disciplined in their goals, then their locus of control likely increased. This cycle could be a likely reason for the decrease in the depression scores.

Covey states that in order to be an effective person, discipline is a necessary tool (Covey, 1989). Duckworth and Seligman (2005) tested nearly 200 students to see whether self-discipline was a strong predictor for academic performance. Results indicated that self-discipline was a more robust predictor of academic success than IQ. Additionally, Duckworth and Seligman (2005) reported that “self-disciple also predicted which students would improve their grades over the course of the school year, whereas, IQ did not” (p. 942). This indicates that if students stay self-disciplined in utilizing and abiding by their weekly planners, it may be easier for them to achieve their academic goals. During the week three workshop, many participants agreed that if they could successfully achieve their academic goals, they would be extremely happy.

Moreover, many participants enjoyed learning about habit 5 – seek first to understand, then to be understood – because of its usefulness in their daily lives. This habit focused on empathic listening, which Covey defines as listening with the intent to understand the mindset and frame of reference of the speaker (1989). Costa and Kallick (2000) agree that listening is an important skill that needs to be taught. They noted that “55 % of a person’s life is spent listening, yet it is one of the least taught skills” (p. 24). Levine (2002) said that in order to learn how to communicate effectively, students should practice role playing the different types of poor listening skills: ignoring the words, pretend listening, and selective listening. Then, the participants should practice role playing the different types of empathic listening skills:

mimicking content, rephrasing the content, reflecting the speaker's feeling, and rephrasing the content and reflecting the speaker's feeling. As a part of the week four workshop, the participants engaged in Levine's role playing activity. In their reflections, many participants were thankful for learning this important skill. For example, subject 3 said, "Recently, I experienced a tragic incident. A relative of one of my closest friends passed away. In that situation, there was nothing I could do for her except listen. I actually used these techniques and helped her a lot… I was really glad to have read this book or else I think I would have been at a loss for words." Without the help of habit 5, subject 3 would not have been able to control her emotions; instead, she would have been confused (e.g. "I would have been at a loss for words.") This is a prime example of how Covey's principles can be utilized effectively to manage relationships and emotions.

Many group one participants noted in their reflections that by following the principles of empathic listening, they were able to improve their personal relationships. Many students expressed that maintaining personal relationships with friends was a big priority for them. If they could repair or prevent future relationships from faltering, many participants said that they would be extremely happy with themselves. In other words, the principles of empathic listening are likely to bring about positive feelings for many students if they are able to maintain their current relationships. This habit may have been an important reason why students experienced a decrease in the depression-dejection subscale from the pretest to the posttest. Another habit that may have contributed is the final one – sharpen the saw.

Covey argues that in order to live a balanced life, individuals should "sharpen the saw" by following the Daily Private Victory, which states that an individual should engage in a minimum of one hour a day in renewal of the physical (going to the gym), spiritual (meditation,

praying), social (spending time with friends, family), and mental dimensions (studying). Covey argues that the Daily Private Victory will help an individual achieve intrinsic security (1989). Major (2008) argues that self-renewal can benefit students in an educational setting. After conducting longitudinal studies and field experiments, Pellegrini and Bohn (2005) concluded that recess can improve students' attention during class. "Unstructured breaks from demanding cognitive tasks seem to facilitate school learning, as well as more general social competence and adjustment to school" (Pellegrini & Bohn, 2005, p. 17).

During the final workshop, the participants discussed the importance of the Daily Private Victory and living a balanced life. Subject 2 said, "To me, sharpening the saw is all about taking time for yourself. Let's be honest, college life sucks sometimes. I mean, between classes, homework, reading, papers, jobs, sports, clubs, and who know what else, it can be easy to lost track of yourself, to get so caught up in all your responsibilities that you eventually burn out. This habit is working to prevent that. No matter how hectic your week, it's important to carve out a little 'me time'... It is vital to find time to 're-energize.'" Subject 7's journal said, "A lot of the time I operate on auto-pilot or rather mindlessly… Perhaps if I were more mindful and 'sharpened my saw' more often, I would be more effective as a person. That's what I hope for." The reflections from the final habit indicate that the participants may be able to live a balanced life if they abide by Covey's principles.

The journal responses indicate that the group one participants attempted to implement Covey's principles into their lives. If the participants were able to become more aware of their negative reactions, abide by their long-term goals, maintain organization, hold positive relationships, and live a balanced life by abiding by the Daily Private Victory, then it is plausible to assume that they experienced fewer negative emotions, such as depression. As a result of their

experience, the participants showed a significant decrease in their depression scores from the pretest to the posttest.

There may be several reasons why the other five subscales in group one were not significant from the pretest to the posttest. For example, many extraneous variables may have influenced the participants to maintain their negative mood levels. Another reason was identified during a weekly workshop. During a discussion, many participants pointed out that they had already been following some of the principles from the book without even knowing that it had a specific name. For example, habit 5 – seek first to understand, then to be understood – states that empathic listening (or listening with empathy) is a great way to foster important relationships. In week four, one participant said that they had been taught by their parents to listen with empathy. That subject had done it so much that they began to do it unconsciously. This example illustrates how group one participants may have already maintained low scores in the five negative mood state subscales because they may have already been practicing some of the techniques taught in the book.

CSEI & Weekly Surveys. The current study proposed that the participants' self-efficacy scores from the CSEI would increase from the pretest to the posttest. The results did not confirm this hypothesis because there was no significant difference from the pretest to the posttest for group one. A possible explanation for this occurrence could be because self-efficacy is a trait, and not a state. Reigeluth (1983) defined both traits and states; he said, "traits are student characteristics that are relatively constant over time…whereas states are student characteristics that tend to vary during individual learning experiences" (p. 32). Because self-efficacy is a trait, it is appropriate for the self-efficacy of the participants in this study to stay stable during the duration of the experiment.

However, it is important to note that there were significant correlations between the pretest and the posttest for all three groups. This indicates that if this study was conducted again, it would be plausible to predict that the self-efficacy scores for group one would not be significant. Furthermore, the results from the weekly surveys indicated that there was not a significant difference for any of the questions in the survey.

It is important to note that although the self-efficacy scores from the CSEI did not show any significant differences, the self-efficacy construct itself can exhibit a change, even though it is a trait. In fact, the self-efficacy construct showed a change in the weekly surveys for group two (from week 1 to week 5); this is explained further in a later section.

Group Two

POMS. For group two, who received the treatment of reading the book, the investigator predicted that the subscales for the POMS would all be significant. However, it was predicted that significant differences for group two would not be as strong as the significant differences found in group one. This was predicted because group two participants did not engage in discussions to implement Covey's principles. Results from the group two analysis revealed that the Vigor-Activity subscale and the TMD confirmed the hypothesis by showing a significant difference from the pretest to the posttest. The other five subscales, however, did not confirm the prediction.

Group one participants expressed their thought process through their reflections. While group two did not have the opportunity to write their own reflections, it is possible that they may have gone through a similar reflective process where they attempted to apply Covey's principles to their lives. Group two participants, however, did not have the opportunity to engage in weekly workshops, where they received consistent exposure to Covey's principle. Major (2008)

conducted a study which implemented the principles of Covey's book into a K-8 school program. Although the results revealed positive perceptions from teachers, students, and parents, the results suggested that in order for the habits to be fully learned and used properly, the participants needed consistent exposure to the habits. The only way group two participants received consistent exposure was if the individual consistently read and consciously tried to implement the habits. Group one participants, however, had consistent exposure of Covey's habits as a result of the weekly workshops. Nevertheless, group two participants experienced a significant increase in the positive mood subscale – Vigor-Activity – from the pretest to the posttest.

It is possible that group two participants may have read more consistently than group one participants because group one participants may have relied on learning the 7 habits from the weekly workshops. Group two participants, on the other hand, may have taken full responsibility on themselves to learn and implement Covey's principles. Group one participants may have completed the reflection process because it was a part of the weekly workshop. Group two participants, on the contrary, may have experienced the reflection process for the 7 habits because they felt a responsibility within themselves to attempt to understand Covey's principles. This may be a reason why the TMD score, a summation of the negative mood scales, for group two was significantly lower from the pretest to the posttest. This change indicates that the mood states of group two participants improved from the pretest to the posttest because the compilation of their negative mood states (TMD) during that time period decreased.

