

6-2018

COPING WITH INTERROLE CONFLICT: A MIXED-METHOD STUDY OF STUDENTS IN A MASTER OF SOCIAL WORK PROGRAM

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COPING WITH INTERROLE CONFLICT: A MIXED-METHOD
STUDY OF STUDENTS IN A MASTER OF
SOCIAL WORK PROGRAM

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Mireya Torres
June 2018

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ABSTRACT

The purpose of this research study was to assess how social work students cope with interrole conflict. This study attempted to capture the depth and breadth of this issue by adopting a mixed-method research design. The quantitative aspect to the study involved the assessment of coping mechanisms among participants with different levels of interrole conflict. For the qualitative portion of the study, the participants were asked to identify their ways of dealing with interrole conflict. All participants in this research were graduate students from a master's of social work program in a large, Hispanic-serving institution in Southern California. A non-parametric technique, the Kruskal-Wallis H Test, was used to analyze the quantitative part of the research, while thematic analysis was applied to the qualitative piece of reported information. The Kruskal-Wallis H Test results indicated no statistically significant difference in coping mechanisms among students dealing with different levels of interrole conflict. Meanwhile, results from thematic analysis of the data revealed ten positive coping mechanisms and five negative coping approaches. Organization, social support, self-care, orientation toward solution, spirituality/religiosity, physical activity, and therapy were the most salient ways participants cope with interrole conflict. From a negative coping perspective, as many as 18 participants reported negative coping methods, including unresponsiveness, over/under sleeping, eating, and drinking. Implications for family, workplace, and social work were discussed.

Keywords: interrole conflict, thematic analysis, social work

ACKNOWLEDGEMENTS

I must first express my most profound gratitude to God for being my strength during this journey. I would also like to thank my research advisors Dr. Rigaud Joseph and Dr. Armando Barragan, Assistant Professors of the School of Social Work at CSUSB. I will always be grateful for their guidance, valuable suggestions, and assistance.

Thank you to the faculty and staff at the School of Social Work at CSUSB for the wonderful learning experience. Similarly, I would like to thank my colleagues in the Master of Social Work program for their inspiration and valuable feedback. In the same manner I would like to thank my employer LifeSTEPS Life Skills Training and Educational Programs, specifically my supervisor Zoila Parodi for providing me with an opportunity to enter the field of social work and for her continued support during graduate school.

Thank you to my parents Salvador and Yolanda Torres, daughters Isabel, Abigail, and Victoria Soto, boyfriend Helio Avalos, his daughters Andrea and Alexia Avalos, my brothers and sister in laws Salvador Torres, Violet Perez, Jose Torres, and Andrea Gonzalez and my nieces Emilee and Yoli Torres. Thank you for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this project. This accomplishment would not have been possible without you. Lastly, I would like to thank my grandmother Teresa Martinez for always keeping me in her prayers.

Thank You.

To my daughters Isabel, Victoria, and Abigail. With God all things are possible.

Matthew 19:26

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	x
CHAPTER ONE: INTRODUCTION	
Problem Formation	1
Purpose of the Study	3
Significance of the Project for Social Work	3
CHAPTER TWO: LITERATURE REVIEW	
Introduction	6
Interrole Conflict	6
Coping	7
Theories Guiding Conceptualization	10
Summary	11
CHAPTER THREE: METHODS	
Introduction	12
Study Design	12
Sampling	12
Data Collection and Instruments	13
Procedure	15
Protection of Human Subjects	15
Data Analysis	16

Summary	17
CHAPTER FOUR: RESULTS	
Demographics	18
Quantitative Results	22
Qualitative Results	24
Emotion Coping	24
Social Support	24
Religiosity/Spirituality	26
Therapeutic Interventions	26
Communication	27
Problem Coping	27
Organization	27
Solution Focused	28
Reflecting	28
Avoidance Coping	29
Positive Avoidance Coping	29
Negative Avoidance Coping	29
No Conflict	30
CHAPTER FIVE: DISCUSSION	
Overview	31
Implications	33
Limitations	34

Recommendations	35
APPENDIX A: DEMOGRAPHICS.....	35
APPENDIX B: EGGLESTON'S INTERROLE CONFLICT SCALE	38
APPENDIX C: WAYS OF COPING QUESTIONNAIRE	40
APPENDIX D: SIGN IN SHEET FOR POSSIBLE PARTICIPANTS.....	42
APPENDIX E: INFORMED CONSENT	44
APPENDIX F: QUALITATIVE RESULTS	46
APPENDIX G: INTERNAL REVIEW BOARD APPROVAL	54
REFERENCES	56

LIST OF TABLES

Table 1. Demographic Characteristics of Sample	19
Table 2. Frequency Distribution of Variables	21
Table 3. Kruskal-Wallis H Test for Positive Coping Mechanisms.	22
Table 4. Kruskal-Wallis H Test for Negative Coping Mechanisms	23
Table 5. Coping Mechanisms Among Masters of Social Work Students	25

CHAPTER ONE

INTRODUCTION

Problem Formulation

Individuals are challenged with balancing multiple demanding roles at any given time. Adults are often engaged in providing financial support to their family, raising their children while also staying atop the most effective parenting techniques, and pursuing an advanced professional degree to enhance their knowledge in their field of practice. Adding to the burden, some fields of study are more challenging than others. Social Work students in particular have reported a greater amount of stress compared to other programs due to the requirements of completing both academic and clinical training simultaneously (Dziegielewski, Turnage, & Roest-Marti, 2004).

As individuals seek financial stability, superior career opportunities, and job security, the percentage of adults engaged in school-work-family roles will continue to increase. In 2014, 41% of full time college students and 80% of part time college students were concurrently employed (U.S. Department of Education, 2016), while 26% of students reported having children (National Center for Education Statistics, 2014). Studies have demonstrated that work-family-school interrole conflict are contributors of stress and burnout (Kremer, 2016). Furthermore, Cardozo et al, (2012) revealed that stress and burnout can lead to psychological distress, depression, and anxiety. Additionally, an

individual's cognitive impairment is affected (Diestel, Cosmar, & Schimidt, 2013). For social workers, work-related factors such as complex cases, staff shortages, high turnover rates, work pressures, and role ambiguity further add to role conflict (Kalliath & Kalliath, 2014).

For these reasons, it is important that individuals know how to cope with *interrole conflict*, which is the extent in which the duties of one role interfere with the capacity to fulfil the obligations of another role (Cheng & McCarthy, 2013). Positive or adaptive coping skills will empower individuals with the tools they need to lead a balanced and healthy lifestyle, while also helping to diminish interrole conflict.

Research by Giancola, Grawitch, and Borchert (2009) looking at interrole conflict has shown that individuals deal with stress in distinct forms: some individuals may see stress-related events as a challenge or an opportunity to learn or grow and will cope with stress by implementing positive coping techniques, while others will perceive stressful events as a burden or work overload and may implement negative or maladaptive coping behaviors. According to Giancola, et al. (2009), students who perceive the stresses of interrole conflict with negative appraisal will utilize negative coping behaviors such as denial, substance abuse, venting, or behavioral disengagement. These negative coping behaviors can then lead to a lower sense of contentment and life satisfaction. On the other hand, individuals who respond to the stresses of interrole conflict with positive appraisal will implement adaptive coping mechanisms such as planning,

positive reinterpret, active coping, and instrumental social support. These positive coping behaviors will lead to a greater sense of contentment and life satisfaction (Giancola, et al.).

Purpose of the Study

The purpose of this research project is to assess how MSW students cope with interrole conflict. Individuals who are currently enrolled in a part-time or full-time MSW program participated in this research study. The study provides insight as to what stressors MSW students face on a daily basis while juggling the multiple roles of student, employee, and family care provider. Moreover, this study addresses the coping skills that are implemented to minimize interrole conflict. The ways in which individuals cope is significant, as relates to the overall well-being of students (Deasy, Coughlan, Pironom, Jourdan, & Mannix-McNamara, 2014).

