

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

Farradinna Syarifah^{1*}, Soraya Nadia², Laila Meiliyandrie Indah Wardani³, Wella Jayanti⁴ 

¹ Universitas Islam Riau, Pekanbaru, Indonesia

*Corresponding author: syarifah77@gmail.com

Abstrak

Karena pandemi yang terjadi di seluruh dunia, siswa diberi kesempatan untuk bekerja dari rumah. Beberapa kategori pekerjaan memungkinkan kerja langsung dari rumah. Penelitian ini mencoba menganalisis stres kerja, konflik peran, dan ambiguitas yang dialami guru akibat Covid-19, akibat penerapan pembelajaran daring dan beralih ke pembelajaran luring saat guru perempuan memiliki kewajiban rumah dan pekerjaan. Penelitian ini menggunakan penelitian pendekatan kuantitatif dengan analisis korelasi moderat. Guru Sekolah Menengah Atas dari berbagai sekolah yang berjenis kelamin perempuan ikut ambil bagian dalam penelitian ini. Untuk menguji hipotesis penelitian, studi ini melihat validitas 175 kuesioner yang telah diisi oleh guru perempuan. Analisis data menggunakan PROCESS V4.0. Menurut penelitian ini, hubungan antara konflik peran dan stres kerja dimoderatori oleh ambiguitas peran, yang menunjukkan bahwa perubahan dalam pengajaran mempengaruhi peran sebagai guru dan rumah tangga. Selain itu hasil dari penelitian ini menunjukkan semakin besar konflik dan ambiguitas peran seorang guru maka semakin besar juga risiko stres kerja yang dialami.

Kata kunci: Ambiguitas Peran, Konflik Peran, Stres Kerja, Covid-19

Abstract

Due to the worldwide pandemic students is provided with the opportunity to work from home. Several job categories allow direct work from home. This study tries to analyze the work stress, role conflict, and ambiguity experienced by teachers due to Covid-19, as a result of implementing online learning and switching to offline learning when female teachers have a home and work obligations. This study is using a quantitative approach study with moderated correlation analysis. High school teachers from different schools who were women took part in this study. In order to test the research hypothesis, the study looked at the validity of the 175 questionnaires that female teachers had filled out. Data analysis is using PROCESS V4.0. According to this study, the relationship between role conflict and work stress is moderated by role ambiguity, which suggests that changes in teaching affect roles as teachers and households. According to this study, the greater a teacher's role conflict and ambiguity, the greater the risk of work stress.

Keywords: Role Ambiguity, Role Conflict, Occupational Stress, Covid-19

History:

Received : December 05, 2022

Revised : December 06, 2022

Accepted : April 18, 2023

Published : April 25, 2023

Publisher: Undiksha Press

Licensed: This work is licensed under a Creative Commons Attribution 4.0 License



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 (Cicha et al., 2021; Weken. M. E., Mongan, A. E., 2020). The Ministry of Education, Culture, Research, and Technology of the Republic 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. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), 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, M. E., Mongan, A. E., 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 (Edwards, 2006; Tzafilkou et al., 2022). 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 (Herliandry et al., 2020; Mosleh et al., 2022). Changes in learning as a result of COVID-19, 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, L.E., Asbury, 2020; P., 2021). The pandemic has compelled everyone to restrict their activities.

Teachers' occupational stress has become an important topic of discussion ; 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 et al., 2021; Metrailler & Clark, 2022). The presence of stress brought on by the pandemic adds new obstacles for instructors to address the problems of transformation (Minihan et al., 2021; Westphal et al., 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 (Harmsen et al., 2018; Isa et al., 2018).

During a pandemic, teacher pressures include role conflict and uncertainty promote poor performance, job frustration, and psychological problems. 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 et al., 2018; Mérida-López, S., Extremera, N., Rey, 2017). Individuals who suffer work-family conflict are inhibited and unable to fulfill the goals of both roles, while anxiety, despair, and guilt sensations overwhelm them (Bergs et al., 2018; Sana, F. & Aslam, 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 (Ebbbers & Wijnberg, 2017; Tarrant, T., 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 producing stress in both roles (Khattak et al., 2011; Sana, F. & Aslam, 2018).