CSEI & Weekly Surveys. The current study proposed that the participants' self-efficacy scores from the CSEI would increase. The results did not confirm this hypothesis because there was no significant difference between the pretest and the posttest score for the CSEI. Again, this

makes sense because self-efficacy is a stable trait, not a state. However, it is important to note that there were significant correlations between the pretest and the posttest for all three groups. This indicates that if this study was conducted again, it would be plausible to predict that the self-efficacy scores for group one would not be significant.

The results from the weekly surveys, however, indicated that there was a significant difference between the means for question 2 – my self-efficacy today. In fact, the analysis showed an increase from week 1 to week 5. This pattern suggests that the self-efficacy of participants in group two increased from week 1 to week 5. This may have occurred as a result of the applications of Covey's principles (as described in the previous section).

This has important implications for group two participants because self-efficacy has been positively correlated with several positive constructs. In particular, research has shown that self-efficacy has been positively correlated with college achievement (Multon, Brown, & Lent, 1991; Zimmerman, 2000). Additionally, self-efficacy has proven to be a strong predictor of college achievement (Bandura, 1997; Hsieh, Sullivan, & Guerra, 2007; Lane & Lane, 2001) and college satisfaction (Dewitz & Walsh, 2002). This research indicates that group two participants who experienced an increase in self-efficacy are likely to experience higher college achievement (by achieving a higher GPA) and higher college satisfaction.

Purdie, Hattie, and Douglas (1996) noted that, according to the social cognitive theory, the self-efficacy beliefs of an individual are very influential in the process of learning for a student. In particular, the self-efficacy beliefs have the ability to influence the learning strategies used by the individual. The results for the group two weekly surveys showed an increase in the self-efficacy scores from week 1 to week 5. Consequently, the results imply that because the self-efficacy scores were increasing, the participants may have learned through actively thinking

about the different habits. This would be another reason why group two participants showed a significant decrease in the TMD score from the pretest to the posttest. Group one weekly surveys did not show a significant increase in the self-efficacy scores from week 1 to week 5. Thus, that may be a potential reason why group one did not experience a significant decrease in its TMD score from the pretest to the posttest.

Group Three

POMS. The investigator predicted that group three (control group) would exhibit no significant differences in its scores. The results revealed that one subscale – Tension-Anxiety – did not confirm the hypothesis because it showed a significant decrease in scores from the pretest to the posttest. The other five subscales along with the TMD did not display any fluctuations in scores during the duration of the experiment.

The results indicate that there was an improvement in the moods of group three participants. This may have resulted from a combination of extraneous factors. . Although these same extraneous variables could have influenced group one and group two, it is important to value the role of extraneous factors more for group three because group three did not experience any manipulation from the researcher. One possible reason for the improvement in the mood could have been the placement of the posttest; the posttest occurred a few days before spring break. Additionally, the participants may have experienced better moods as a result of the drastic improvement from the weather in Meadville, PA (the location of the study) from the pretest to the posttest. This claim is supported by a study from Keller et al. (2005), which revealed that pleasant weather (higher temperatures) improves moods.

CSEI. The current study proposed that the participants' self-efficacy scores from the CSEI would not fluctuate for group three. The results confirmed this hypothesis. Reigeluth

(1983) has identified self-efficacy as a stable trait. Because self-efficacy is a trait, it is appropriate for the self-efficacy of the participants in this study to stay stable during the duration of the experiment, especially because the group is not being manipulated.

Limitations of the Study

There were many limitations to this study. First, since the researcher (Jigar Jethva) was the presenter of the program (discussion of the seven habits) for group one, he may have shown certain biases while presenting. For example, if there was a pre-formed relationship between a participant and the researcher, the participant may be swayed to believe in the presented information. Because the presenter was not professionally trained in teaching a course, group one participants may have been hindered from fully learning Covey's principles. Additionally, although the researcher followed specific instructions for administering the pretest and the posttest, participants may have experienced demand characteristics. After learning about the purpose of the study, the participants may have reported higher scores for the pretest and lower scores for the posttest.

Another limitation is that the changes in the group one scores may be due to maturation. Because the study occurred over a five week period, the participants may have learned to adapt and grow during the time period of the experiment. Additionally, the different groups may have experienced maturation at different rates.

Moreover, it was difficult to measure to what extent group one and group two participants implemented Covey's habits. The reflections from some of the group one participants indicated that they were implementing Covey's principles outside of the workshops. For example, subject 3 wrote that she used the teachings from habit 5 (seek first to understand, then to be understood) to help manage foster a relationship with a close friend who had recently

experienced a personal loss. Nevertheless, it is still uncertain to what extent, if at all, the participants exercised the principles outside of the workshops. Due to the design of group two, it is even more difficult to understand how the participants implemented Covey's habits into their lives.

Furthermore, because the study was five weeks long, external factors may have affected both the mood state scores of the participants. Due to the duration of the study, two participants dropped out. This decreased the power of the current study because it reduced the total sample size from 30 to 28. Additionally, because there were two outliers in the pretest scores for the POMS, the total sample size decreased again for the statistical analysis. This decreased the power of the study even further.

Next, the results are not generalizable because there was no random sampling in this study. Moreover, three habits (habits 4, 5, and 6) were taught in one session during week 4 of the experiment. This was done because there was a limited time frame in which this study could be conducted; the experiment had to be completed in 5 weeks. Also, habits 4, 5, and 6 were chosen to be presented in one week because, according to Covey, these habits make up the public victory. The public victory includes habits 4, 5, and 6 because they are targeted to help individuals become better members of a group so that the focus is not on the individual, but rather the community. Thus, Covey called those habits "the public victory." Habits 1, 2, and 3 are focused on helping the individual function more effectively as a person, rather than helping the individual function better in a group. Covey called the compilation of the first three habits "the private victory." Because the habits from the public victory are geared towards helping businesses function better (Covey, 1989), the researcher decided to focus on all three habits in one workshop. If the time frame of the study had allowed the experiment to be conducted in 7

weeks (one workshop for each habit) rather than 5 weeks, then group one and group two participants may have been able to gain a better understanding about Covey's habits.

Recommendations for Future Research

If this study was replicated, it would be essential to increase the sample size. Additionally, this experiment should be conducted over a 9 week period. For group one, the first week would cover the introduction and the last week could provide a workshop on how to apply these principles after the program. The 7 weeks in between would be the learning period for each habit. If these changes were made, it would be very interesting to see the results.

Furthermore, the weekly survey in this study was measured with a 5 point likert-type scale. Instead of presenting the participants with a broad question about mood – "Your mood state today" – the weekly survey could have had six different questions, reflecting each subscale from the POMS. Because the mood state of an individual can be so complex, it would make sense to break the construct down, as the POMS does, into six different sub-constructs to get a better understanding of the participant's mood. The likert-type question in the current weekly survey provides participants with the opportunity to report whether they are feeling *very unhappy, unhappy, neither happy or unhappy, happy, or very happy*. The current design of the question is very limited for the participant. For example, if the participant was feeling a great deal of tension, but was not very angry or depressed, this distinction could not be made based on the current presentation of the question. Instead, providing the participant with six different questions would provide a better understanding for the researcher to see how the manipulation of the independent variable (s) was affecting the mood states construct of the participant.

Moreover, if Covey's 7 Habits book was implemented in a college curriculum, it would be interesting to see its impact on the college students. As described in the literature review, 18

months after a school in North Carolina – A.B. Combs Leadership Magnet Elementary School – implemented the 7 Habits into its curriculum and philosophy, the reading and math test scores for the school drastically improved. Furthermore, after the implementation, exam scores soared from 67 % of the students performing at or above grade level to 94 % of the students performing at or above grade level on the same exams (Major, 2008). Thus, it would be interesting to see the impact of Covey's 7 Habits on an entire college population. It may result in better preparation for students transitioning from high school to college.

Conclusion

The current study conducted a program evaluation of Stephen Covey's *The 7 Habits of Highly Effective People* in order to see how it would influence the mood states and self-efficacy of undergraduate students. Results indicated that Covey's 7 habits influenced the participants by increasing their Vigor-Activity scores (group 2) and decreasing their Depression-Dejection (group 1) and TMD scores (group 2). This suggests that there was a significant improvement in the mood states of Allegheny College students. The current study offers a glimpse of how Covey's 7 Habits can influence students in the college atmosphere. With further research, it will be interesting to see what more can be learned about the 7 habits' impact on the ever-changing paradigms of college students.