Significance of the Project for Social Work

Extensive research has been conducted in regard to coping with work-and-family conflict and work-and-school conflict. However, only a limited amount of research is available on work-school-family interrole conflict and coping, let alone coping with interrole conflict among graduate social work (MSW) students. Interrole conflict can cause an individual to feel pressured by the multiple demands of their roles, which can result in feelings of stress (Dziegielewski, et al,

2004). During graduate school, social work students may undergo extensive stress due to the different responsibilities in their personal life, including preparation for social work career and exposure to distressing client situations (Bonifas & Napoli, 2014). Social work students have also reported stress and burnout due to self-blame and feelings of failing their clients (Munson, 1984). It is important to point out that these students have not necessarily failed their clients, but harbor the feeling of not serving them in accordance with the high personal and professional standards. Additionally, students reported stress caused by emotional exhaustion (Collins, Coffey, & Morris, 2010). Although engaging in school-work-family roles may come with a greater life experience and more informal support, MSW students entangled in interrole conflict are more likely to endure greater amounts of pressure due to the numerous demands of their multiple positions (Birnbaum, 2008). Because research suggests that MSW students report higher levels of stress compared to the general population (Dziegielewski, et al., 2004), it is worthwhile to conduct a study that makes them a target population.

Addressing how MSW students cope with interrole conflict is relevant because the number of students with multiple demanding roles continues to increase as individuals advance in their career. It is imperative that individuals know how to adequately and successfully cope by acquiring the tools needed to complete their graduate program while balancing their personal and work life. If left unaddressed, individuals can suffer psychological distress which can

adversely impact their social functioning, mental health, and overall wellbeing (Deasy, et al., 2014). Knowing which coping mechanisms alleviate interrole conflict will not only assist individuals during their MSW training but also provide them with a smooth transition from the academic world into the professional life (Dziegielewski, et al., 2004). This study seeks to answer the following question: What strategies do MSW use to cope with interrole conflict?

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter consists of a review of relevant research relating to both positive and negative coping mechanisms. Additionally, it provides relevant research regarding interrole conflict. The subsections review the applicable forms of coping (positive and negative). The final section examines the *ecosystems theory* and describes its relatedness to the current study.

Interrole Conflict

Interrole conflict arises when individuals hold numerous roles simultaneously and are not able to sustain the responsibilities that accompany each role (Kremer, 2016). According to Hecht and McCarthy (2010, p. 632), “once resources are exhausted in one role; they are not available for other roles”. Additionally, attitudes and behaviors in one role may roll over and impact another role (Cheng & McCarthy, 2013). Ultimately, high degrees of interrole conflict will yield low degrees of general well-being and overall life satisfaction (Giancola, et al., 2009).

Individuals who simultaneously engage in multiple roles (such as school, family, and work) are now more prevalent. Working adult students with family responsibilities find themselves having to cope with the unavoidable struggles

that arise between their multiple roles (Kremer, 2016). Studies have found that the highest degree of conflict is related to school-family conflict, but the highest stressor is related to work-family conflict (Giancola, et al., 2009; Kremer, 2016). It is suggested that obtaining assistance and encouragement from informal support systems such as family or friends is crucial to relieving stress related to interrole conflict (Giancola, et al.). Likewise, it has also been found that individuals who encounter greater amounts of interrole conflict have learned to implement diverse effective coping styles. Additionally, lessening interrole conflict will allow individuals to perform at a higher capacity (Hecht & McCarthy, 2010).

Coping

Coping is conceptualized as a process that is continually changing depending on the individual's reaction and appraisal of the situation (Kalliath & Kalliath, 2014). Having multiple demanding roles at any given time is stressful. Social work students can suffer from stress due to the personal relationships that are strained by the pressure and responsibilities of studying (Collins, et al., 2010). Although students suffer the consequences that accompany the demanding responsibilities of pursuing a professional degree, studies show that adult students attending graduate school part-time, while concurrently working full time, are motivated by several factors such as career development, knowledge of their ability to complete a program, being aware of the importance of balance, importance of support, importance of active learning, importance of a

sense of community among classmates, and options for the future (O'Connor & Cordova, 2010). In all, individuals with strong family support, social support, and balance are able to better cope with interrole conflict and successfully complete their graduate program.

According to Kalliath and Kalliath (2014), positive coping mechanisms (also known as *adaptive coping mechanisms*) are associated with a positive state of mind and higher well-being. Positive coping mechanisms include *problem coping*, *emotion coping*, and *cognitive avoidance coping*. Problem coping takes place when individuals engage in active task-based undertakings to help relieve stress. Problem focus coping can be external or internal (Kalliath & Kalliath, 2014). Externally directed coping occurs when individuals alter the situation in the environment to ameliorate stress, while internally directed coping takes place when individuals reevaluate their own attitudes, comportments, understanding, and abilities in handling the stressful situation (Monat, et al., 2007b, as cited in Kalliath & Kalliath, 2014).

Hecht and McCarthy (2010) found that engaging in problem coping will help alleviate conflict, as the individual will focus on resolving conflict by actively working on solving the problem. Research based on work-family coping strategies among social workers reveals that when facing work-family conflict, social workers can implement problem coping strategies to help ease stress, which include “cognitive reframing, timely communication, setting clear

expectations, time management, job flexibility, and developing personal hobbies” (Kalliath & Kalliath, 2014, p. 118).

Correspondingly, emotion coping encompasses an individual expressing their reaction to the event that caused stress (Hecht & McCarthy, 2010; Kalliath & Kalliath, 2014). Emotion coping can be positively or negatively related to interrole conflict as it can increase conflict by means of individuals depleting their energy and time on other activities rather than on events that will help fulfill their roles (Hecht & McCarthy, 2010). Emotion coping, though, can also help alleviate conflict. In fact, individuals who share their conflict with others have an opportunity for new ideas, briefly take their mind off stressful situations, and possibly view their conflict as a challenge rather than a stressful event (Hecht & McCarthy, 2010). Studies show that social workers have implemented emotion coping by seeking support from supervisors and colleagues when faced with a stressful situation (Kalliath & Kalliath, 2014). Individuals who are able to manage their emotions through emotion coping can also benefit from focusing on the positive aspects of their different roles (Hecht & McCarthy, 2010).

Avoidance coping, on the other hand, is described as disengaging from the role and withdrawing from the stressful event (Hecht & McCarthy, 2010). Avoidance coping can also be perceived as either a maladaptive or an adaptive coping mechanism depending on how it is implemented (Cheng & McCarthy, 2013). Cognitive avoidance—an adaptive coping mechanism—refers to dealing with a stressor by cognitively distancing from the situation such as diverting

attention to a leisure activity (Cheng & McCarthy, 2013). However, individuals may also seek unhealthy behaviors to cope with stressors (Kalliath & Kalliath, 2014). Implementing maladaptive coping strategies can negatively affect an individual's overall well-being, especially if the relationship between substance use/unhealthy diet and high levels of psychological distress is significant (Deasy, et al., 2014).

Escape avoidance, one maladaptive coping mechanism, refers to evading a stressor and implementing a distorted view of reality involving magical thinking. Individuals who engage in an escape avoidance coping strategy will spend time on wishful thinking, fantasizing, and distorting reality (Cheng & McCarthy, 2013). According to Hecht and McCarthy (2010), escape avoidance coping can increase conflict as individuals will deplete their energy and time on other activities rather than on events that will help fulfill their roles. Escape avoidance coping is positively related to interrole conflict.

Theories Guiding Conceptualization

The theory that best relates to this research study is *ecosystems theory*. Zastrow and Kirst-Ashman (2013) used concepts from both systems theory and ecological perspective theory to further explain ecosystems theory. Also known as *person-in-environment theory*, ecosystems theory focuses on how individuals interact with different systems in their environment. These systems may include politics, education, religion, family, friends, work, social services, and goods and

services (Zastrow & Kirst-Ashman, 2013). The goal of ecosystems theory is to improve the interactions between individuals and the systems in their environment.

Ecosystems theory can be utilized to further understand and explain coping mechanisms and interrole conflict among MSW students as the theory encompasses the relationship an individual has with its environment. It is important to comprehend how individuals react with their immediate and broader environment to determine the presence or absence of interrole conflict. Ecosystems theory can also explain the ordinariness of having distinct roles at any given time. Through adaptation and coping, ecosystems theory is able to explain how individuals adjust to new surrounding conditions by resorting to distinct coping mechanisms during the adaptation process.

