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## The Moderation Effect of Role Ambiguity in Relationship of Role Conflict and Occupational Stress After Covid-19]

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### Abstrak

Karena pandemi di seluruh dunia, karyawan diberi pilihan untuk bekerja dari rumah. Beberapa kategori pekerjaan memungkinkan kerja langsung dari rumah. Studi ini mencoba menjelaskan konflik yang dialami para akademisi akibat COVID-19 akibat penerapan pembelajaran daring ketika guru perempuan memiliki kewajiban rumah dan pekerjaan. Peserta penelitian ini adalah guru SMA putri dari provinsi Riau. Validitas 175 kuesioner yang diisi oleh guru perempuan ditetapkan untuk studi lebih lanjut. Analisis data dengan menggunakan PROCESS V4.0 dilakukan untuk mengetahui arah interaksi variabel moderasi dalam hubungan konflik peran dan stres kerja, khususnya peran ambiguitas peran sebagai variabel moderasi dalam memperkuat atau memperlemah hubungan. Menurut penelitian ini, hubungan antara konflik peran dan stres kerja dimoderatori oleh ambiguitas peran.

**Kata kunci:** Ambiguitas peran, konflik peran, stres kerja, covid-19

### Abstract

Due to the worldwide pandemic, employees have been given the option to work from home. Few categories of employment allow direct work from home. This study tries to explain the conflicts suffered by academics due to COVID-19 as a result of the adoption of online learning when female teachers have both home and work obligations. This study's participants were female high school teachers from the province of Riau. The validity of 175 questionnaires completed by female teachers was established for further study. The data analysis using PROCESS V4.0 was conducted to determine the direction of the interaction of moderating variables in the relationship between role conflict and occupational stress, specifically the role of role ambiguity as a moderating variable in strengthening or weakening the relationship. According to this study, the connection between role conflict and occupational stress is moderated by role ambiguity.

**Keywords:** Role ambiguity, role conflict, occupational stress, covid-19

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## 1. INTRODUCTION

Since the WHO announced the COVID-19 pandemic, practically all schools across the globe have been instructed to close, and their reopening dates are uncertain. Meanwhile, an extraordinary transformation occurred in the learning approach. Teachers face unexpected shifts in online teaching methods and styles (Burke & Dempsey, 2020; Weken, Monga & Kekenusa, 2020). The Ministry of Education, Culture, Research, and Technology of the public of Indonesia has also decided to implement online learning and teaching. Following Circular Letter Number 4, 2020, concerning implementing education policies in the emergency period of the spread of COVID-19, online learning was applied without burdening curriculum achievement and graduation. Due to the emergency, teachers must use new and different teaching methods (National forum on Education Statistics, 2021). According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2020), during the pandemic, approximately 63 million teachers in the world were confronted with

unexpected learning and teaching processes, as approximately 165 countries or regions closed schools and redirected learning activities to online methods (Weken *et al.*, 2020).

People have been asked to work from home following the news of a global epidemic. Only a few employment categories permit direct work from home. Psychological stress, anxiety, and other psychosomatic diseases contribute to a heightened state of stress in several individuals (Agarwal, 2021). The teaching profession is inextricably linked to the effects of closing schools and abruptly adopting online learning as a teaching method. Due to the emergence of COVID-19, practically all educational institutions throughout the world are compelled to use online education (Mosleh, Kasasbeha, Aljawarneh, Alrimawa, & Saifan, 2022). Changes in learning as a result of COVID-19 (UNESCO, 2021), as well as the unpredictability of the duration of school closures and changes in online learning, have a significant impact on the mental health of educators (Kim & Asbury, 2020). The pandemic has compelled everyone to restrict their activities (Agarwal, 2021).

Teachers' occupational stress has become an important topic of discussion (Metrailler & Clark, 2022; Minihan, Adamis, Dunleavy, Martin, Gavin, & Mcnicolas, 2021; Wesphal, kalinowski, Hferichter, & Vock, 2022). The teaching profession plays a crucial part in the nation's education. The labor itself is pretty difficult, even in the best of circumstances (Herman, Sebastian, Reinke, & Huang, 2021). The presence of stress brought on by the pandemic adds new obstacles for instructors to address the problems of transformation (Metrailler & Clark, 2022). The stress of balancing family and professional responsibilities can lead to physical and mental decline in career women. Teachers who are married and have children may experience stress as a result of the conflicting demands of their dual roles. Stressful working situations, role imbalances, ambiguity on the job, and a lack of autonomy all contribute to teacher stress (Hermesen, Hels-Lorenz, Maulana, & van-Veen, 2021).