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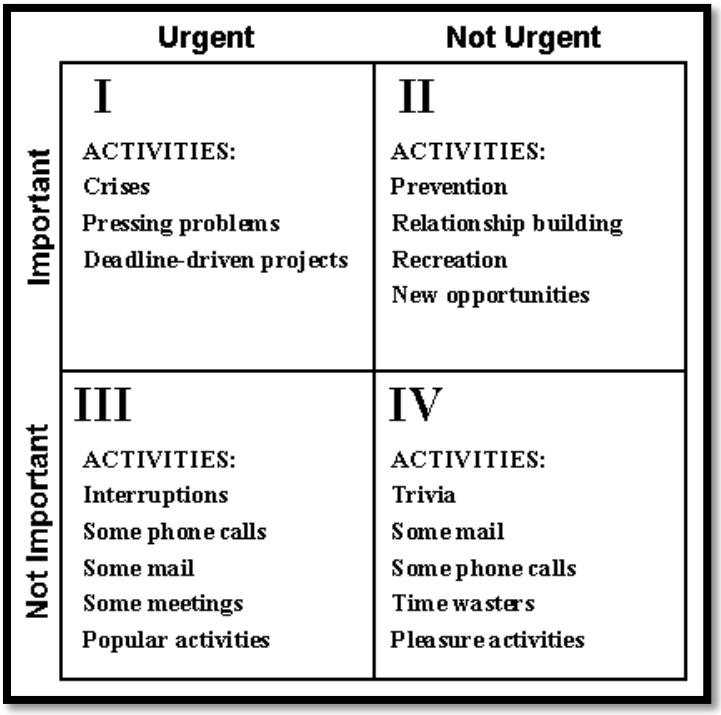
Appendix A

Seek First to Understand, Then to be Understood

Skill	Example
Mimic Content	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You've had it. You think school is for the birds."
Rephrase the content	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You don't want to go to school anymore."
Reflect the feeling	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You're feeling really frustrated."
Rephrase the content and reflect the feeling	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You're really frustrated about school."

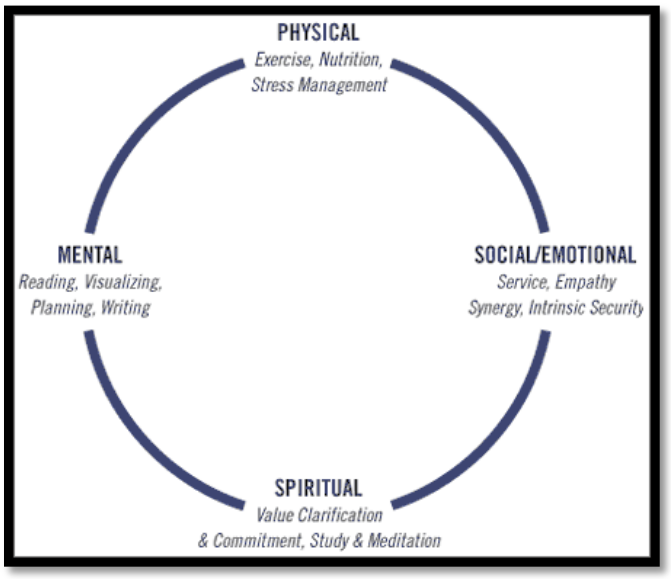
(Covey, 1989, p. 78)

Time Management Matrix



(Covey, 1989, p. 151)

Four Dimensions of Renewal



(Covey, 1989, p. 288)

Appendix B

DATA BUSINESS FORMS S63021

POM180

POMS™ Standard Form

BY DOUGLAS M. McNAIR, Ph.D., MAURICE LORR, Ph.D., JW P. HEUCHERT, Ph.D., & LEO F. DROPPLEMAN, Ph.D.

Client ID: _____ **Age:** _____ **Gender:** Male Female (Circle one)

Birth Date: ___/___/___ (Month / Day / Year) **Today's Date:** ___/___/___ (Month / Day / Year)

To the Administrator:

Place a checkmark ✔ in one box to specify the time period of interest.

To the Respondent:

Below is a list of words that describe feelings that people have. Please read each word carefully. Then circle the number that best describes

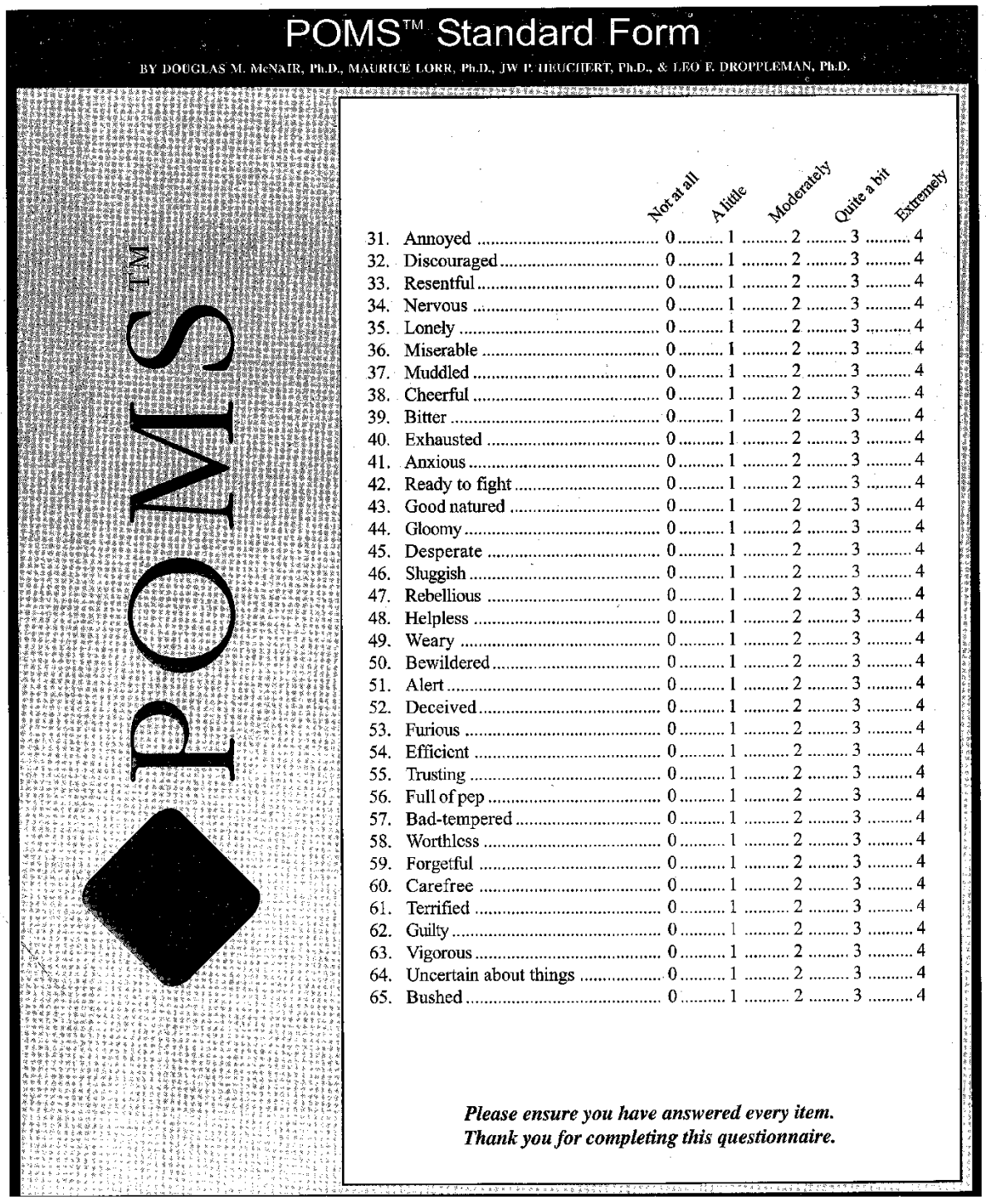
- ☐ how you have been feeling during the PAST WEEK, INCLUDING TODAY.
- ☐ how you feel RIGHT NOW.
- ☐ other: _____

If no box is marked, please follow the instructions for the first box.