Summary

This chapter reviewed the literature on interrole conflict, assessing positive and negative coping mechanisms and how individuals implemented them when confronted with interrole conflict. The study also addressed the gaps in literature such as the need for further research on school-work-family interrole conflict and on coping. Finally, it discussed how ecosystems theory helps individuals understand the dynamics of school-work-family interrole conflict and how specific coping mechanisms provide a healthy and balanced lifestyle.

CHAPTER THREE

METHODS

Introduction

This section discusses the methodologically sound procedures through which the study was conducted. Included in this chapter are the study design, sampling, data collection, procedures, protection of human subjects, and data analysis.

Study Design

This study attempted to capture the depth and breadth of the issue of interrole conflict by adopting a mixed-method research design. The quantitative aspect to the study involved the assessment of coping mechanisms among participants with different levels of interrole conflict. For the qualitative portion of the study, the participants were asked to identify their ways of dealing with interrole conflict.

Sampling

The sample was made up of a total of 86 participants for the quantitative segment and 108 participants for the qualitative section (see Appendix A). All participants were graduate students from a Master's of Social Work program in a large, Hispanic-serving institution in Southern California. This study utilized

snowball sampling to gather participants. A complete description of the sample demographic characteristics are presented in the results section.

Data Collection and Instruments

A mixed methods approach was used to collect data. Quantitative data was collected through the use of two scales: Egleston's (2008) Interrole Conflict scale (see Appendix B) and an adapted version of Folkman and Lazarus' (1988) Ways of Coping Scale (WOC), as can be seen in Appendix C. Egleston's 18-item interrole conflict scale determined the level of interrole conflict among the participants. Responses on this questionnaire were measured on a 5-point scale ranging from 1 (*never*) to 5 (*always*). The following are examples of questions from the Egleston's measure:

In the last six months, how often did your job interfere with your responsibilities at home such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or caring for a family member?

In the last six months, how often did your home life interfere with your job?

In the last six months, how often did your home life keep you from spending the amount of time you would like to spend on school?

With a Cronbach's alpha score between 0.87 and 0.94, Egleston's measure is quite reliable. This scale assessed the independent variable in this research. Responses were recoded as 1 = *little to no conflict*, 2 = *mild to moderate conflict*, and 3 = *high to intense conflict*.

Folkman and Lazarus' (1988) scale identified the coping mechanisms displayed by the respondents. Under the 20-question WOC scale, coping mechanisms were classified into three areas: problem, emotion, and avoidance. Six items on the WOC pertained to problem coping (e.g., "I knew what had to be done, so I doubled my efforts to make things work"). Six additional items were related to emotion coping (e.g., "I talked to someone to find out more about the situation"). The remaining eight questions dealt with avoidance coping (e.g., "I tried to make myself feel better by eating, drinking, smoking, using drugs, or medications, etc..."). Folkman and Lazarus' questionnaire is reliable with a Cronbach's coefficient alpha ranging from .67 to .76 (Hecht & McCarthy, 2010).

The WOC measured the dependent variable in this study. This variable was originally measured on a 4-point range, where 0 stood for "does not apply or not used" and 4= "used a great deal". *Does not apply or not used* means no use of a particular coping skill, while *used a great deal* indicates that a specific coping strategy has been used very often. The dependent variable was recoded in a continuous fashion based on the number of positive and negative ways of coping reported by participants.

Meanwhile, qualitative data was collected by having participants answer the following question: *how do you cope with interrole conflict?* This open-ended fill-in-the-blank question was aimed at gaining a more detailed understanding of what specific coping mechanisms MSW students implement as a means to overcome stress.

Procedure

Participants had the option to complete the survey electronically or in person. Professors in the MSW program were contacted to gain approval to deliver surveys during their lectures to the different MSW cohorts. Once access was granted, I attended a lecture for each cohort and presented the study and survey to the students. Those who wished to participate had the option to receive a hardcopy of the survey or a link to complete the survey electronically. Additionally, students were asked if they knew anyone else who would qualify to participate in the study. Those who did had an opportunity to add the name and contact information of the individual on a separate sign-in sheet (See Appendix D). I then contacted these possible participants and presented the study. If the individual agreed to participate, I scheduled a time to meet the participant and provide the survey in person or email the link to the participant. These options allowed for increased accessibility to the questionnaire.

Protection of Human Subjects

The identity of the participants remained confidential as the survey did not request any personal information that would reveal their identity such as name, address, email address, and telephone number. The signup sheet that was obtained thru snowball sampling was kept in a secure and locked filing cabinet along with the completed surveys. The survey included an informed consent (see Appendix E) and a debriefing statement. Participants were asked to place an X

as consent to participate in the study. One year after the completion of the study, all completed surveys and sign up snowball sampling sheet will be shredded.

Data Analysis

The survey data was analyzed with the Statistical Package for Social Sciences (SPSS, version 24). Considering that the data was not normally distributed, non-parametric methods were appropriate. In particular, the Kruskal-Wallis H test was used to determine the difference in positive and negative coping mechanisms among the three participant categories with regard of conflict. Under this test, the null hypothesis and the alternative hypothesis can be presented as follows:

- Null Hypothesis (H0): Coping strategies are the same across all three interrole conflict groups.
- Alternative Hypothesis (H1): There is a difference in coping strategies among the three interrole conflict groups.

The data gathered from the open-ended question was analyzed thematically. Responses were transcribed and categorized under three distinct groups: emotion coping, problem coping, and avoidance coping. Accordingly, general themes related to positive or negative coping mechanisms were identified. Within those themes, sub-themes were identified as well; this allowed for more specific themes to merge. Responses were reread multiple times to ensure answers were categorized under the proper theme. Similarly, the

transcribed information was checked against the original response to ensure it accurately represented each participants' answer.

Summary

This section covered the methods employed in this study. A mixed design was necessary for congruence with the purpose of this research. The collection of quantitative and qualitative data in the form of a questionnaire and open-ended question will deliver a richer understanding of the coping mechanisms MSW students implement when confronted with interrole conflict. Gaining knowledge in the subject matter will contribute to the well-being of future MSW students, as this research explored coping mechanisms that could serve as valuable tools for an overall positive educational experience. The qualitative data was used to reflect on the quantitative data. Additionally, the analysis of the qualitative data allowed a better understanding of the specific coping mechanism MSW students implement to cope with interrole conflict.

CHAPTER FOUR

RESULTS

Demographics

Table 1 provides the demographic profile of the participants. The sample consisted of 86 females and 22 males, with a mean age of 30.79. More than half of the participants were Latino, as opposed to 29 Caucasians, 8 Blacks, and 1 Asian. Of the 108 participants, 61 were single, 40 married, 2 separated, and 4 divorced. 68 did not have children while 40 reported having children. 30 participants were in the first-year full time MSW cohort, 11 in the second-year full time MSW cohort, 23 in the second-year part time MSW cohort, and 21 in the third-year part time MSW cohort. 39 participants were employed full time, 39 employed part time, and 30 unemployed/not looking. The mean hours worked weekly were 19.42. These were approximately equal to the 18.45 mean hours dedicated to family related activities, but less than the 27.66 mean hours dedicated to school related activities.

Table 2 provides the frequency distributions of the variables. The means for positive coping mechanisms and negative coping mechanisms was 13.39 and 6.56, respectively. 26 participants reported *little to no conflict*, 60 reported *mild to moderate conflict*, while 22 reported *high to intense conflict*.