During a pandemic, teacher pressures include role conflict and uncertainty promote poor performance, job frustration, and psychological problems (Mérida-Lopez, Extremera, & Rey, 2017). A female instructor spends time on school administration duties, so she completes them at home. Then they experience guilt since their employment interferes with family time. Individuals believe they have failed to strike a balance between their professional and personal lives (Isa, Singh, & Hashim, 2018). Individuals who suffer work-family conflict are inhibited and unable to fulfill the goals of both roles (Sana & Aslam, 2018), while anxiety, despair, and guilt sensations overwhelm them (Bergs, Hoofs, Kant, Slange, & Jansen, 2018). According to some experts, the perception of role conflict and role ambiguity is a determinant of work-related stress among professionals such as teachers, particularly female teachers (Ebberts & Wijnberg, 2017; Sana & Aslam, 2018; Tarrant & Sabo, 2010). Role ambiguity is indicated by individual barriers in understanding role expectations and uncertainty in the running between two roles, namely work and family (Sana & Aslam, 2018). Individuals will experience role ambiguity if the roles between work and family are not clearly defined. As a result of the alteration of online education, the roles performed now permit the distortion of roles and the dominance of one of them (Khattak, Faiza, Khattak, & Iqbal, 2011), producing stress in both roles.

According to the findings of a number of research, there is a strong direct and positive association between role conflict and work stress (Hossen, Sultana, & Begum, 2018; Isa, Singh, & Hashim, 2018). While Mohamad et al. (2016) and Nikmah et al. (2020) further claim that there is a gap and expectation between responsibilities at home and work, causing role confusion in carrying them out. In addition to role conflict, role ambiguity is also expected to impact teacher work stress (Month, 2022; Khattak et al., 2011; Purnomo et al., 2021). When people are forced to deal with an imbalance of roles between job and household

duties, female instructors are among those who find themselves unsure of which roles they should prioritize (Gill, Ilyas, Awan, & Raza, 2021; Kanbur & Canbek, 2017). Current empirical research is more focused on the effects of the COVID-19 pandemic on the mental health and well-being of parents and students (Sanchez-Danday, 2019; Schwartz et al., 2021); student achievement during online learning (Mandasari, 2020; Nurohmat, 2020); and social support (Rashid, Fayez, Isa, & Khan, 2021), thereby increasing the pressure on female teachers. Insufficient attention is paid by academics to the relationship between the COVID-19 pandemic and school closures and the move to virtual learning (Hasan & Khan, 2020; Wu, 2021).

This study aims to explain the tensions experienced by teachers caused by COVID-19 due to the implementation of face-to-face teaching online while female teachers are faced with both home and work responsibilities. As a result, it is essential to carry out quantitative study in order to determine the causes that led up to the occupational stress that was experienced by female teachers during the COVID-19 pandemic.

## 2. METHODS

This study employed quantitative approaches, correlation analysis with moderation, and the collection of data from a number of people. After the COVID-19 outbreak in Indonesia, research will be conducted to determine the causes of occupational stress among female teachers. This study's subjects were female teachers registered as state civil servants and had contract status. A total of 1,243 female teachers and a required sample size of 291 could participate in this study. Sampling was determined based on Krejcie and Morgan (1970), using a cross-sectional quantitative approach to collect questionnaires that were administered directly to a number of high school teachers in a number of schools in Riau Province. In order to ensure anonymity, confidentiality, and the legitimacy of their research, researchers must fulfill a variety of conditions relating to informed consent and research permissions from the local government before collecting data.