POMS™

		Not at all	A little	Moderately	Quite a bit	Extremely
1.	Friendly	0	1	2	3	4
2.	Tense	0	1	2	3	4
3.	Angry	0	1	2	3	4
4.	Worn out	0	1	2	3	4
5.	Unhappy	0	1	2	3	4
6.	Clear-headed	0	1	2	3	4
7.	Lively	0	1	2	3	4
8.	Confused	0	1	2	3	4
9.	Sorry for things done	0	1	2	3	4
10.	Shaky	0	1	2	3	4
11.	Listless	0	1	2	3	4
12.	Peeved	0	1	2	3	4
13.	Considerate	0	1	2	3	4
14.	Sad	0	1	2	3	4
15.	Active	0	1	2	3	4
16.	On edge	0	1	2	3	4
17.	Grouchy	0	1	2	3	4
18.	Blue	0	1	2	3	4
19.	Energetic	0	1	2	3	4
20.	Panicky	0	1	2	3	4
21.	Hopeless	0	1	2	3	4
22.	Relaxed	0	1	2	3	4
23.	Unworthy	0	1	2	3	4
24.	Spiteful	0	1	2	3	4
25.	Sympathetic	0	1	2	3	4
26.	Uneasy	0	1	2	3	4
27.	Restless	0	1	2	3	4
28.	Unable to concentrate	0	1	2	3	4
29.	Fatigued	0	1	2	3	4
30.	Helpful	0	1	2	3	4

Please flip over.
Items continue on the back page...



POMS™ Standard Form

BY DOUGLAS M. McNAIR, Ph.D., MAURICE LORR, Ph.D., JW P. HEUCHERT, Ph.D., & LEO F. DROPPLEMAN, Ph.D.

POMS™

		Not at all	A little	Moderately	Quite a bit	Extremely
31.	Annoyed	0	1	2	3	4
32.	Discouraged	0	1	2	3	4
33.	Resentful	0	1	2	3	4
34.	Nervous	0	1	2	3	4
35.	Lonely	0	1	2	3	4
36.	Miserable	0	1	2	3	4
37.	Muddled	0	1	2	3	4
38.	Cheerful	0	1	2	3	4
39.	Bitter	0	1	2	3	4
40.	Exhausted	0	1	2	3	4
41.	Anxious	0	1	2	3	4
42.	Ready to fight	0	1	2	3	4
43.	Good natured	0	1	2	3	4
44.	Gloomy	0	1	2	3	4
45.	Desperate	0	1	2	3	4
46.	Sluggish	0	1	2	3	4
47.	Rebellious	0	1	2	3	4
48.	Helpless	0	1	2	3	4
49.	Weary	0	1	2	3	4
50.	Bewildered	0	1	2	3	4
51.	Alert	0	1	2	3	4
52.	Deceived	0	1	2	3	4
53.	Furious	0	1	2	3	4
54.	Efficient	0	1	2	3	4
55.	Trusting	0	1	2	3	4
56.	Full of pep	0	1	2	3	4
57.	Bad-tempered	0	1	2	3	4
58.	Worthless	0	1	2	3	4
59.	Forgetful	0	1	2	3	4
60.	Carefree	0	1	2	3	4
61.	Terrified	0	1	2	3	4
62.	Guilty	0	1	2	3	4
63.	Vigorous	0	1	2	3	4
64.	Uncertain about things	0	1	2	3	4
65.	Bushed	0	1	2	3	4

Please ensure you have answered every item.
Thank you for completing this questionnaire.

Appendix C

Number: _____ **Date: _____**

College Self-Efficacy Inventory (CSEI)

The following 20 items concern your confidence in various aspects of college. Using the scale below, please indicate how confident you are as a student at Allegheny College at successfully complete the following tasks. If you are extremely confident, mark a 10. If you are not at all confidence, mark a 1. If you are more or less confident, find the number between 10 and 1 that best describes you. Item responses are aggregated across all student respondents in order to better understand how confident the "average" Allegheny College student feels. Levels of confidence vary from person to person, and **there are no right or wrong answers; just answer honestly.**

1	2	3	4	5	6	7	8	9	10
Not at all Confident									**Extremely Confident**

1. Make new friends at college. _____
2. Divide chores with others you live with. _____
3. Talk to university staff. _____
4. Manage time effectively. _____
5. Ask a question in class. _____
6. Participate in class discussions. _____
7. Get at date when you want one. _____
8. Research a term paper. _____
9. Do well on your exams. _____
10. Join a student organization. _____
11. Talk to your professors. _____
12. Join an intramural sports team. _____
13. Ask a professor a question. _____
14. Take good class notes. _____
15. Get along with others you live with. _____
16. Divide space in your residence. _____
17. Understand your textbooks. _____
18. Keep up to date with your schoolwork. _____
19. Write course papers. _____
20. Socialize with others you live with. _____

Appendix D

Demographics Survey

Number: _____
Date: _____

1. What sex do you primarily identify as?
    a. Male
    b. Female

2. Would you describe yourself as:
    a. American Indian/ Native American
    b. Asian
    c. Black/ African American
    d. Hispanic/ Latino
    e. White/ Caucasian
    f. Pacific Islander
    g. Multi-ethnic/ Multi-racial
    h. Other: _____

3. What is your current class standing?
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior

4. What is your Major (anticipated major)? _____

5. Are you currently employed? _____
    a. If so, how many hours a week do you work on average? ____

Appendix E

Number: _____ Date: _____

Weekly Survey

1. My mood state coming into this session

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

2. My self-efficacy level coming into this session

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

3. The amount I learned from reading this week

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

4. The amount I learned from the meeting today

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

5. My mood state after this session

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

6. My self-efficacy level after this session

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

(1) – Very Low/ Very Unhappy
(2) – Low/ Unhappy
(3) – Neither High or Low/ Neither Happy or Unhappy
(4) – High/ Happy
(5) – Very High/ Extremely Happy

Self-efficacy – a person's belief about their capabilities to successfully complete tasks.

Appendix F

Number: _____ Date: _____

Weekly Survey

1. My mood state today

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

2. My self-efficacy level today

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

3. The amount I learned from reading this week

(1) _____ (2) _____ (3)_____ (4)_____ (5)_____

(1) – Very Low/ Very Unhappy
(2) – Low/ Unhappy
(3) – Neither High or Low/ Neither Happy or Unhappy
(4) – High/ Happy
(5) – Very High/ Extremely Happy

Self-efficacy – a person's belief about their capabilities to successfully complete tasks.

Appendix G

7 HABITS:

PRIVATE VICTORY

1 – Be Proactive

2 – Begin with the End in Mind

3 – Put First Things First

PUBLIC VICTORY

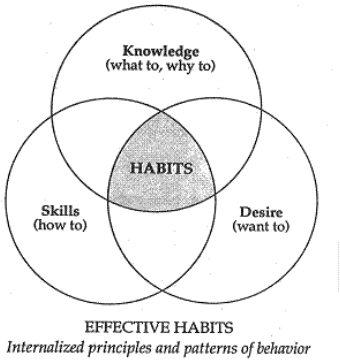
4 – Think Win/Win

5 – Seek First to Understand, Then to be Understood

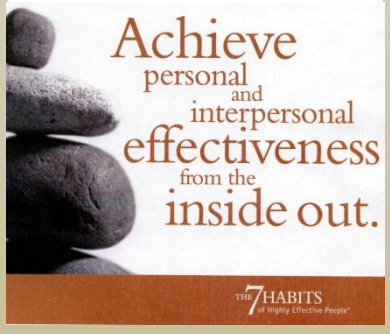
6 – Synergize

RENEWAL

7 – Sharpen the Saw



EFFECTIVE HABITS
Internalized principles and patterns of behavior



Week 1

WELCOME TO THE

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

BY: STEVEN COVEY

Main Terms:

Paradigm – could mean "a model, theory, perception, assumption, or frame of reference." P. 23

Habits – is "the intersection of knowledge, skill, and desire." P. 49

Effectiveness – consists of what is produced or generated and the capacity it is produced.

Inside-Out approach

- If change is to occur, it begins from within

HOW EFFECTIVE DO YOU WANT TO BE?

WHY DO YOU WANT TO BE EFFECTIVE?