Table 1

Demographic Characteristics of Sample

Variable	N	%	Mean	SD*
Age	-	-	30.79	7.920
20-29	67	62.04	-	-
30-39	24	22.22	-	-
40-49	13	12.04	-	-
50-59	4	3.70	-	-
Sex	-	-	.20	.405
Female	86	79.6	-	-
Male	22	20.4	-	-
Race	-	-	2.01	1.063
Caucasian	29	26.9	-	-
Latino	65	60.2	-	-
Black	8	7.4	-	-
Asian	1	.9	-	-
Other	5	4.6	-	-
Marital Status	-	-	1.56	.835
Single	61	56.6	-	-
Married	40	37.0	-	-
Separated	2	1.9	-	-
Divorced	4	3.7	-	-
Other	1	.9	-	-
Children in Home	-	-	.37	.485
No	68	63.0	-	-
Yes	40	37.0	-	-

# of Children in Home	-	-	.83	1.308
0	68	63.0	-	-
1	13	12.0	-	-
2	13	12.0	-	-
3	7	6.5	-	-
4	5	4.6	-	-
5	2	1.9	-	-
MSW Cohort	-	-	2.94	1.490
First Year Full Time	30	27.8	-	-
Second Year Full Time	11	10.2	-	-
First Year Part Time	23	21.3	-	-
Second Year Part Time	23	21.3	-	-
Third Year Part Time	21	19.4	-	-
Employment Status	-	-	1.89	.813
Full Time	39	36.1	-	-
Part Time	39	36.1	-	-
Unemployed/Not Looking	30	27.8	-	-
# of Weekly Hours Worked	-	-	19.42	17.11
				3
# Weekly hours for School	-	-	27.66	13.40
				3
# Weekly Hours for Family	-	-	18.45	24.24
				2
* Standard Deviation				

Table 2

Frequency Distribution of Variables

Variable	N	%	Mean	SD*
# Positive Ways Coping	-	-	13.39	2.604
1-5	0	0	-	-
6-10	13	12.04	-	-
11-15	71	65.74	-	-
16-20	24	22.22	-	-
# Negative Ways of Coping	-	-	6.56	2.533
1-5	37	34.26	-	-
6-10	65	60.19	-	-
11-15	6	5.55	-	-
16-20	0	0	-	-
Level Interrole Conflict	-	-	1.96	.669
Little to No Conflict	26	24.1	-	-
Mild to Moderate	60	55.6	-	-
High to Intense	22	20.4	-	-
*Standard Deviation				

Quantitative Results

Results for the quantitative portion of the study are found in Tables 3 and 4 below. Table 3 highlights the results for the Kruskal-Wallis H test for positive coping mechanisms among MSW students.

Table 3

Kruskal-Wallis H Test for Positive Coping Mechanisms

Descriptive Statistics								
Variables	N	Mean	SD	Min.	Max.	25 th	50 th	75 th
Positive Coping	108	13.39	2.604	7	19	12.00	13.00	15.00
Level of Interrole Conflict	108	1.96	.669	1	3	2.00	2.00	2.00
Ranks								
	Level of Conflict	N	Mean Rank					
Positive Coping	Little to None	26	57.48					
	Mild to Moderate	60	56.30					
	High to Intense	22	46.07					
Test Statistics								
Positive Way of Coping with Interrole Conflict								
Kruskal-Wallis H						2.058		
Df						2		
Asymp. Sig. (2-tailed)						.357		

Table 4

Kruskal-Wallis H Test for Negative Coping Mechanisms

Descriptive Statistics								
Variables	N	Mean	SD	Min.	Max.	25 th	50 th	75 th
Negative Coping	108	6.56	2.533	1	13	5.00	7.00	8.00
Level of Interrole Conflict	108	1.96	.669	1	3	2.00	2.00	2.00
Ranks								
	Level of Conflict	N	Mean Rank					
Negative Coping	Little to None	26	51.27					
	Mild to Moderate	60	52.97					
	High to Intense	22	62.50					
Test Statistics								
Negative Way of Coping with Interrole Conflict								
Kruskal-Wallis H						1.883		
Df						2		
Asymp. Sig. (2-tailed)						.390		

As seen in Table 3, there was no statistically significant difference in positive coping mechanisms among the 3 groups of interrole conflict, $H(2) = .058$, $p = .357$. Therefore, the study fails to reject the null hypothesis that positive coping strategies are the same across interrole conflict groups. Correspondingly,

Table 4 highlights the results for the Kruskal-Wallis H test for negative coping mechanism among MSW students. There was no statistically significant difference in negative coping mechanisms among the 3 groups of interrole conflict, $H(2)=1.883$, $p =.390$. Therefore, this study fails to reject the null hypothesis that negative coping strategies are the same across interrole conflict groups.

Qualitative Results

The results for the qualitative portion of the study are reported in Table 5. As demonstrated, the thematic analysis of the data generated a total of 16 major themes compartmentalized into 10 positive coping mechanisms (social support, religiosity/spirituality, therapy, good communication, good organization, orientation toward solution, self-care, reflecting, physical activities) and 5 negative coping approaches (over/under sleeping, stress/anxiety, eating, drinking, no ways of coping). The themes were further categorized into three classes: emotion, problem, or avoidance coping (As seen in Appendix F).

Emotion Coping

Social Support

The most common theme identified under emotion coping was social support (n=46). Social support is considered a positive mechanism. Four sub-

themes were associated with this theme: *family, friends, classmates, and coworkers.*

Table 5
Coping Mechanisms Among Masters of Social Work Students

<i>Coping</i>	<i>N</i>	<i>Positive Coping Techniques</i>	<i>Negative Coping Techniques</i>
	46	Social Support	-
	21	Family	-
	17	Friends	-
Emotion Coping	5	Classmates	-
	3	Co-Workers	-
	12	Spirituality/Religiosity	-
	9	Prayer	-
	3	Meditation	-
	10	Therapeutic Intervention	-
	6	Individual Therapy	-
	2	Self-Talk	-
	2	Mindfulness	-
	8	Communication	-
Problem Coping	54	Organization	
	13	Solution Focused	
	8	Reflecting	-
	16	Self-Care	-
Avoidance Coping	9	Physical Activities	-
	4	Cognitive Avoidance	-
	7	-	No Ways of Coping
	4	-	Over/Under Sleeping
	3	-	Stress/Anxiety
	2	-	Eating
	2	-	Drinking
	2	No Conflict	

Participants who identified social support as a coping mechanism expressed the following:

- *Calling my mother (Respondent 85).*
- *I talk to my friends which makes me feel better (Respondent 69).*
- *By talking to classmates that can relate to the demands of grad life.*

Classmates who were undergoing the same struggles would encourage me to keep moving forward and motivated me to complete tasks which I found very helpful and was appreciative of their support (Respondent 15).

- *I consult with my supervisor (Respondent 63 and 91).*

Religiosity/Spirituality

The second most common theme identified under emotion coping was spirituality (n=12) also categorized as a positive coping technique. It is not uncommon for individuals to seek spiritual support under stressful situations (Deasy, et al., 2014). *Prayer* and *meditation* were two sub-themes identified with spirituality: Participants who engage in prayer and/or in meditation shared:

- *I spread myself thin and pray enough of me is going where it's needed, especially with my family (Respondent 34).*
- *Try to meditate before bed (Respondent 30).*

Therapeutic Interventions

Another positive coping technique in the emotion coping section was therapy (n=10). Three sub themes that emerged here were *individual therapy*, *self-talk*, and *mindfulness*. Some reflections of this theme were:

- *I started seeing a therapist on campus (Respondent 65).*
- *I have to think positive. I think about when my role as a student is over. Then the interrole conflict may be less and I will only have to worry about work and family conflict (Respondent 52).*
- *Mindfulness (Respondent 55 and 56).*

Communication

Finally, participants highlighted the importance of keeping the lines of communication open as a means of implementing positive coping mechanisms. Communication is also categorized under emotion coping. Those who emphasized the use of communication shared:

- *I set proper boundaries by communicating with my friends and family. They are aware of my responsibilities and priorities. You have to be somewhat selfish and be blunt with people regarding how important certain matters are (Respondent 87).*

Problem Coping

Organization

The most common theme identified under problem coping was *organization*. This theme was also the most common positive coping mechanism

grounded in the data (n=54). Half of the participants reported that cultivating organization skills allow them to cope with interrole conflict. Participants who engage in organization activities expressed:

- *Unfortunately, there are not enough hours in the day to accomplish everything with work, school, and family. Somewhere along the line one thing will get completed and the other will be compromised. I try my best to make sure I finish the most important task, which usually leaves housework last. Turning in important assignments and activities with my children usually get priority (Respondent 26).*

Solution Focused

Another theme emerging from the problem coping category was *solution focused* (n=13), a positive coping mechanism. Participants who identified seeking a solution as the best way to cope with conflict expressed:

- *I come up with solutions and various plans of action (Respondent 12).*

Reflecting

A positive coping mechanism, *reflecting*, was the last theme identified under problem coping (n=8). These participants looked back and reflected on past victories as a means of dealing with the demands of interrole conflict.