The instrument in occupational stress research is a modification of a research scale from Davin (2019) based on Robbins & Judge (2015). There are up to 23 items in three aspects of assessment (physiological, psychological, and behavioral), and after testing this measuring instrument on female teachers, the Cronbach's alpha coefficient ( $\alpha$ ) was determined to be 0.80 for 16 items. In the meanwhile, the variable scale of role conflict is an adaptation of Arradinna and Halim (2016) with 18 items consisting of three measuring components (time-based conflict, strain-based conflict, and behavior-based conflict), with 12 valid items and Cronbach's alpha reliability ( $\alpha$ ) = 0.815. Role ambiguity, developed from the research of Rizzo, House and Lirtzman (1970), consists of four measuring dimensions (authority, responsibility, clarity of goal, and scope of task) and six items. After testing this measurement device, it was determined that five items were considered acceptable, with a Cronbach Alpha (score of 0.829. On the Likert scale, all measuring instruments were rated as follows: = very relevant, 4 = relevant, 3 = neutral, 2 = not relevant, and 1 = very irrelevant.

In addition, the internal structure-based evidence validity test was conducted using confirmatory factor analysis (CFA). CFI = 1,000; TLI = .999; RMSEA = .0140 (CI = .00 - .199) for role ambiguity, based on the CFA. While role conflict obtained CFI = .987, TLI = .979, and RMSEA = .0460 (CI = .00-.0733), occupational stress yielded CFI = .975, TLI = .960, and RMSEA = .0366. (CI = .00-.0592). This validity test reveals that the occupational stress measuring instrument contains seven invalid items (items 4, 5, 12, 13, 14, 17, 22) and 16

valid items (items 1, 2, 3, 6, 7, 8, 9, 10, 11, 15, 16, 18, 19, 20, 21, 23). Cronbach's Alpha for sixteen occupational stress categories was 0.805.

This research was carried out using a moderator model analysis with Process Procedure V 3.0 by Hayes (2022). In this analysis, it can also be seen that normality, as measured by Skewness and Kurtosis, is in the range of -1.0 and +1.0, which indicates that the data is normally distributed. An analysis of the linearity assumption is used to determine whether the two variables have a linear relationship or not ( $p > .05$ ). Meanwhile, the multicollinearity assumption test in this study shows that multicollinearity is satisfied when the collinearity statistics tolerance value is 1,000 ( $> .10$ ) and the VIF is 1,000 (10.00), indicating that the research variables do not overlap. The last assumption test is homoscedasticity, which indicates that it does not form a pattern so that it can be assumed that the residual value at each predicted value and its variations tend to be constant. So that it can be stated that there is no homoscedasticity.

### 13 3. RESULTS AND DISCUSSION

#### Results

Table 1 shows that the participants in this study were female high school teachers in Riau province. A total of 175 questionnaires filled out by female teachers were confirmed as valid for further analysis. Thus, as many as 36 other participants refused to fill out the questionnaire on the grounds of being busy with learning, and the other 80 questionnaires were not suitable for further analysis.

Tabel 1. Demographic Description Of Female Teachers

Demographics		F	%
Age	27-37 YO	31	29.5
	38-47 YO	40	35.5
	48-60 YO	40	35.5
Religion	Moslem	96	86.1
	Cristian	15	13.9
Education	Undergraduate	109	98.4
	Post Graduate	72	1.6
Number of Children	1	20	17.2
	2	41	33.6
	3	35	32.0
	4	15	13.1
	5	5	4.1
Husband's job	Employee	67	54.9
	Self-employed	13	10.7
	Teacher	14	11.5
	Police	2	1.6
	Laborer	7	5.7
	Unemployment	11	9.0
	Farmer	1	0.8
	civil servant	2	1.6
Tenure of work	4-14 Years	88	50.55
	15-24 Years	62	6.59
	25-37 Years	32	9.89
Employment Status	civil servant	92	50.55
	Employees with contracts	90	49.45
Total		182	



According to the table above, the age ranges of 28–47 years and 48–60 years (35.5%) dominated this study, whereas there were 31 female teachers (29.5%) in the age range of 27–37 years. The majority of participants in this survey were Muslim (86.1%), and the highest level of education obtained by 109 female teachers (98%) was an undergraduate degree. At the time of this study, the majority of female instructors had two children (33.6%) or three children (32%), while the majority of their husbands worked as employees (54.9%) or as teachers (11.1%). In this survey, the majority of female teachers have a tenure in office of 4–14 years, representing 50.55 %, while the majority of female teachers are government employees, constituting 50.55 %, and employees with contracts constitute 49.55%.