Words of Wisdom:
We are what we repeatedly do.
Excellence, then, is not an act, but a habit.

ARISTOTLE

That which we persist in doing becomes easier – not that the nature has of the task has changed, but our ability to do has increased.

RALPH WALDO EMERSON

HABIT 1: PROACTIVITY

Main Terms:

PROACTIVITY – It is more than just taking the initiative. It is when one choses to empower the things that controls him or her. It is the opposite of Reactive. Pg 70-71
Social Mirror – How does society see you? It is the social paradigm. P. 67
Environmental Determinism – when "someone or something in your environment is responsible for your situation." P. 68
Reactive people – allow the physical environment to determine their responses.
Have's vs. Be's – P. 89
Circle of Influence – P. 81-94

How can I apply this to my life?

- College students often blame their environment (homework) for their unhappiness or lack of freedom. What should you do? → BE PROACTIVE.
- Recognize when people engage in reactive thinking and remove yourself from the situation. Go find others who engage in PROACTIVE thinking.
- Students – You have a choice in how you set up your daily routine. BE PROACTIVE.
- Expand your Circle of Influence.

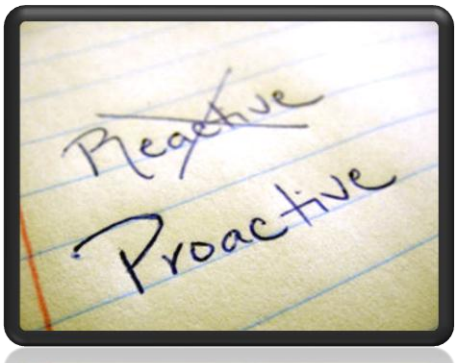
WHAT TYPE OF PERSON DO YOU WANT TO STRIVE TO BE?

Reactive Language	**Proactive Language**
There's nothing I can do	Let's look at our alternatives
That's just the way I am	I can choose a different approach
He makes me so mad	I can control my own feelings
I can't	I choose
I must	I Prefer

Words of Wisdom:

I know of no more encouraging fact than the unquestionable ability of man to elevate his life by conscious endeavor.

HENRY DAVID THOREAU





Habit 2: BEGIN WITH THE END IN MIND

Main Terms/ Ideas

Begin with the End in Mind – application of this principle occurs when one obtains a paradigm of the end of his or her life as a frame of reference by which everything else is examine. "Each part of life can be examined in the context of the whole, of what really matters most to the individual." P. 98

All things are Created Twice

- ✓ Mental creation of goal and vision to complete it (Wanting to get an A in class)
- ✓ Physical creation (Getting the A)

"If we do not develop our own self-awareness and become responsible for first creations, we empower other people and circumstances outside our Circle of Influence to shape much of our lives by default."

- × "We already live the scripts handed to us by family, friends, pressures of circumstances, conditioning."
- × Are you ready to begin writing your own scripts? Creating your own Creations?

How can I apply this to my life?

- A personal statement can be extremely beneficial. After writing one's goals on paper, it can be referred to in times of crisis or confusion. Priority setting can be highly beneficial.
- All things are created twice: If an individual wants an A in class (first creation), creating a plan (still first creation) can be essential for the person to follow through with the physical creation (getting the A).





Words of Wisdom

What lies behind us and what lies before
us are tiny matters compared to what lies within us
OLIVER WENDELL HOLMES

Habit 3: *FIRST THINGS FIRST*

Major Terms/ Themes:

Independent Will – "is the ability to make decisions and choices and to act in accordance with them" P. 148
Discipline P. 148
Time Management – "organize and **execute** around priorities" P. 148
Coherence – the harmony between your vision, goals, priorities, and discipline. P. 160
Striving for Quadrant II – long-term vision and goals; plan ahead of time, before anything become urgent. P. 162

"What one thing could you do (you aren't doing now) that if you did on a regular basis, would make a tremendous positive difference in your personal life?" P. 146

How can I apply this to my college life?

- Eliminate time-wasters – Are you spending too much time on Facebook? Don't lie
- Learn to say "No" (could be useful before one commits to a large number of groups)
- Prioritize your priorities and clarify the expectations that you put on yourself
- Organize and schedule your entire week
- Don't procrastinate; study ahead of time → PUT FIRST THINGS FIRST



Words of Wisdom

Things which matter most must never be at the mercy of things which matter least

GOETHE



TIME MANAGEMENT MATRIX

	Urgent	Not Urgent
Important	**I** ACTIVITIES: Crises Pressing problems Deadline-driven projects	**II** ACTIVITIES: Prevention Relationship building Recreation New opportunities
Not Important	**III** ACTIVITIES: Interruptions Some phone calls Some mail Some meetings Popular activities	**IV** ACTIVITIES: Trivia Some mail Some phone calls Time wasters Pleasure activities



HABIT 4: THINK WIN/WIN



Main Terms

Win/Win – frame of mind that constantly seeks mutual benefit in all human interactions P. 207
Win/Lose – "If I win, you lose." P. 207
Lose/Win – "I lose, you win; go ahead - have your way with me" P. 209 These people pity themselves and are quick to please or appease.
Lose/Lose – "when two stubborn, ego-invested individuals interact, result will be lose/lose" P. 210
Win – "people with the Win mentality don't necessary want someone else to lose; what matters is that they get what they want." P. 210
Win/Win or No Deal – if both parties cannot come to a solution with comprimise, then neither party will agree to any deal. P. 213
Abundance mentality – "the paradigm that there is plenty out there for everybody" P. 219

How can I apply this to my life?

- Ingrain the abundance mentality.
- Think Win/Win during group assignments.
- Be open to compromising and finding another alternative
  - Could involve academia, personal relationships, athletics, etc.



Words of wisdom

We have committed the Golden Rule to memory; let us now commit it to life.

EDWIN MARKHAM



HABIT 5: *SEEK FIRST TO UNDERSTAND, THEN TO BE UNDERSTOOD*

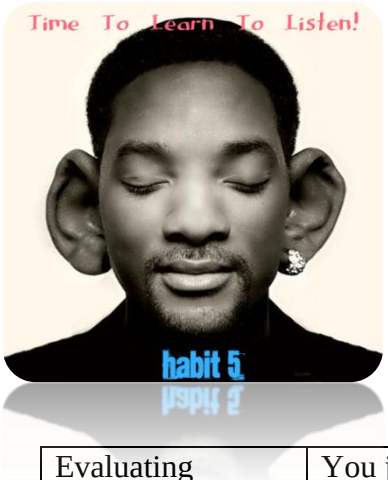
How do you listen? P. 240

- Ignoring – not listening at all. P. 240
- Pretending – "Yeah. Uh-huh. Right." P. 240
- Selective listening – hearing only certain parts of the conversation. P. 240
- Attentive listening – paying attention and focusing energy on the words that are being said. P. 240
- **Empathic listening** – is listening with the intent to *understand*. To really understand. It involves understanding and getting into the mindset and frame of reference of the speaker. P. 240

Empathic Listening

Skill	Example
Mimic Content	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You've had it. You think school is for the birds."
Rephrase the content	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You don't want to go to school anymore."
Reflect the feeling	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You're feeling really frustrated."
Rephrase the content and reflect the feeling	Child: "Boy, Dad, I've had it! School is for the birds!" Dad: "You're really frustrated about school."

"We typically seek first to be understood. Most people do not listen with the intent to understand; they listen with the intent to reply. They're either speaking or preparing to speak." P. 239



How can I apply this to my life? ---

- Empathic listening can be an extremely valuable tool in communication
- Abiding by habit 5 may help personal relationships prosper
- Habit 5 may be a great resource during interviews for jobs and internships



Words of Wisdom:
A person hears only what they understand.
GOETHE

Listening Autobiographically: **WHAT NOT TO DO**

Evaluating	You judge and then either agree or disagree
Probing	You ask questions from your own frame of reference
Advising	You give advice, counsel, and solutions to problems
Interpreting	You analyze others' motives and behaviors based on your own experiences

HABIT 6: SYNERGIZE



Synergy – is the whole is greater than the sum of its parts.

Trust + Cooperation = Synergy

What is synergy?
It occurs when multiple parties (people, things, machines) work cohesively towards a common goal, which could not have been achieved otherwise by a single party (people, things, machines)

Negative synergy
Always be aware of the third alternative – there may be other possibilities besides "my way versus your way." Do not think with a Win/Lose or a Lose/Win mentality; instead, think with a Win/Win mentality.