According to several research findings, there is a solid direct and positive association between role conflict and work stress (Hossen et al., 2018; Isa et al., 2018). While previous study further claim that there is a gap and expectation between responsibilities at home and work, causing role confusion in carrying them out (Mohamad et al., 2016; Nikmah, F., Indrianti. T., 2021). Role ambiguity is also thought to contribute to teacher work stress (Bulan, 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 teachers are among those who need clarification on which roles they should prioritize (Gill et al., 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 et al., 2021), thereby increasing the pressure on female teachers. As a result, the teacher's job stress increased after implementing offline teaching after two years of online instruction. Scholars have yet to pay much attention to this change in teaching status, even though the change in offline teaching status is predicted to change the structure of the home lives of female teachers. They not only have to find schools for their toddlers but also need social support, so they can help carry out their role as teachers. Academics need to pay more attention to the relationship between the COVID-19 pandemic, school closures, and the move to virtual learning (Hasan & Khan, 2020; Wu, 2021).

This study aims to analyze the tensions experienced by teachers caused by COVID-19 due to the implementation of online, face-to-face teaching. In contrast, female teachers are faced with both home and work responsibilities. As a result, it is essential to carry out a quantitative study to determine the causes that led up to the occupational stress that female teachers experienced 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 using a cross-sectional quantitative (Krejcie & Morgan, 1970), 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. 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 (α) was determined to be 0.80 for 16 items. In the meanwhile, the variable scale of role conflict with 18 items consisting of three measuring components (time-based conflict, strain-based conflict, and behavior-based conflict) (Farradinna & Halim, 2016), with 12 valid items and Cronbach's alpha reliability (α) = 0.815. Role ambiguity, developed from the research consists of four measuring dimensions (authority, responsibility, clarity of goal, and scope of task) and six items (Rizzo et al., 1970). After testing this measurement device, it was determined that five items were considered acceptable, with a Cronbach Alpha (α) 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.4.0. 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.

3. RESULTS AND DISCUSSION

Results

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. Table 1 shows that the participants in this study were female high school teachers in Riau province.

Table 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
Tenure of work	civil servant	2	1.6
	4-14 Years	88	50.55
	15-24 Years	62	6.59
Employment Status	25-37 Years	32	9.89
	civil servant	92	50.55
	Employees with contracts	90	49.45
Total		182	

Base on [Table 1](#), 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 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 [Figure 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.

