Efficacy of an Internet-Based Mindfulness Intervention for Work-Family-School-Conflict

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Introduction

Work-Family-School Conflict

- Many college students today balance work, family, and school roles that can cause stress, depression, and academic difficulties (e.g., Ratelle, Vallerand, Senécal, & Provencher, 2005).
- Further, the presence of role conflict between work, family, and school has been shown to significantly impact domain satisfaction (Olsen, 2014).
- Ironically, rarely do students who face these challenges seek counseling services (Jutal, 2016; Rosenthal & Wilson, 2008).
- How individuals manage conflict between these roles has been examined in adolescents and working-adults but scarcely in undergraduate students (Zimmer-Gembeck & Mortimer, 2006; Olsen, 2014).

Mindfulness Interventions

- Mindfulness can be defined as a receptive state of mind wherein awareness and attention, informed by what it is occurring at the moment, perceives internal and external events that are taking place at the present (Schultz & Ryan, 2015).
- Mindfulness-based stress reduction programs have shown steady benefits in the last decades, including online interventions (e.g., Grossman, Niemann,法定), and school roles that can cause stress, depression, and academic difficulties (e.g., Ratelle, Vallerand, Senécal, & Provencher, 2005).

Work-Family-School Conflict Scale (Olsen, 2014) (n = 87, collegiate sample; Suchak, 2016)

PARTICIPANTS

- N = 80 undergraduate students
- Gender: 69% women; 31% men
- Ages: M = 19.54, SD = 3.56
- Ethnicity: White (58%), Hispanic (26%), African-American (10%), Multicultural (6%), & Asian (1%)

INSTRUMENTS

- Work-Family-School Conflict Scale (Olsen, 2014)

Procedure

- Students were recruited through SONA.
- Longitudinal study with six time points over a two week period.
- At time point one, participants completed a pre-test survey and were randomly assigned to an intervention group (mindfulness, n=41; stress management, n=39).
- Participants received online-based intervention at time points one through five.
- At time point six participants completed a post test survey.

Discussion

- Findings suggest that mindfulness interventions can help college students cope with conflicts from school to family and specifically strain-based conflict from school to family (e.g., fatigue & irritability).
- In addition, findings suggest that mindfulness interventions are more effective in increasing work to school balance and specifically time-based balance from work to school than other interventions (i.e., stress management).

Practical Implication

- Employers could offer mindfulness interventions as an additional resource to try and help students alleviate the negative consequences that occur with WFSC.
- Employers may wish to be more accommodating of the potential conflict-inducing issues like school exams or projects in an attempt to reduce WFSC.
- Families can make sure adequate sleep cycles and health behaviors are met in family members to reduce family to school strain.
- Sleep quality and vitality might mediate relationship between mindfulness and school to family balance (Allen & Kiburz, 2012).

References