How do I achieve synergy?
Put your differences aside with others and focus on achieving the goal of the group

How can I apply this to my life?

- Synergy is essential for group assignments
- The ability to reach synergy in a group is a trait that is highly valued by employers
- Synergistic communication can be used in family life, friendship circles, academia, and in professional settings.
- Synergy can be an excellent tool for learning within a classroom (teacher and students)

Words of Wisdom

Synergy is the bonus that is achieved when things work together harmoniously.

~ MARK TWAIN





Trust + Cooperation = Synergy

HABIT 7: SHARPEN THE SAW: The RENEWAL paradigm

4 Dimensions of Renewal (P. 288)

Physical – emphasizes taking care of the physical body. This includes eating well, exercising regularly, maintaining good sleep habits, and limiting stress.
Spiritual – represents one's center or value system. This includes meditation and daily prayer.
Mental – emphasizes brain stimulation. This includes reading, visualizing, planning, and writing.
Social/Emotional – promotes healthy relationships, service, empathy, and synergy.



How do I sharpen the saw?

You should exercise all four dimensions of renewal regularly and **consistently** in wise and **balanced** ways.

The Upward Spiral

"**Renewal** is the principle – and **the process** – that empowers us to move on an upward spiral of growth and change, of continuous improvement." P. 304

Daily Private Victory (APPLY THIS TO YOUR LIFE!)

Covey suggests that individuals should abide by the daily private victory – a minimum of one hour a day in renewal of the physical, spiritual, and mental dimensions. P. 296

If you can apply this, you can be effective

"The more proactive you are (Habit 1), the more effectively you can exercise personal leadership (Habit 2) and management (Habit 3) in your life. The more effectively you manage your life (Habit 3), the more Quadrant II renewing activities you can do (Habit 7). The more you seek first to understand (Habit 5), the more effectively you can go for synergetic Win/Win solutions (Habits 4 and 6). The more you improve in any of the habits that lead to independence (Habits 1,2, and 3), the more effective you will be in interdependent situations (Habits 4,5, and 6). And renewal (Habit 7) is the process of renewing all the habits." P. 303

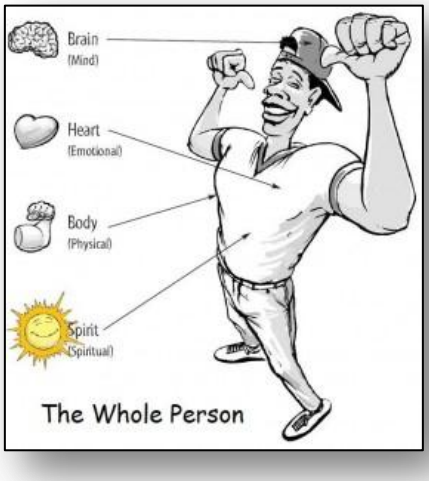
How does this apply to me? – college can seem very challenging and time consuming at times, but if you take time to sharpen the saw, it may seem a little more manageable.

Words of Wisdom

That which we persist in doing becomes easier – not that the nature has of the task has changed, but our ability to do has increased.

RALPH WALDO EMERSON

Sharpen the Saw means preserving and enhancing the greatest asset you have – you. STEVEN COVEY



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Week 5

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Week 6

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* The image citations were provided on the back of each worksheet (in accordance to its week).

Appendix H

Debriefing Form

Thank you for taking the time for participating in the current study. The current study is actually entitled *Stephen Covey's The 7 Habits of Highly Effective People and its effects on self-efficacy and mood states on undergraduate students: A program evaluation*. Due to the specific context of this study, deception was necessary to reduce response bias created by collaboration between students from the different groups. There were three groups: group one read Covey's 7 Habits and engaged in weekly meetings, discussing and implementing the principles from the book; group two read Covey's 7 Habits and engaged in weekly meetings without discussing the principles, instead, they simply took weekly surveys; and group three only engaged in the pre-test and the post-test of the inventories. Group three did not know about Covey's 7 Habits.

I intended to test the principles in Steven Covey's 7 Habits by teaching the habits to Allegheny College students. Due to a lack of research in Covey's 7 habits at the collegiate level, I was interested in discovering its effects on the self-efficacy and mood states of undergraduate college students. The hypothesis was the following: For group one, after learning and implementing the principles from Covey's *The 7 Habits of Highly Effective People*, I predicted that the participants' self-efficacy scores would increase while their negative mood state scores would decrease. For group two, I expect the same pattern of results as group one, but not to as great of an extent. Lastly, I expected group three to not exhibit much fluctuation in its scores.

If you have felt any psychological harm during the experiment, please contact the Counseling Center or the chair of the Institutional Review Board, Dr. Jamie Lombardi.

If you would like a copy of the research findings, you can email me at jethvaj@allegheny.edu, and I will send you a copy. I hope you found this study to be helpful in your everyday life. If you have any further questions or concerns, you can contact the following people. Thank you!

Jigar Jethva: Researcher
Email: jethvaj@allegheny.edu
Phone: 814-823-9529

Professor Lauren Paulson: Research Advisor
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Professor Jamie Lombardi
Email: jamie.lombardi@allegheny.edu
Phone: 814-332-2975

If you would like additional sources on stress, self-efficacy, and Steven Covey's *The 7 Habits of Highly Effective People*, please refer to the following sources.

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Table 1

Paired Samples Statistics (Group One – POMS)

	Mean	Std. Deviation
Tension-Anxiety (Pre)	9.430	5.127
Tension-Anxiety (Post)	5.290	6.626
Depression-Dejection (Pre)	12.570	13.214
Depression-Dejection (Post)	5.430	10.486
Anger-Hostility (Pre)	2.570	1.988
Anger-Hostility (Post)	2.000	3.606
Vigor-Activity (Pre)	8.140	5.336
Vigor-Activity (Post)	5.860	6.594
Fatigue-Inertia (Pre)	8.290	1.604
Fatigue-Inertia (Post)	5.860	5.786
Confusion-Bewilderment (Pre)	11.290	4.348
Confusion-Bewilderment (Post)	14.710	3.773
TMD Score (Pre)	28.290	15.294
TMD Score (Post)	9.710	28.300

Note. N = 7.

Table 2

Paired Samples T-Test (Group One- POMS)

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
Tension-Anxiety (Pre-Post)	4.143	5.429	2.019	6	.090
Depression-Dejection (Pre-Post)	7.143	5.815	3.250	6	.017*
Anger-Hostility (Pre-Post)	.571	3.359	.450	6	.668
Vigor-Activity (Pre-Post)	2.286	7.868	.769	6	.471
Fatigue-Inertia (Pre-Post)	2.429	6.188	1.038	6	.339
Confusion-Bewilderment (Pre-Post)	-3.429	4.392	-2.066	6	.084
TMD Score (Pre-Post)	18.571	25.488	1.928	6	.102

Note. N = 7. * $p < .05$

Table 3

Paired Samples Correlations (Group One - POMS)

	Correlation	Sig.
Tension-Anxiety (Pre-Post)	.599	.155
Depression-Dejection (Pre-Post)	.905	.005*
Anger-Hostility (Pre-Post)	.395	.380
Vigor-Activity (Pre-Post)	.143	.760
Fatigue-Inertia (Pre-Post)	-.121	.797
Confusion-Bewilderment (Pre-Post)	.422	.345
TMD Score (Pre-Post)	.445	.317

Note. N = 7. * $p < .05$

Table 4

Paired Samples Statistics (Group One – CSEI)

	Mean	Std. Deviation
G1 Social Self-Efficacy (Pre)	31.110	5.036
G1 Social Self-Efficacy (Post)	32.000	5.431
G1 Roommate Self-Efficacy (Pre)	35.330	3.808
G1 Roommate Self-Efficacy (Post)	33.440	4.065
G1 Course Self-Efficacy (Pre)	55.220	5.426
G1 Course Self-Efficacy (Post)	52.330	9.887

Note. N = 7.