Participants who reflect have a tendency to take control, confront, and deal with the conflict (Deasy, 2014). This sentiment was expressed as follows:

- *I reflect on my current situation and plan accordingly to how I can maintain sustainability and display resiliency. I do not let conflict become a limitation (Respondent 95).*
- *I try to take a step back and reflect on what I have to do, what I want to do, and figure out how that can be accomplished (Respondent 97).*

Avoidance Coping

Avoidance coping can be considered a positive or negative coping mechanism, based on how it is implemented. "Avoidance coping involves withdrawing from situational demands and engaging in activities that do not promote role engagement" (Hecht & McCarthy, 2010, p. 635).

Positive Avoidance Coping. The most common theme under positive avoidance coping mechanisms was *self-care* (n=16) followed by *physical activities* (n=9), and *cognitive avoidance* (n=4). "Disengaging from stressful roles temporarily, may actually help (Hecht & McCarthy, 2010, p.643). Participants highlighted the importance of maintaining an active lifestyle, spending time to themselves, or simply taking a break.

- *I make sure to engage in self-care. I always save at least one hour in the day for myself without dealing with home and school responsibility (Respondent 108).*
- *Do fun activities when I have a chance such as going out on a hike, walking, exercising to relieve stress, and yoga (Respondent 33).*

- *Stay away from the situation temporarily and come back to it when I am ready to tackle it (Respondent 51).*

Negative Avoidance Coping. The most common theme under negative avoidance coping mechanisms was *no ways of coping* (n=7) followed by *over/under sleeping* (n=4), *stress/anxiety* (n=3), *eating* (n=2), and *drinking* (n=2). Negative avoidance coping mechanisms, also known as *escape avoidance*, are of concern due to the propensity to increase conflict and contribute to an unhealthy and possibly risky lifestyle (Deasy, et al., 2014). Below is a reflection of the theme.

- *Sleeping more or sleeping less (Respondent 30).*
- *I always feel stressed (Respondent 69).*
- *I've been drinking almost daily to help alleviate all of the stress (Respondent 74).*
- *Eating (Respondents 47 and 85).*

No Conflict

Although almost all of the participants experienced some level of interrole conflict and reported relevant coping mechanisms, there were 2 participants who simply did not report any interrole conflict:

- *I don't feel like I experienced this a lot to the point where I had to learn to cope (Respondent 100).*

CHAPTER FIVE

DISCUSSION

Overview

The purpose of this study was to assess how MSW students cope with interrole conflict. A mixed-methods approach was utilized to collect and analyze data. Non-parametric analysis revealed no difference in coping among 108 participants with *little to no conflict*, those with *mild to moderate conflict*, and those with *high to intense conflict*, thereby rejecting the study null hypothesis. In other words, the quantitative results suggest that coping is irrespective of the number of roles, as students who only have two roles (work and school or school and family) experience the same amount of coping as those who have three roles (school, work, and family). Results from thematic analysis yielded 16 major themes, 10 of which are positive coping mechanisms, 5 are negative coping mechanisms and 1 expressed no conflict.

These results are inconsistent with most previous studies. Hecht and McCarthy (2010) found that coping styles were significantly related to interrole conflict. Furthermore, Giancola, et al. (2009) found that positive coping mechanisms were associated with lower levels of interrole conflict and negative coping mechanisms were related with higher levels of interrole conflict. Perhaps, as suggested by Collins (2015), social work students are encouraged and specifically trained to resist stressful situations by having a greater sense of their

overall health and strengths, are taught to focus on the positive aspects of a difficult situation, have high confidence levels to take on tasks, and are aware of the control they have to change situations. This would mean that MSW students are proficient in identifying adaptive coping mechanisms which will allow them to identify what coping techniques need to be implemented. Similarly, receiving an education on the importance of leading a balanced and healthy lifestyle allows social workers to obtain better knowledge about how to positively cope with stress regardless of the intensity (Munson, 1984). Aside from receiving a strength-based education in micro and/or macro social work practice, MSW students are also taught the importance of implementing healthy self-care techniques.

Yet another factor that needs to be considered is resiliency. De las Olas Palma-Garcia and Hombrados-Mendieta (2014, p. 381-382) describe resiliency as “the ability of the individual, family or community to cope with the adversities they encounter, whether they are personal, social, or workplace-associated....It also refers to knowing how to overcome such adversities by learning from them and becoming stronger”. More than half of social work students have chosen the social work field due to the impact their family history had on them: substance abuse, violence, or psychopathology (Sellers & Hunter, 2005). Without a doubt, these factors contribute to an individual’s resiliency. Furthermore, past research shows that with each academic year social work students successfully complete, their resiliency increases significantly by “becoming more competent (I Can),

being more accepting of themselves and life (I Am), and perceiving greater social support (I Have)” (De las Olas Palma-Garcia & Hombrados-Mendieta, 2014, p. 392). Resiliency may also be a contributing factor as to why coping strategies did not differ across different levels of interrole conflict. MSW participants may have had greater awareness of their self-identity and feel comfortable creating a social support system.

From a qualitative perspective, this study’s results are consistent with previous findings that suggest that (1) receiving social support is instrumental in coping with stress (Kalliath & Kalliath, 2014); (2) prayer, seeking professional help, and verbal expression are means that students cope with distress (Deasy, et al., 2014); (3) effective organization - including time management, balance, and planning - contribute to positive coping (Kalliath & Kalliath, 2014); (4) stepping away from a stressful role momentarily may reduce conflict (Hecht & McCarthy, 2010); and (5) individuals who give themselves time to reflect and find solutions are able to better able to manage their time which then leads to lower levels of conflict (Deasy, et al., 2014).

Implications

This study has implications for social work education. In fact, graduate social work programs can use the findings of this study to implement curricula that reflect the overall well-being of students. Hence, students would benefit from MSW programs that incorporate interventions and activities that allow students to

identify formal and informal support systems such as parents, friends, partners, colleagues etc. This study also raises awareness about the distinct roles and responsibilities both full and part time MSW students have aside from school. Having a better understanding of these challenges will allow administrators of MSW programs to have realistic expectations of their students. Furthermore, and most importantly, current and future MSW students can benefit from this study by educating themselves on the specific coping mechanisms needed to reduce feelings of stress caused by interrole conflict. This study will also make them aware of the maladaptive coping mechanisms to avoid and the tools needed to create a healthier lifestyle while progressing through the MSW pipeline.

Limitations

A limitation to this study was the specific geographic location. All participants were students in a public university in Southern California. The study was also limited to MSW students and thus did not address the experiences of undergraduate social workers and students in a different field of study. Moreover, the study sample was predominantly composed of female students. Although social work is a female-dominated field, a more balanced sample with regard to gender could have provided a richer understanding of the subject matter.

Recommendations

Future research should assess MSW students from different programs. This would allow a specific understanding of the experiences of MSW students. Additionally, researchers should target diversity in their sample by recruiting participants from different disciplines and addressing the gender gap. The inclusion of other disciplines will allow future researchers to test the claims that resilience and strength-based approaches were the reasons why there was no statistically significant difference in coping strategies among the study participants. Future research should also investigate, preferably in a parametric way, possible factors associated with coping among the general college student population.

