

Presentation Title	Place in Schedule
Exploring Social Support Network Structures for Multi-Role Workers	Poster Session <i>Day 2 – Wednesday – May 9<sup>th</sup>, 2018</i> <i>8:30am-9:30am</i>
Description of Presentation	Presenter Name(s) And Credentials
<p>Coauthor: Brittany L Rosen, PhD, Assistant Professor of Health Education, University of Cincinnati</p> <p>Problem Statement</p> <p>In 2015, more than half of America’s 20.5 million college enrollees were employed part-time (28%) or fulltime (25%) during the academic year.(1,2) The challenges associated with managing three major identities—family, school, and work— leaves these students particularly vulnerable to interrole conflict, which occurs when individuals feel incapable of concurrently meeting the demands and pressures from multiple life domains.(3,4) Interrole conflict has been associated with a range of negative outcomes for working college students, including poor physical health; reduced job and overall life satisfaction; and increased feelings of psychological distress, depression, emotional exhaustion, and suicidal ideation. (3,5,6,7,8,9,10)</p> <p>Though family-school-work conflict is a relatively new area of study, there is evidence that social support may protect working college students from interrole conflict and its adverse effects.(11,12) Social support refers to the exchange of tangible and intangible resources between people who belong to the same households, schools, neighborhoods, workplaces, organizations, and other environments.(13) A longstanding body of literature suggests that the structural features of social networks (e.g., interaction frequency, geographic proximity, intimacy level, relationship functions, and network cohesion) can impact individual well-being levels.(14,15,16) To date, however, these features and their effects have not been studied for working college students’ social support systems. Therefore, the purpose of the current study is to explore the association between college students’ employment characteristics and the composition of their social support systems.</p>	<p>Jessica MK Streit, MS, PhD(cand) <i>NIOSH</i></p>

## Method, Instrument, Procedure, and Analyses

This presentation will report findings from a secondary analysis of data being collected as part of a study examining factors influencing human papillomavirus (HPV) vaccine uptake in college students. A pilot administration of the study survey in early 2017 provided evidence that employment diversity will be sufficient to facilitate the planned analyses. Data collection is currently in process at multiple Midwestern universities and will conclude by the end of 2017. Based on a priori power analyses, the target sample size is  $435 < n < 645$  students.

Results from descriptive statistics and between-group comparisons based on employment features (e.g., number of jobs; full- v. part-time work; industry/occupation; etc.) will be shared. The social support composition variables to be examined are rooted in foundational social network research.(17,18) They assess the sociodemographic characteristics of social support system members (11 items), the nature of relationships represented in the social support network (7 items), and the overall structure of the social support system (4 items).

## Practical and Theoretical Implications

Investigations into the composition of working college students' social networks are needed to enhance our knowledge of why and how social support buffers the effects of interrole conflict. This study represents an important preliminary step in understanding the effects of social support from a Total Worker Health® perspective, which recognizes that workers' health and well-being are influenced by both work and non-work sources. The findings will be relevant to researchers and practitioners who apply the Total Worker Health® approach when conducting investigations of or designing services for workers who maintain multiple formal life roles.

## References

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