Table 5

Paired Samples T-Test (Group One – CSEI)

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
G1 Social Self-Efficacy (Pre-Post)	-.889	3.951	-.675	8	.519
G1 Roommate Self-Efficacy (Pre-Post)	1.889	2.667	2.125	8	.066
G1 Course Self-Efficacy (Pre-Post)	2.889	7.541	1.149	8	.284

Note. N = 7.

Table 6

Paired Samples Correlations (Group One – CSEI)

	Correlation	Sig.
G1 Social Self-Efficacy (Pre-Post)	.717	.030*
G1 Roommate Self-Efficacy (Pre-Post)	.772	.015*
G1 Course Self-Efficacy (Pre-Post)	.655	.055

Note. N = 7. * $p < .05$.

Table 7

Paired Samples Statistics (Group Two – POMS)

	Mean	Std. Deviation
Tension-Anxiety (Pre)	9.000	2.363
Tension-Anxiety (Post)	5.890	1.602
Depression-Dejection (Pre)	8.890	2.611
Depression-Dejection (Post)	4.560	1.642
Anger-Hostility (Pre)	3.670	.601
Anger-Hostility (Post)	4.220	1.714
Vigor-Activity	10.000	1.871
Vigor-Activity (Post)	4.670	1.130
Fatigue-Inertia (Pre)	8.220	1.977
Fatigue-Inertia (Post)	6.440	1.314
Confusion-Bewilderment (Pre)	12.440	1.709
Confusion-Bewilderment (Post)	15.670	1.080
TMD Score (Pre)	27.330	7.696
TMD Score (Post)	10.110	6.709

Note. N = 9.

Table 8

Paired Samples T-Test (Group Two- POMS)

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
Tension-Anxiety (Pre-Post)	3.111	4.702	1.985	8	.082
Depression-Dejection (Pre-Post)	4.333	5.657	2.298	8	.051
Anger-Hostility (Pre-Post)	-.556	4.362	-.382	8	.712
Vigor-Activity (Pre-Post)	5.333	5.723	2.796	8	.023*
Fatigue-Inertia (Pre-Post)	1.778	4.893	1.090	8	.307
Confusion-Bewilderment (Pre-Post)	-3.222	6.610	-1.462	8	.182
TMD Score (Pre-Post)	17.222	19.766	2.614	8	.031*

Note. N = 9. * p < .05

Table 9

Paired Samples Correlations (Group Two - POMS)

	Correlation	Sig.
Tension-Anxiety (Pre-Post)	.752	.019*
Depression-Dejection (Pre-Post)	.695	.038*
Anger-Hostility (Pre-Post)	.575	.105
Vigor-Activity (Pre-Post)	.269	.484
Fatigue-Inertia (Pre-Post)	.573	.107
Confusion-Bewilderment (Pre-Post)	-.208	.591
TMD Score (Pre-Post)	.589	.095

Note. N = 9. * p < .05

Table 10

Paired Samples Statistics (Group Two – CSEI)

	Mean	Std. Deviation
G2 Social Self-Efficacy (Pre)	29.890	4.807
G2 Social Self-Efficacy (Post)	31.000	4.610
G2 Roommate Self-Efficacy (Pre)	34.220	3.232
G2 Roommate Self-Efficacy (Post)	35.560	2.555
G2 Course Self-Efficacy (Pre)	48.890	11.667
G2 Course Self-Efficacy (Post)	52.110	9.158

Note. N = 9.

Table 11

Paired Samples T-Test (Group Two – CSEI)

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
G2 Social Self-Efficacy (Pre-Post)	1.111	5.110	-.652	8	.532
G2 Roommate Self-Efficacy (Pre-Post)	1.333	4.416	-.906	8	.391
G2 Course Self-Efficacy (Pre-Post)	3.222	4.842	-1.996	8	.081

Note. N = 9.

Table 12

Paired Samples Correlations (Group Two – CSEI)

	Correlation	Sig.
G2 Social Self-Efficacy (Pre-Post)	.412	.271
G2 Roommate Self-Efficacy (Pre-Post)	-.153	.694
G2 Course Self-Efficacy (Pre-Post)	.920	.000**

Note. N = 9. * p < .05. ** p < .001.

Table 13

Paired Samples T-Test for CSEI Weekly Survey comparisons for Week 1 to Week 5 (Group two)

	Paired Differences		t	Df	Sig. (2-tailed)
	Mean	Std. Deviation			
Q1 Mood State today (W1 – W5)	-.556	1.014	-1.644	8	.139
Q2 Self-efficacy today (W1 – W5)	-.667	.500	-4.000	8	.004*
Q3 Amount learned from the reading this week (W1 – W5)	-1.222	.667	-5.500	8	.001*

Note. N = 10. * p < .05.
Q1, Q2, Q3 = Question 1, 2, 3 (respectively).
W1 = Week 1. W5 = Week 5.

Table 14

Paired Samples Statistics (Group Three – POMS)

	Mean	Std. Deviation
Tension-Anxiety (Pre)	5.300	.883
Tension-Anxiety (Post)	10.300	1.476
Depression-Dejection (Pre)	5.000	1.745
Depression-Dejection (Post)	8.700	3.095
Anger-Hostility (Pre)	2.300	.803
Anger-Hostility (Post)	4.900	1.773
Vigor-Activity	6.500	1.167
Vigor-Activity (Post)	8.400	1.137
Fatigue-Inertia (Pre)	5.100	1.487
Fatigue-Inertia (Post)	7.800	1.474
Confusion-Bewilderment (Pre)	14.200	2.299
Confusion-Bewilderment (Post)	12.200	1.711
TMD Score (Pre)	9.000	5.619
TMD Score (Post)	27.900	8.563

Note. N = 10.

Table 15

Paired Samples T-Test (Group Three- POMS)

	Paired Differences		t	Df	Sig. (2-tailed)
	Mean	Std. Deviation			
Tension-Anxiety (Pre-Post)	-5.000	4.570	-3.459	9	.007*
Depression-Dejection (Pre-Post)	-3.700	10.573	-1.107	9	.297
Anger-Hostility (Pre-Post)	-2.600	5.621	-1.463	9	.178
Vigor-Activity (Pre-Post)	-1.900	5.131	-1.171	9	.272
Fatigue-Inertia (Pre-Post)	-2.700	4.877	-1.751	9	.114
Confusion-Bewilderment (Pre-Post)	2.000	6.394	.989	9	.348
TMD Score (Pre-Post)	18.900	27.396	-2.182	9	.057

Note. N = 10. * $p < .05$

Table 16

Paired Samples Correlations (Group Three - POMS)

	Correlation	Sig.
Tension-Anxiety (Pre-Post)	.333	.346
Depression-Dejection (Pre-Post)	.134	.713
Anger-Hostility (Pre-Post)	.221	.540
Vigor-Activity (Pre-Post)	.008	.982
Fatigue-Inertia (Pre-Post)	.457	.184
Confusion-Bewilderment (Pre-Post)	.524	.120
TMD Score (Pre-Post)	.310	.383

Note. N = 10.

Table 17

Paired Samples Statistics (Group Three – CSEI)

	Mean	Std. Deviation
G3 Social Self-Efficacy (Pre)	32.300	4.692
G3 Social Self-Efficacy (Post)	31.500	5.759
G3 Roommate Self-Efficacy (Pre)	34.500	3.923
G3 Roommate Self-Efficacy (Post)	33.700	3.917
G3 Course Self-Efficacy (Pre)	53.800	7.436
G3 Course Self-Efficacy (Post)	52.200	9.211

Note. N = 10.

Table 18

Paired Samples T-Test (Group Three – CSEI)

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
G3 Social Self-Efficacy (Pre-Post)	.800	3.225	.784	9	.453
G3 Roommate Self-Efficacy (Pre-Post)	.800	3.994	.633	9	.542
G3 Course Self-Efficacy (Pre-Post)	1.600	8.592	.589	9	.570

Note. N = 10.

Table 19

Paired Samples Correlations (Group Three – CSEI)

	Correlation	Sig.
G2 Social Self-Efficacy (Pre-Post)	.829	.003*
G2 Roommate Self-Efficacy (Pre-Post)	.481	.159
G2 Course Self-Efficacy (Pre-Post)	.484	.156

Note. N = 10. * $p < .05$. ** $p < .001$.