APPENDIX A
DEMOGRAPHICS

Demographics

1. Age_____
2. Sex: Female_____ Male_____
3. Ethnicity:
 - a. African American_____
 - b. Asian American_____
 - c. Caucasian_____
 - d. Latino_____
 - e. Native American_____
 - f. Other_____ (please specify)
4. Marital Status:
 - a. Single_____
 - b. Married_____
 - c. Separated_____
 - d. Divorced_____
 - e. Widowed_____
5. How many children do you have? _____
6. What are the ages of your children? _____
7. Are you in a full time or part time MSW program?
 - a. Full Time_____
 - b. Part-Time_____
8. How advanced are you in the MSW program?
 - a. First year full-time_____
 - b. Second year full-time_____
 - c. First year part-time_____
 - d. Second year part-time_____
 - e. Third year part-time_____
 - f. Other (please specify) _____
9. Are you employed full time or part-time?
 - a. Full-time_____
 - b. Part-time_____
10. On average, how many hours a week do you work? _____
11. On average, how many hours a week are invested in school related activities? _____
12. On average, how many hours a week are invested in family related activities? _____

APPENDIX B
EGLESTON'S INTERROLE CONFLICT SCALE

Please indicate, by circling, 1, 2,3,4,5, how frequently the following events occur in your life.
 1= Never 2=Sometimes 3=Most Times 4= Often 5= Always

1. In the last six months, how often did your job interfere with your responsibilities at home such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or caring for a family member?	1	2	3	4	5
2. In the last six months, how often did your job keep you from spending the amount of time that you would like to spend with your family?	1	2	3	4	5
3. In the last six months, how often did your job interfere with your home life?	1	2	3	4	5
4. In the last six months, how often did your home life interfere with your responsibilities at work such as getting to work on time, accomplishing daily tasks, or working overtime?	1	2	3	4	5
5. In the last six months, how often did your home life keep you from spending the amount of time you would like to spend on your job?	1	2	3	4	5
6. In the last six months, how often did your home life interfere with your job?	1	2	3	4	5
7. In the last six months, how often did your job interfere with your responsibilities at school such as attending class, reading, completing assignments or studying for exams?	1	2	3	4	5
8. In the last six months, how often did your job keep you from spending the amount of time that you would like to spend on your school life?	1	2	3	4	5
9. In the last six months, how often did your job interfere with your school life?	1	2	3	4	5
10. In the last six months, how often did your job interfere with your school life?	1	2	3	4	5
11. In the last six months, how often did school interfere with your responsibilities at work such as getting to work on time, accomplishing daily tasks, or working overtime?	1	2	3	4	5
12. In the last six months, how often did school keep you from spending the amount of time that you would like to spend on your job?	1	2	3	4	5
13. In the last six months, how often did your school interfere with your job?	1	2	3	4	5
14. In the last six months, how often did your home life interfere with your responsibilities at school such as attending class, reading, completing assignments or studying for exams?	1	2	3	4	5
15. In the last six months, how often did your home life keep your from spending the amount of time you would like to spend on school?	1	2	3	4	5
16. In the last six months, how often did your home life interfere with school?	1	2	3	4	5
17. In the last six months, how often did school interfere with your responsibilities at home such as yard work, cooking, cleaning, repairs, shopping, paying the bills, or caring for a family member?	1	2	3	4	5
18. In the last six months, how often did school keep you from spending the amount of time you would like to spend with your family?	1	2	3	4	5
19. In the last six months, how often did school interfere with your home life?	1	2	3	4	5

Egleston, D.O. (2008) *Propensity for inter-role conflict scale* [Measurement Instrument]

APPENDIX C
WAYS OF COPING QUESTIONNAIRE

Respond to the following statements in this questionnaire; you must have a specific stressful situation in mind. Take a few moments and think about a situation in which your work, family and school roles were in conflict with one another. This means that meeting the demands of one role made it difficult to meet the demands of another role.

By “stressful” we mean a situation that was difficult or troubling for you, either because you felt distressed about what happened, or because you had to use considerable effort to deal with the situation. Before responding to the statements, think about the details of this stressful situation, such as where it happened, who was involved, how you acted, and why it was important to you.

As you respond to each of the statements, please keep this stressful situation in mind. Read each statement carefully and indicate, by circling, 0,1,2,3, to what extent you used it in the situation.

0= Does not apply 1= Used somewhat 2= Used quite a bit 3= Used a great deal

1. I just concentrated on what I had to do next.	0	1	2	3
2. I talked to someone to find out more about the situation.	0	1	2	3
3. I hoped for a miracle.	0	1	2	3
4. I slept more than usual.	0	1	2	3
5. I accepted my sympathy and understanding from someone.	0	1	2	3
6. I got professional help.	0	1	2	3
7. I made a plan of action and followed it.	0	1	2	3
8. I talked to someone who could do something concrete about the problem.	0	1	2	3
9. I tried to make myself feel better by eating, drinking, smoking, using drugs, or medications, etc.	0	1	2	3
10. I changed something so things would turn out all right.	0	1	2	3
11. I generally avoided being with people.	0	1	2	3
12. I asked advice from a relative or a friend I respected.	0	1	2	3
13. I talked to someone about how I was feeling.	0	1	2	3
14. I took it out on other people.	0	1	2	3
15. I drew on my past experience; I was in a similar situation before.	0	1	2	3
16. I knew what had to be done, so I doubled my efforts to make things work.	0	1	2	3
17. I refused to believe that it had happened.	0	1	2	3
18. I came up with a couple of different solutions to the problem.	0	1	2	3
19. I wished that the solution would go away or somehow be over with.	0	1	2	3
20. I had fantasies or wishes about how things might turn out.	0	1	2	3

How do you cope with interrole conflict?

Folkman, S. & Lazarus, R. S. (1988) *Ways of Coping Scale* [Measurement Instrument]

APPENDIX D

SIGN IN SHEET FOR POSSIBLE PARTICIPANTS

If you know anyone that might be interested in participating in the study, please add their name and contact information. Please keep in mind individuals need to be in a MSW program, employed, and have dependent children.

Thank you for your cooperation!

Name	Phone Number	Email Address
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

APPENDIX E
INFORMED CONSENT

The study in which you are asked to participate is designed to assess how Master of Social Work students cope interrole conflict. The study is being conducted by Mireya Torres, a graduate student, under the supervision of Dr. Rigaud Joseph, Assistant Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board Social Work Sub-committee at CSUSB.

PURPOSE: The purpose of the study is to assess how Master of Social Work students cope with interrole conflict.

DESCRIPTION: Participants will be asked questions on coping styles and how often their multiple roles conflict with each other as well as demographics.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY OR ANONYMITY: Your responses will remain anonymous and data will be reported in group form only.

DURATION: It will take 10-15 minutes to complete the survey.

RISK: There are no foreseeable risks to the participants.

BENEFITS: There will not be any direct benefits to the participants.

CONTACT: If you have any questions about this study, please feel free to contact Dr. Joseph at (909) 537-5507.

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2018.

This is to certify that I read the above and I am 18 years or older.

Place an X mark here

Date

APPENDIX F
QUALITATIVE RESULTS

N	Coping Mechanism
8	<p>Communication</p> <p>“Usually by straightforward communication.” - Respondent 79</p> <p>“Talk with the person, listen, respect their views and come to a consensus that works for all.” -Respondent 14</p> <p>“Try to communicate with that person.”- Respondent 64</p> <p>“Usually by straightforward communication.”-Respondent 79</p> <p>“Attempt to communicate my apologies if I cannot complete tasks.”-Respondent 83</p> <p>“Communicating.”- Respondent 84</p> <p>“I set proper boundaries by communicating with my friends and family. They are aware of my responsibilities and priorities. You have to be somewhat selfish and be blunt with people regarding how important certain matters are.”-Respondent 87</p> <p>“As of right now I make sure that I let everyone know I'm a student first so many people in my other roll know that it's difficult for me to go out.”- Respondent 100</p>
54	<p>Organization</p> <p>“Staying organized and planning ahead. My time is very limited and I get stressed often mainly at school and work.”- Respondent 1</p> <p>“I try to organize Myself by prioritizing.” Respondent 4</p> <p>“I set my priorities. Home: Getting kids ready for school on time, cleaning only if it's a must. School: Only do what's due. Work: Showing up to work.”-Respondent 6</p> <p>“I try to balance, but most of the time it's difficult.” -Respondent 7</p> <p>“Usually weigh my options; pros and cons.”- Respondent 10</p> <p>“I try to create a balance. My job allows for flexibility so I can take time off for family. The issue right now is balancing school with work and home life.”-Respondent 16</p> <p>“I make backup plans so that I feel more secure.”- Respondent 17</p> <p>“I can I do school work during downtime at work.”-Respondent 21</p> <p>“When my job got in the way of school/ work like I quit it.”-Respondent 22</p> <p>“ I usually weigh the pros and cons of situation and make a concrete decision.” can you give me my- Respondent 23</p> <p>“Prioritize”-Respondent 25</p> <p>“Unfortunately there are not enough hours in the day to accomplish everything with work, school, and family. Somewhere along the line one thing will get completed and the other will be compromised. I try my best to make sure I finish the most important task, which usually leaves housework last. Turning in important assignments and activities with my children usually get priority.”-Respondent 26</p> <p>“I do the work and Skip time with family and friends.”-Respondent 29</p> <p>“I try to sort out/prioritize what needs to be done.”- Respondent 32</p> <p>“Organizing my schedule ahead of time.”- Responding 37</p> <p>“In a positive way I try and balance my priority and I put my priorities on a list to which is more important. Family is number one priority; nothing would come in the way of my family or my role within my family. The list went on. So I use the priority list.”- Respondent 38</p> <p>“I try to keep work, school, and internship at the forefront of my focus. I tend to utilize brakes and low times of workload to hang out with family. I use my drive</p>