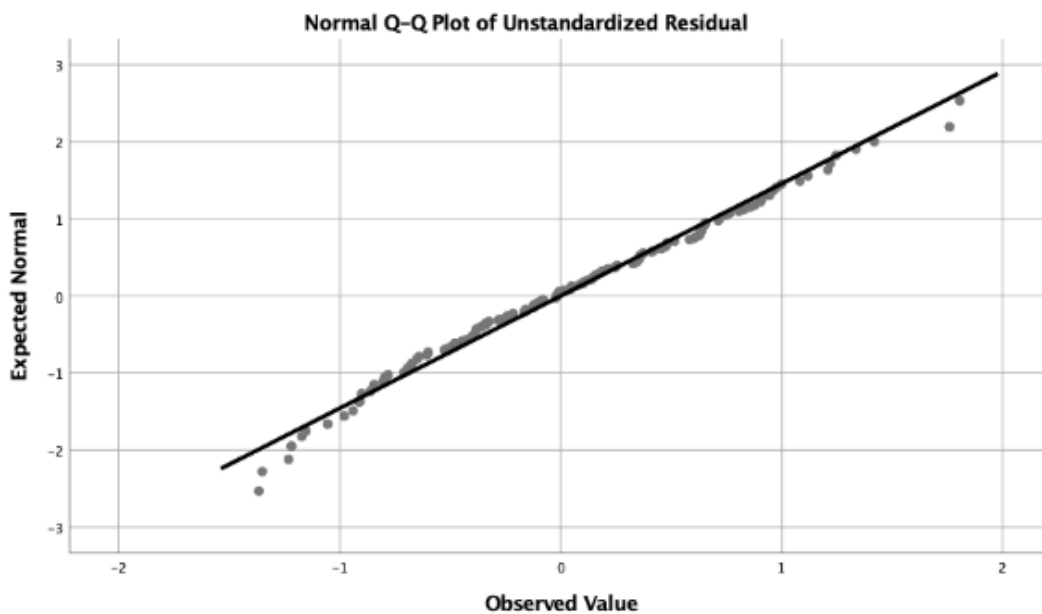


Figure 1. Normality Test With Kolmogorov-Smirnov

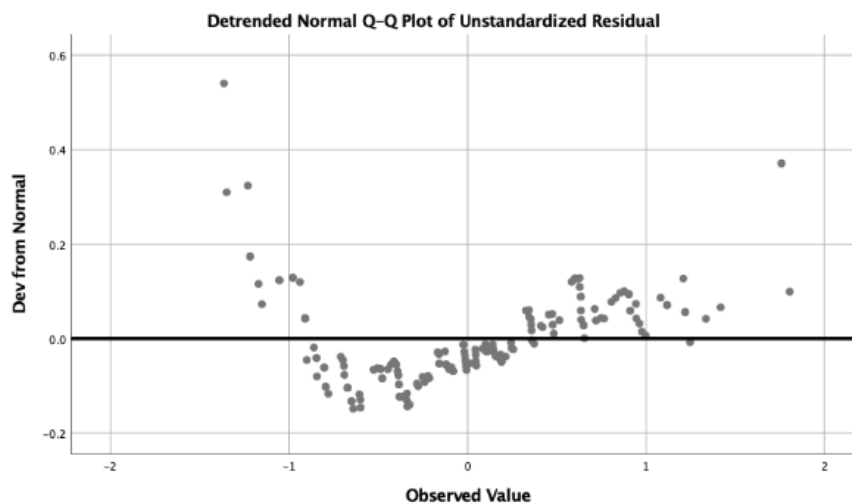


Figure 2. The Q-Q Plot and Boxplot Test The Data Outliers

According to Figure 1 and Figure 2 the linearity test, the mean square deviation from linearity is 74,981 and the $F(101.12) = 4,134; p = .087$. 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 3 that all variables are in a meaningful relationship.

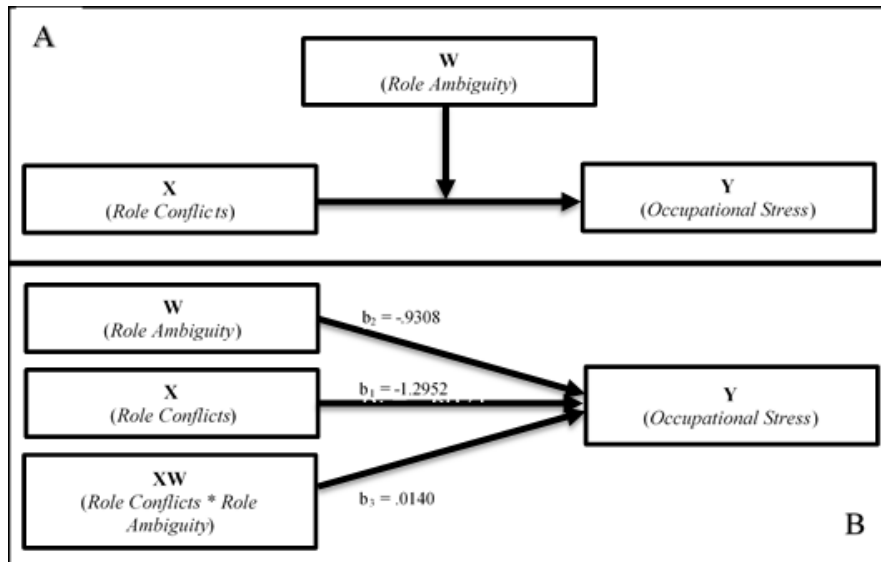


Figure 3. Model A Moderation with a Dichotomous Moderator

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), R2 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 ₁	-1.2952	.2879	-4.4981	.0000
Role Ambiguity (W)	b ₂	-.9308	.2900	-3.2096	.0016
Role Conflict X Role Ambiguity (XW)	b ₃	.0140	.0056	2.5041	.0132
Model 1: $R^2 = .4665$, $MSE = 46.2128$, $F(49.8319)$, $p < .0000$					

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, role ambiguity and role conflict increases the occupational stress of female teachers 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 ($x*w$).

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. A visual representation of moderation is show in [Figure 4](#).



Figure 4. A Visual Representation of Moderation

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, especially for female teachers. According to studies, there are two causes of workplace stress: the work itself (task variety and quantity) and the physical characteristics of the workplace, such as role conflict, role ambiguity, and role overload ([Metrailler & Clark, 2022](#); [Minihan et al., 2021](#)). It is shown by this research that role conflict occurs when people's expectations for their roles do not meet their expectations. This causes position ambiguity, which increased teachers' occupational stress during the COVID-19 pandemic. As the pandemic level declined, people experienced a sense of multitasking and focus switching

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. 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 (Sana, F. & Aslam, 2018; Weken. M. E., Mongan, A. E., 2020). Relatedly, previous research has shown that having too many roles can affect how much time it takes to do things and how much time someone has for themselves. This makes time inconsistency one of the most important issues in role conflict (Tarrant, T., Sabo, 2010; Yongkang et al., 2014). 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.