Table 20

Bonferroni Correction for the mixed between-within subjects ANOVA

(I) Group	(J) Group	Mean Difference (I-J)	Sig.
"Group 1"	"Group 2"	-.12	1.000
	"Group 3"	.13	1.000
"Group 2"	"Group 1"	.12	1.000
	"Group 3"	.25	1.000
"Group 3"	"Group 1"	-.13	1.000
	"Group 2"	-.25	1.000

Figures

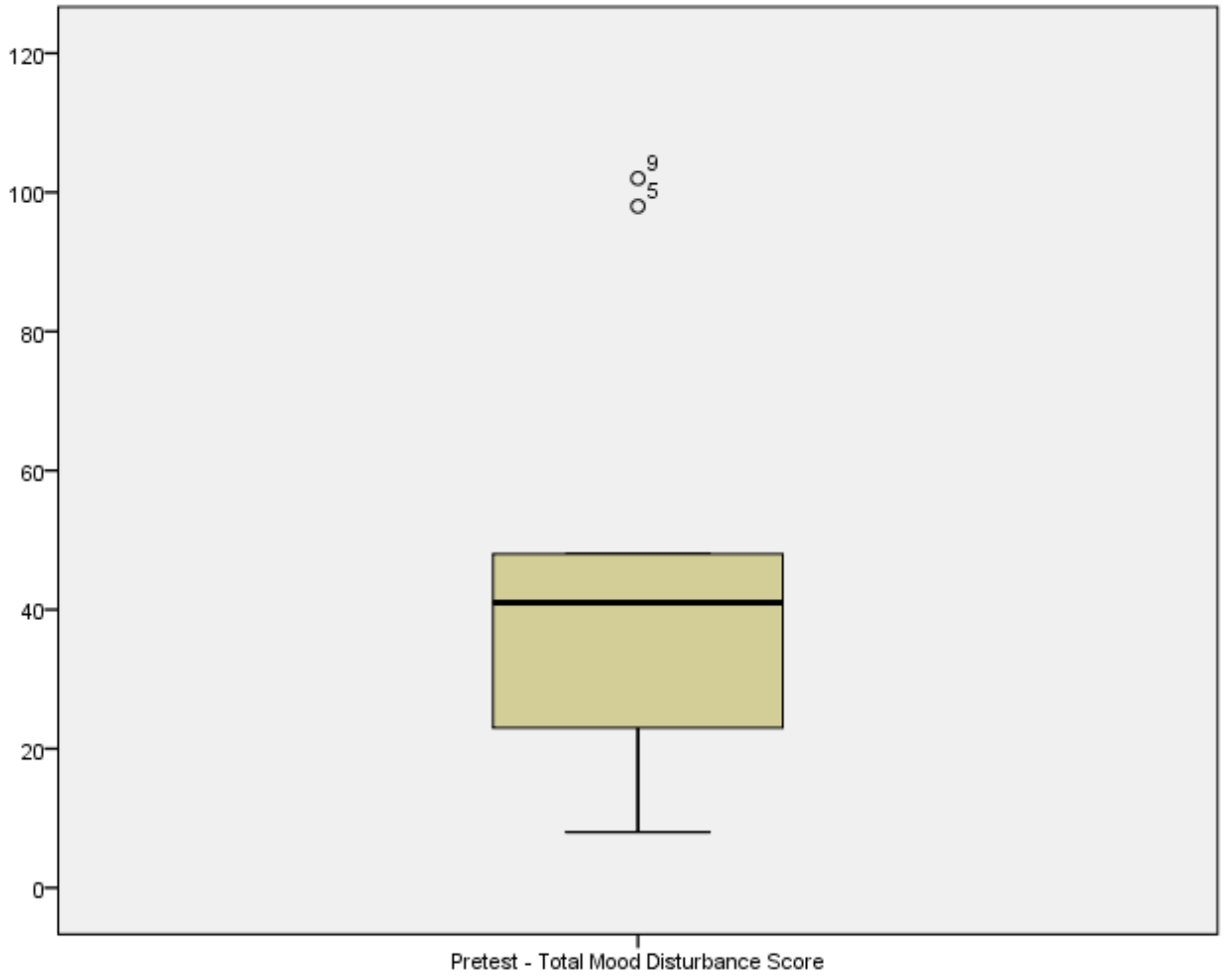


Figure 1. Box and Whisker Plots for group one pretest TMD (Total Mood Disturbance) score. This figure illustrates that subjects 5 and 9 are extreme outliers for the pretest TMD score for group one.

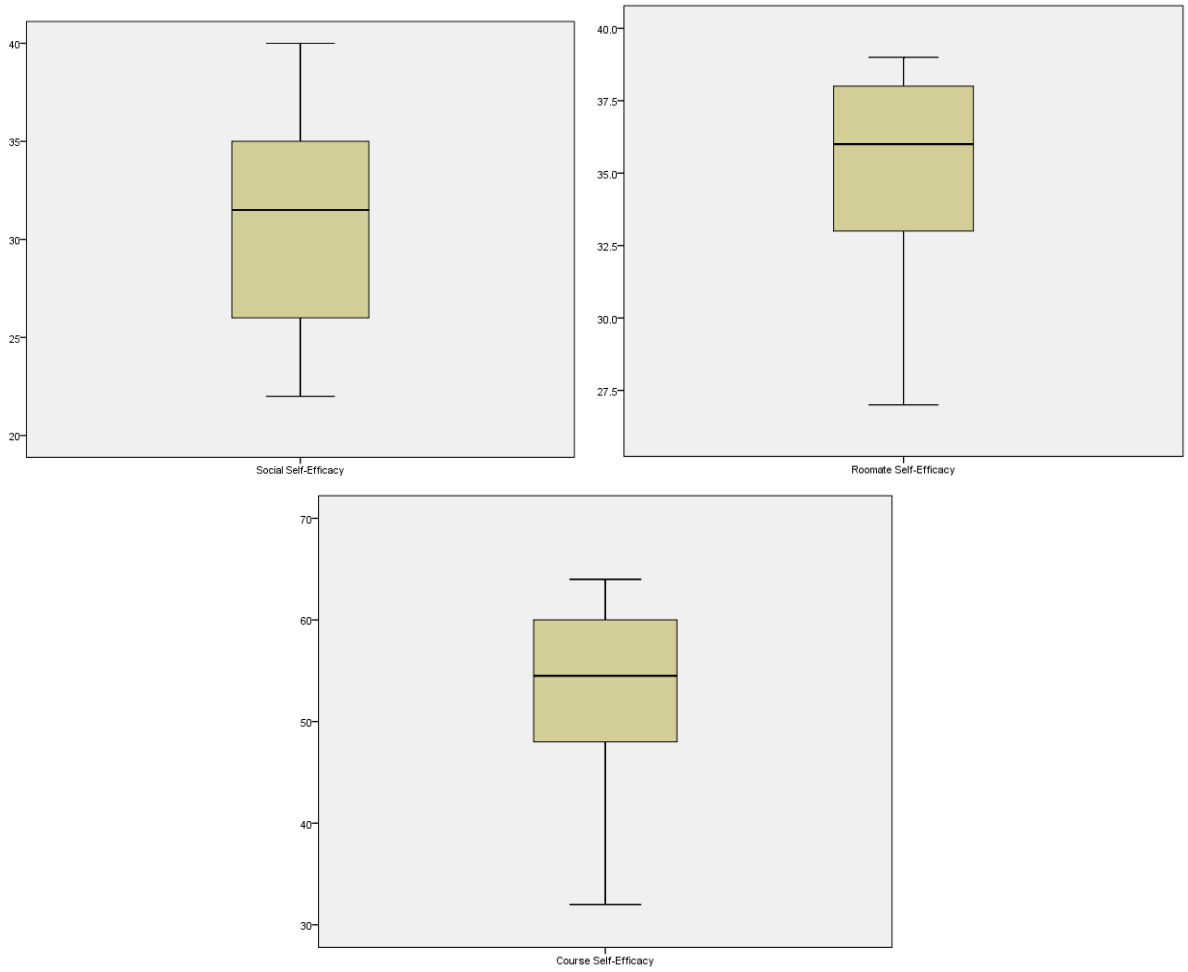


Figure 2. Pretest CSEI Box and Whisker Plots for group one, group two, and group three. This figure illustrates that the three CSEI subscales – Social Self-Efficacy, Roommate Self-Efficacy, and Course Self-Efficacy – do not have any outliers.