	<p>time to call loved ones and communicate My workload so they don't feel abandoned."- Respondent 41</p> <p>"Prioritize what needs to be done. Family emergencies are first. School and work take up different places on my list based on deadlines." Respondent 43</p> <p>"Prioritize and plan."- Respondent 50</p> <p>"I focus on school all week, and weekends I focus on home, work, and family."- Responded 52</p> <p>"I tend to focus on a couple things at a time. If I have to do school work and housework, I'll focus on the school work, take a break to do some housework. Then go back to school work."- Respondent 53</p> <p>"I breathe deeply and prioritize the roles and passed for those goals. Then mentally, I try and focus on one thing at a time. I take breaks in between and go outside, watch TV, anything to distract my mind for a bit."-Respondent 58</p> <p>"By compartmentalizing responsibilities and taking time off of work."- Respondent 61</p> <p>"I don't! I just handle one thing at a time depending on what is the priority."- Respondent 66</p> <p>"I use the philosophy of a boat with a leak. I patch the biggest holes first, and then I go back to patchwork."- Respondent 72</p> <p>"Prioritize the urgency / importance of the tasks. Considered with fast I had already committed to. Attempt to complete all task as fast as I can."- Respondent 83</p> <p>"Finding a way to manage everything/organize."- Respondent 84</p> <p>"I prioritize my responsibilities; family, and my education."- Respondent 86</p> <p>"I try to stay organized."- Respondent 92</p> <p>"Prioritize."- Respondent 96</p> <p>"I tend to prioritize my roles and complete what I need to do in that role for that day or week.- Respondent 106</p> <p>"Make to-do list for everything."- Respondent 107</p> <p>"Having a calendar with everything I need to accomplish by certain date, big personal events, and things needed done for work." - Respondent 2</p> <p>"I try to set time aside for school work on my days off and plan to take time off at work when major assignments are due." - Respondent 3</p> <p>"I try to manage my time to the best of my ability."- Respondent 4</p> <p>"Plan ahead using a calendar."-Respondent 8</p> <p>"Try to make time."-Respondent 11</p> <p>"One thing at a time and be in the moment, space, and time of what I am responsible for. Designate time for family even if it is not the amount I would like."- Respondent 19</p> <p>"Time Management"- Respondent 24</p> <p>"Time Management"-Respondent 25</p> <p>"The way I cope with scheduling. I use a calendar planner to plan everything out with school, work, and any important family event. However when things do not go as planned I try by not stressing. I tell myself everything will be all right and things will get done."- Respondent 28</p> <p>"Set amount of time for each thing."- Respondent 35</p> <p>"Using a planner to not forget assignments, due dates, or obligations. Meal prepping for the whole week on the weekend."- Respondent 37</p> <p>"I try to make schedule to manage time better and to be able to fulfill all of my roles."- Respondent 49</p> <p>"Scheduled time."-Respondent 60</p> <p>"I try to schedule things on my planner."-Respondent 65</p>
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	<p>“Schedule better.”-Respondent 75</p> <p>“Always awake an hour earlier...I do not procrastinate, I do assignments promptly.”- Respondent 86</p> <p>“I just try to keep up with all by having a planner and scheduling ahead of time.”- Respondent 88</p> <p>“I utilize my time management to balance my roles.”- Respondent 90</p> <p>“Cut hours spent with my family, work one job instead of three, minimize my social life and going out.”- Respondent 96</p> <p>“I make “to do” list and set reminders.”- Respondent 97</p> <p>“I have a stringent schedule that I have to follow. I have at times sacrificed school work to spend time with family.”- Respondent 105</p> <p>“I talk to myself and reflect on my time management skills.”- Respondent 106</p>
16	<p>Self-Care</p> <p>“I try to make time for myself to try to rest and think clearly in order to re-energize and be able to complete the million tasks on my shoulders.”- Respondent 6</p> <p>“Go on a trip.”- Respondent 12</p> <p>“Find time for self-care activities.”- Respondent 37</p> <p>“I like to cope with interrole conflict by using self-care; massages, going out for food, or time to watch television.”-Respondent 44</p> <p>“Fun: podcast, reading, available books.”-Respondent 56</p> <p>“Rested when possible.”-Respondent 60</p> <p>“Sometimes I take days off work to recuperate.”-Respondent 65</p> <p>“Self-Care; music and spending time with family when I can.”-Respondent 77</p> <p>“I work to be efficient and effective and employ self-care techniques to make sure I’m focused and effective when I need to be.”-Respondent 80</p> <p>“Watching Netflix, Hulu, or Amazon.”- Respondents 85</p> <p>“I keep doing what I have to do, like go to school and home responsibilities, but I make sure to take a moment for myself to breath and self- care.”- Respondent 88</p> <p>“Self-care.”- Respondent 93</p> <p>“I do self-care; manicure/ pedicure.”- Respondent 94</p> <p>“Practice self-care.”- Respondent 99</p> <p>“I cope with interrole conflict by making time for self-care on the weekend.”- Respondent 103</p> <p>“I make sure to engage in self-care. I always save at least one hour in the day for myself without dealing with home and school responsibility.”- Respondent 108</p>
46	<p>Social Support</p> <p>“Talk to other people.” -Respondent 8</p> <p>Family (21) “By talking to close relatives and classmates that can relate to the demands of grad life. Classmates who were undergoing the same struggles would encourage me to keep moving forward and motivated me to complete tasks which I found very helpful and was appreciative of their support.”-Respondent 15</p> <p>Friends (17) “Help from family and friends who support me.”-Respondent 22</p> <p>Classmates (5) “Limit my social life.”- Respondent 35 N/A</p> <p>Co-workers “Talking to other students about how they managed / balance everything.”- Respondent 37</p>