The results of the normality assessment showed that the Kolmogorov - Smirnov (KSz) statistic was .054;  $p > 0.05$ , and based on Figures 1 and 2, the Q-Q plot and boxplot show that this research has no outliers. Therefore, it can be concluded from this study that the residuals are normally distributed or fulfill the normality assumption test.

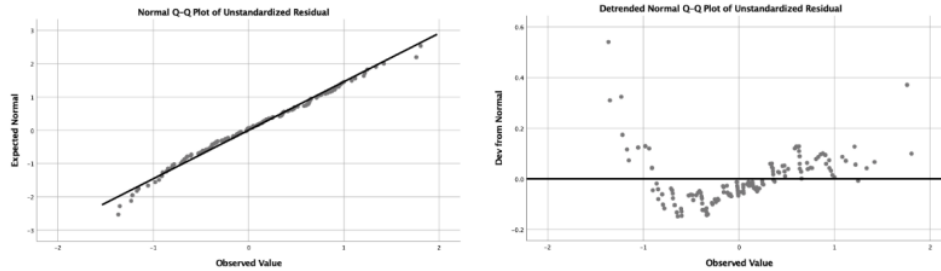


Figure 1. Normality test with Kolmogorov-Smirnov

Figure 2. The Q-Q plot and boxplot test the data outliers

According to the linearity test, the mean square deviation from linearity is 74,981 and the  $F(1, 9.12) = 4,134$ ;  $p = .087$ . Thus, the assumption test of linearity in this study is fulfilled. This study investigates the moderating influence of role ambiguity on role conflict and occupational stress among female teachers during the COVID-19 outbreak. The primary objective of this study is to conduct a moderator effect analysis of role ambiguity; thus, the correlation value should be considered appropriate. If there is a relationship between role conflict, occupational stress, and the ambiguity of the role of female teachers during the COVID-19 outbreak, it can be shown from Figure and Table 3 that all variables are in a meaningful relationship.

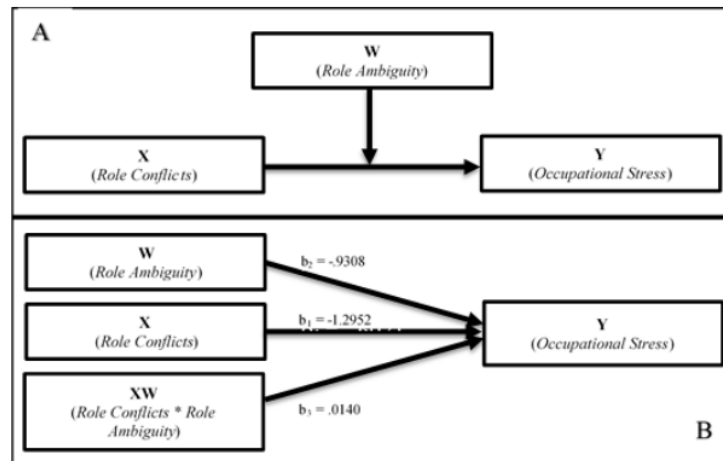


Figure 3. Model A Moderation with a dichotomous moderator by Hayes  
Model B. Moderated Regression Analysis

Figure 3 shows X having a causal influence on Y, as reflected in a unidirectional arrow showing from X to Y. Meanwhile, the arrow X\*W, or the multiplication between X and W, illustrates the moderating effect of the variable W on the relationship between X and Y. For the data analysis, PROCESS V4.0 model A was used. This is a macro that Hayes (2022) one of its uses is to do a moderating analysis. In addition, PROCESS V4.0 was carried out to determine the direction of the interaction of the role of moderating variables in the relationship between the independent variable and the dependent variable. Based on the results of this study, role ambiguity can also be seen as a moderating variable that can make the link between role conflict and occupational stress stronger or weaker. For the dichotomous moderator, PROCESS V4.0 makes the conditional effect X for each of the two moderator values, along with the standard error value, t value (regression coefficient value), F value (fitness test value), R<sup>2</sup> value (coefficient of determination value), and p-values. The summary of the moderation regression analysis result is presented in Table 3.