The implications of this research can help organizations manage post-Covid-19 teacher work stress by paying attention to the role and ambiguity of the teacher's role. This research can provide input for the development of better human resource management policies and strategies. The research results can contribute to the literature on work pressure and work stress. This study also has limitations that this research only considers two variables, namely role conflict and role ambiguity. There are many other factors that can affect work stress that were not considered in this study. In addition, data collection uses a self-report survey method, so bias can occur in data collection. Therefore, it is hoped that future research will be able to deepen and expand research by considering other factors

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.

5. REFERENCES

- Bergs, Y., Hoofs, H., Kant, I., Slangen, J., & Jansen, N. W. (2018). Work-Family Conflict And Depressive Complaints Among Dutch Employees: Examining Reciprocal Associations In A Longitudinal Study. *Scandinavian Journal Of Work, Environment & Health*, 44(1), 69–79. <https://doi.org/10.5271/sjweh.3658>.
- Bulan, T. R. N. (2022). The Effect Of Role Conflict And Ambiguity On Job Satisfaction Mediated By Emotional Exhaustion. *DIALEKTIKA: Jurnal Ekonomi Dan Ilmu Sosial*, 7(1), 73–86. <https://doi.org/10.36636/dialektika.v7i1.484>.
- Cicha, K., Rizun, M., Rutecka, P., & Strzelecki, A. (2021). Covid-19 and higher education: First-year students' expectations toward distance learning. *Sustainability (Switzerland)*, 13(4), 1–20. <https://doi.org/10.3390/su13041889>.
- Ebbers, J. J., & Wijnberg, N. M. (2017). Betwixt And Between: Role Conflict, Role Ambiguity And Role Definition In Project-Based Dual-Leadership Structures. *Human Relations*, 70(11), 1342–1365. <https://doi.org/10.1177/0018726717692852>.
- Edwards, O. W. (2006). Teachers' perceptions of the emotional and behavioral functioning of children raised by grandparents. *Psychology in the Schools*, 43(5), 565–572. <https://doi.org/10.1002/pits.20170>.

- Farradinna, S., & Halim, F. W. (2016). The Consequences Of Work-Family Conflict, Burnout And Organizational Commitment Among Women In Indonesia. *Procedia-Social Behav. Sci*, 219(1), 241–247. <https://doi.org/10.1016/j.sbspro.2016.05.012>.
- Gill, A. N., Ilyas, M. A., Awan, R. A., & Raza, M. (2021). Role Ambiguity And Role Conflict On Organizational Performance In Telecommunication Sector: Taking Job Satisfaction As A Mediator. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 18(10), 1215–1228. <https://archives.palarch.nl/index.php/jae/article/view/9988>.
- Harmesen, R., Helms-Lorenz, M., Maulana, R., & van Veen, K. (2018). The Relationship Between Beginning Teachers' Stress Causes, Stress Responses, Teaching Behaviour And Attrition. *Teachers and Teaching*, 24(6), 626–643. <https://doi.org/10.1080/13540602.2018.1465404>.
- Hasan, N., & Khan, N. H. (2020). Online teaching-learning during covid-19 pandemic: students' perspective". *Journal of Distance Education and E-Learning*, 8(4), 202–213. <https://tojdel.net/journals/tojdel/articles/v08i04/v08i04-03.pdf>.
- Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *JTP - Jurnal Teknologi Pendidikan*, 22(1), 65–70. <https://doi.org/10.21009/jtp.v22i1.15286>.
- Herman, K. C., Sebastian, J., Reinke, W. M., & Huang, F. L. (2021). Individual and school predictors of teacher stress, coping, and wellness during the COVID-19 pandemic. *School Psychology (Washington, D.C.)*, 36(6), 483–493. <https://doi.org/10.1037/spq0000456>.
- Hossen, M. D., Sultana, F., & Begum, M. (2018). Work-Family Conflict, Family Support, And Job Stress: Investigating A Three-Way Effects. *Journal of Jessore University of Science and Technology*, 3(2), 111–123. <https://www.researchgate.net/publication/339527424>.
- Isa, N. M., Singh, H. K. L., & Hashim, R. (2018). Job Stress, Work-To-Family Conflict And Social Support In The Education Industry. *Journal of Administrative, Science*, 15(3), 1–17. https://jas.uitm.edu.my/images/SPECIALITIONICOPSISSUE3_2018/4.pdf.
- Kanbur, E., & Canbek, M. (2017). Examining Effects Of Role Stressors (Role Ambiguity And Role Conflict) On Intention To Leave, Organizational Identification And Perceived Individual Performance. *International Journal of Disciplines Economics & Administrative Sciences Studies*, 3(4). https://www.researchgate.net/profile/Engin-Kanbur/publication/331330519_Examining_Effects_of_Role_Stressors_Role_Ambiguity_and_Role_Conflict_on_Intention_To_Leave_Organizational_Identification_and_Perceived_Individual_Performance/links/5c0ac314a6fdcc494fe1d729/Examining-Effects-of-Role-Stressors-Role-Ambiguity-and-Role-Conflict-on-Intention-To-Leave-Organizational-Identification-and-Perceived-Individual-Performance.pdf.
- Khattak, M. A., Quarat-ul-ain, & Iqbal, N. (2011). Impact of Role Ambiguity on Job Satisfaction, Mediating Role of Job Stress. *International Journal of Academic Research in Business and Social Sciences*, 1(3), 229–244. <https://doi.org/10.6007/IJARBSS/v1-i3/6789>.
- Kim, L.E., Asbury, K. (2020). Like A Rug Had Been Pulled From Under You: The Impact Of COVID-19 On Teachers In England During The First Six Weeks Of The UK Lockdown. *Br J Educ Psychol*, 90, 1062–1083. <https://doi.org/10.1111/bjep.12381>.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>.
- Mandasari, B. (2020). The Impact of Online Learning Toward Students' Academic Performance on Business Correspondence Course. *EDUTECH: Journal of Education and Technology*, 4(1), 98–110. <https://doi.org/10.29062/edu.v4i1.74>.

