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Daily Work, Nonwork, and Stress Experiences of Students

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Daily Work, Nonwork, and Stress Experiences of Students



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Introduction

Background

- Research has examined stress in employed adults
- Young adults' school demands may similarly be related to stress
- Many young adults are also employed
- Personal resources are used to meet demands¹
- Daily activities, such as sleep and exercise, may be related to resource replenishment² and daily wellbeing³

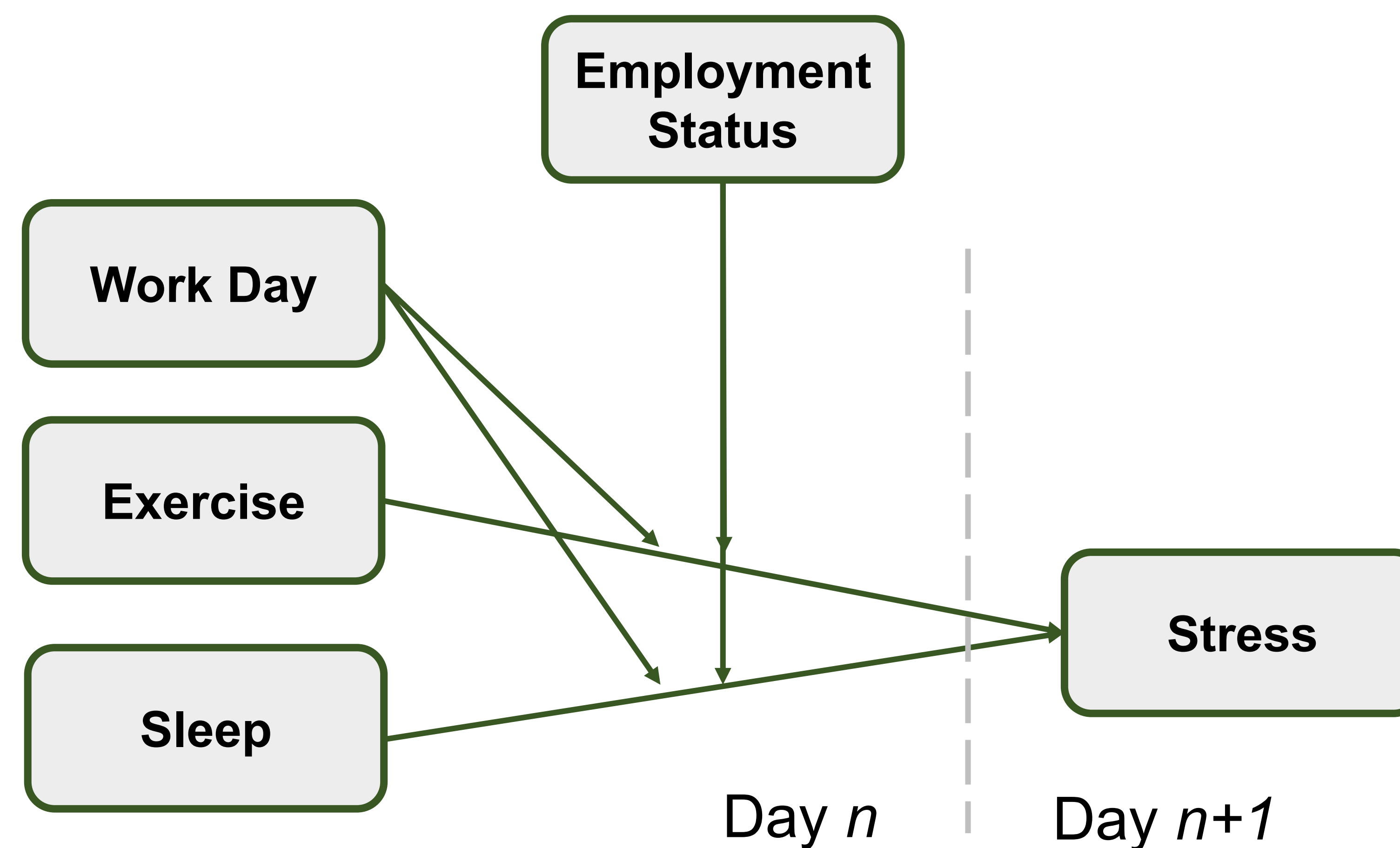
The Present Study

- This study will add to the limited research examining the stress experiences of students
- This study will aid in understanding the experiences of employed students

Research Questions

- How does students' sleep and exercise relate to stress the next day?
- Is this relationship different for employed students?
- What are these relationships

Hypothesized Model



Method

Participants

- 95 undergraduate students and 53 adolescents from a US state in the Mountain States region
- Aged 14 to 21 years

Measures & Design

- The daily diary study included a survey every day for 7 days
- Participants self-reported time spent exercising
- Participants self-reported bed times and wake times
- Stress measured every day via 4 item measure⁴

Next Steps

- Multilevel regression analyses will be used to examine within-person relationship of sleep, exercise, and stress
- Explore between-person employment status and within-person work day as moderators

Potential Implications

- This study will further the understanding of students' stress experiences
- This study will emphasize the importance of educating students on the importance of sleep and exercise
- This study will shed light on the experiences of employed students and inform future intervention studies by drawing attention to this population

References

1. Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3), 513–524.
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4. Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4), 385–396.



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