Table 3. Moderator Effect Analysis Results

		Coeff.	SE	t	p
Constant	Iy	125.9868	14.7043	8.5680	.0000
Role Conflict (X)	b <sub>1</sub>	-1.2952	.2879	-4.4981	.0000
Role Ambiguity (W)	b <sub>2</sub>	-.9308	.2900	-3.2096	.0016
Role Conflict X Role Ambiguity (XW)	b <sub>3</sub>	.0140	.0056	2.5041	.0132

Model 1: R<sup>2</sup> = .4665, MSE = 46.2128, F (49.8319), p < .0000

The algebra technique that enables this moderating effect is modeled (and evaluated) through integrating a term that corresponds to the multiplication of X and M in the regression equation; this is illustrated in equation (1), and the term is referred to as the interaction between X and W.

$$E(Y) = \beta_0 + \beta_1 X + \beta_2 W + \beta_3 XW \quad (1)$$

Where  $E(Y)$  is the expected value of  $Y$  (dependent variable) considering the values of  $X$  (independent variable) and  $W$  (moderation);  $\beta_0$ ,  $\beta_1$ ,  $\beta_2$ , and  $\beta_3$  are the coefficients of the multiple linear regression model. Assuming sample data, the following equation is constructed for regression analysis:

$$Y = \text{constant} + b_1 X + b_2 W + b_3 XW \quad (2)$$



Figure 4. A visual representation of moderation

Based on the results of the moderated regression analysis (MRA) in figure 2 above, the following equation is obtained:

$$OS = 125.9868 - 1.2952RC - .9308RA + .0140RC*RA \quad (3)$$

Analyzing Table 3 shows that the moderator effect of role ambiguity is significant in the relationship between role conflict and occupational stress ( $p = .0132$ ). According to the results of this equation in Figure 1, role ambiguity and role conflict increases the occupational stress of female teacher during the COVID-19 outbreak ( $b_3 = .0140$ ). According to this study, role ambiguity moderates the association between role conflict and occupational stress. The interaction test shows the significance of the R-Sq interaction value ( $x*w$ ).

## Discussion

The COVID-19 outbreak that has hit the whole world has changed many things, including changes in learning patterns that have occurred for about two years. In accordance with the time, the COVID-19 outbreak can be contained through a variety of methods, including vaccination. Meanwhile, from the pandemic to the endemic level, the learning pattern has also changed from the full online method to the offline method. Based on the results of the analysis conducted, the majority of responses are from middle-aged adults (38–47 years) and late adults (48–60 years), so the process of migrating online learning to offline, and vice versa, creates dysfunctionality and significant psychological disturbance to pedagogy and the life of the teacher's role (Minihan *et al.*, 2022), especially for female teachers. Presumably, changes in teaching also affect interaction and evaluation patterns, as well as arrangements for activities that have been planned for both online and offline instruction. According to the vast majority of respondents, role ambiguity moderated role conflict and occupational stress. This circumstance can be described by the visual depiction



of moderation, which explains why female teachers face role conflict and role ambiguity. Basically, teachers have typical work schedules that are not flexible to the workload they carry out, so the indication of bringing work into family life is one of the causes of role ambiguity (Sana & Khan, 2021). The role conflicts that occur with female teachers are not only internal conflicts; individuals are also faced with uncertainty in the amount of work to be completed beyond their capabilities (Weken et al., 2020). When there is ambiguity in the role, but action must still be taken to fulfill the potential, goals, and balance of the role, role ambiguity occurs. On the other hand, role conflict occurs when one role dominates or takes over another, resulting in an imbalance and dissatisfaction in one role, resulting in role conflict, which has implications for high occupational stress.

#### 4. CONCLUSION

During the COVID-19 outbreak, this study shows that there is a link between role conflict and occupational stress, which is tempered by role ambiguity. The study's results show that the moderator effect of ambiguity plays a big role in how the two variables relate to each other. Besides that, role ambiguity and role conflict increase the work stress of female teachers during the COVID-19 outbreak. The conclusion of this research is that there is a strong link between role conflict and role ambiguity. In the end, the more role conflicts female teachers have, the more stress they have at work. The demographic analysis of this study shows that most of the people who took part are in their middle years. Consequently, middle age can imply enduring greater occupational stress than younger individuals.

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