(3)	<p>“Using my friends / partner to discuss when I am feeling overwhelmed is very helpful.”- Respondent 39</p> <p>“Talk with someone. Discuss what could have I have done differently and sound something to prevent it from happening again.”- Respondent 40</p> <p>“Talking Friends.”- Respondent 47</p> <p>“I try my best to share my feelings with people around to let them know what is going on and how I'm feeling. If I am able to talk things out I am able to come up with a plan to resolve conflict.”-Respondent 54</p> <p>“Talking to people I trust.”-Respondent 61</p> <p>“Seek advice. Express frustration to wife. Consult with wife, supervisor about ethics.”-Respondent 63</p> <p>“I vent to my classmates.”-Respondent 65</p> <p>“I do talk to my friends which make me feel better.”-Respondent 69</p> <p>“Talk about it.”-Respondent 70</p> <p>“I try to talk to other colleagues who are going through the same thing.”-Respondent 71</p> <p>“If all else fails, seek friend for support and a good night out to be distressed.”-Respondent 83</p> <p>“To my roommate about it back and forth because she's also in a MSW program....talking to my closest friends.”- Respondent 85</p> <p>“Speak with my colleague directly. If that doesn't work, consult my supervisor.”-Respondent 91</p> <p>“Ask friends what is needed to be done.”- Respondent 107</p> <p>I also spoke with my family before attending MSW program about what my role would be or how my role would change to eliminate conflict.” - Respondent 3</p> <p>“I talk with family.., I spend time with kids and volunteer to keep my mind occupied.”- Respondent 12</p> <p>“My husband and I both go to school and work full time. We were arguing so much about the housework, we actually hired a house cleaner. It's been amazing. I also firmly believe in therapy and I plan on lowering my work hours when I can. We also try to plan some things for us like comedy shows or date night.”- Respondent 18</p> <p>“I vent to family and (friends).”- Respondent 29</p> <p>“Communicating with my partner about my limited time and asking for help.”-Respondent 37</p> <p>“Talking to my husband and being with my dog.”-Respondent 55</p> <p>“Talked to family about helping.”-Respondent 60</p> <p>“Family and (friend) support.”-Respondent 81</p> <p>“I make clear my role/expectations on how school work may impact my home life to my family.”-Respondent 82</p> <p>“Calling my mother.”- Respondent 85</p> <p>“I cover the needs of my family.”- Respondent 86</p> <p>“I talk to close (friends) and family to get support....I just had a rough time with the miscarriage, but speaking/getting support from loved ones helped, but I kept up all school responsibilities.”- Respondent 88</p> <p>“Talk with my mother and close (friends) about what is going on.”- Respondent 92</p> <p>“Relax with family and (friends).”- Respondent 93</p> <p>“I go out for a couple hours with my husband.”- Respondent 94</p> <p>“I cope with interrole conflict by expressing my emotions to my partner.”-Respondent 95</p>
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	<p>"I have also talked to my husband regarding things he can do to help me fulfill each of my roles."- Respondent 106</p> <p>I have the convenience of having my job work with my school schedule allowing me to call off if needed to focus on school work."-Respondent 82</p>
13	<p>Solution Focus</p> <p>"Write a list of possible solutions." - Respondent 8</p> <p>"I come up with solutions and various plans of action to solve situation."- Respondent 12</p> <p>"Researching conflict solutions."-Respondent 24</p> <p>"It's difficult to say really, I simply just deal with it as I go. I'm not much of a planner."- Respondent 57</p> <p>"Develop a plan to lower stress levels, but usually don't follow through."- Respondent 63</p> <p>"I figure it out." -Respondent 68</p> <p>"Act on it."-Respondent 70</p> <p>"Find alternative solutions."-Respondent 75</p> <p>"I try to stay focused on the "how" and know this situation is not forever."- Respondent 78</p> <p>"I choose the best plan to implement A or B. If an emergency of occurs, it takes the care immediately." -Respondent 86</p> <p>"Get to work. I need money so I have to work; there is no option, so I just do what I have to do."-Respondent 89</p> <p>"Stay focused."- Respondent 102</p> <p>"To cope, I overextend myself, and then act reclusive when focusing on things of importance."-Respondent 104</p>
8	<p>Reflecting</p> <p>"Reflect on ways I got through past difficult situations." -Respondent 8</p> <p>"I usually reflect on what is currently happening and try to change my ways."- Respondent 11</p> <p>"I have been through a lot of situations in life that have put heavy pressures on me: flooring in a band, Living out of a van, and getting paid little money was the biggest. We traveled across the U.S. this way many times. During this time I was self-employed, doing graphic design and managing other band. I have to be resourceful, there were hard times, I have to persevere. Fast forward to today, I am able to cope managing multiple roles and the overlap conflict that'll course well." Respondent 36</p> <p>"I tried to visualize past successful outcomes to decrease anxiety. When I am at my worst is when I over-analyze situations and become irritable."- Respondent 39</p> <p>"Reflect."-Respondent 70</p> <p>"Brainstorm roles."-Respondent 75</p> <p>"I reflect on my current situation and plan accordingly to how I can maintain sustainability and display resiliency. I do not let conflict become a limitation."- Respondent 95</p> <p>"I try to take a step back and reflect on what I have to do, what I want to do, and figure out how that can be accomplished."- Respondent 97</p>
7	<p>No Ways of Coping</p> <p>Respondent 9</p> <p>Respondent 27</p>

	<p>Respondent 31 Respondent 45 Respondent 48 Respondent 62 Respondent 67</p>
9	<p>Physical Activity "One coping method I use for any conflict or stress is exercise."- Respondent 11 "Exercise." Respondent 30 "Do fun activities when I have a chance such as watching a funny movie, going out on a hike, walk, Etc. Exercise to relieve stress...yoga."-Respondent 33 "Exercise."- Respondent 50 "Exercise."- Respondent 55 "Physical activities: exercise, walk, yoga."- Respondent 56 "Do physical activity to take my mind off of it."-Respondent 64 "Exercise."-Respondent 73 "Go on hikes."- Respondent 93</p>
11	<p>Drink/Sleep/Eat/Cry After a long day of school / work I will try to vent to someone, drink wine, and watch unrelated TV or sleep."- Respondent 21 "Sleeping more or sleeping less." Respondent 30 "Sleep less time."-Respondent 35 "Eat"-Respondent 47 "Add several crying session. Thought about quitting once or twice."- Respondent 60 "Shopping."- Respondent 73 "I've been drinking almost daily to help alleviate all of the stress."-Respondent 74 "Eating and drinking iced coffee (cold brew)." - Respondent 85 "Stay up late to finish activities."-Respondent 104 "Naps. Lots of naps."- Respondent 107 "I tend to take on too much and not manage my time as well as I should. I sleep substantially less averaging 2 to 3 hours on a weeknight." -Respondent 20</p>
12	<p>Spiritual/Religiosity "Try to meditate before bed.- Respondent 30 "Meditate a lot."- Respondent 33 "I spread myself thin and pray enough of me is going where it's needed, especially with my family."- Respondent 34 "Pray to God to give me strength!"- Respondent 35 "I pray a lot, and practice mindful thinking. I am okay with getting a B, and focus on the present and realize I will get through this stage in my life. It is only temporary."- Respondent 41 "I pray, seek advice from close friends and family and work through the issue."- Respondent 46 "I also read inspirational quotes when I'm over stressed and provide myself with affirmations."-Respondent 58 "Pray."-Respondent 70 "Prayer." - Respondent 73</p>

	<p>“Jesus. My faith, hands down.”-Respondent 76 “I asked God for wisdom and purpose.”- Respondent 86 “I go to church, basically with my faith.”- Respondent 94</p>
3	<p>Anxious “Become overly anxious.”- respondent 30 “By stressing out.”- Respondent 38 “I don’t. I always feel stressed.” -Respondent 69</p>
2	<p>Mindfulness “Mindfulness.”- Respondent 55 “Mindfulness: yoga, meditation.”- Respondent 56</p>
2	<p>Self-Talk “Positive self-talk mostly.”-Respondent 39 “I have to think positive. I think about when my role as a student is over. Then the interrole conflict may be less and I will only have to worry about work and family conflict.”- Respondent 52</p>
4	<p>Cognitive Avoidance “I avoid conflict. I don’t do well with conflict.”- Respondent 42 “Avoid conflict and stressful situation at any means possible.”- Respondent 46 “Stay away from the situation temporarily and come back to it when I am ready to tackle it.”- Respondent 51 “Take a break.”-Respondent 63</p>
6	<p>Therapy “Talk to therapist.”- Respondent 47 “I started seeing a therapist on campus.” -Respondent 65 “Attend counseling and take medication to deal with my anxiety.”- Respondent 94 “Individual therapy (biweekly sessions).”- Respondent 96 “I feel that by seeking professional help it served useful for dealing with interrole conflict.”-Respondent 99 “Sought out therapy due to traumatic event happening within the family during the time of my class Final.”- Respondent 101</p>
2	<p>No Conflict “I don’t really have much to balance in life. All I want to do is succeed at something in life period.”-Respondent 59 “I don’t feel like I experienced this a lot to the point where I had to learn to cope.”- Respondent 100</p>

APPENDIX G
INTERNAL REVIEW BOARD APPROVAL

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Miraya Torres

Proposal Title What is the impact of high schools on the impact on the environment?

SW1954

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- approved
- to be resubmitted with revisions listed below
- to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- faculty signature missing
- missing informed consent debriefing statement
- revisions needed in informed consent debriefing
- data collection instruments missing
- agency approval letter missing
- CITI missing
- revisions in design needed (specified below)

[Signature]
Committee Chair Signature

6/15/2017
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

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