- Mérida-López, S., Extremera, N., Rey, L. (2017). Emotion-Regulation Ability, Role Stress And Teachers' Mental Health. *Occupational Medicine (Oxford, England)*, 67(7), 540–545. <https://doi.org/10.1093/occmed/kqx125>.
- Metrailler, G. M., & Clark, K. N. (2022). Returning To School: Teachers' Occupational And Covid-19-Related Stress And Their Perceptions Of School Climate. *Contemp School Psychol*. <https://doi.org/10.1007/s40688-022-00428-2>.
- Minihan, E., Adamis, D., Dunleavy, M., Martin, A., Gavin, B., & McNicholas, F. (2021). COVID-19 Related Occupational Stress in Teachers in Ireland. *International Journal of Educational Research Open*, 3, 1–6. <https://doi.org/10.1016/j.ijedro.2021.100114>.
- Mohamad, N., Ismail, A., Mohamad, N. M., Ahmad, S., & Yahya, Z. (2016). Role Ambiguity And Role Overload As Important Predictors Of Work-Family Conflict. *Humaniora*, 7(4), 473–483. <https://doi.org/10.21512/humaniora.v7i4.3600>.
- Mosleh, S. M., Kasasbeha, M. A., Aljawarneh, Y. M. Alrimawi, I., & Saifan, A. R. (2022). The Impact Of Online Teaching On Stress And Burnout Of Academics During The Transition To Remote Teaching From Home. *BMC Medical Education*, 22(1), 475. <https://doi.org/10.1186/s12909-022-03496-3>.
- Nikmah, F., Indrianti, T., P. J. D. (2021). The Effect of Work Demand, Role Conflict, and Role Ambiguity on Work-Family Conflict (Impact of Work From Home due to The Covid-19 Pandemic). *Journal of Family Sciences*, 5(2), 92–102. <https://doi.org/10.29244/jfs.v5i2.32644>.
- Nurohmat, N. (2020). The Effect of Online Learning on Students' English Learning Achievement. *Scripta: English Department Journal*, 7(2), 58–65. <https://doi.org/10.37729/scripta.v7i2.831>.
- P., A. (2021). Shattered But Smiling: Human Resource Management And The Wellbe- Ing Of Hotel Employees During COVID-19. *International Journal of Hospitality Management*, 93, 1–10. <https://doi.org/10.1016/j.ijhm.2020.102765>.
- Purnomo, K., Lustono, L., & Tatik, Y. (2021). The Effect of Role Conflict, Role Ambiguity and Job Stress on Employee Performance. *Economic Education Analysis Journal*, 10(3), 532–542. <https://doi.org/10.15294/eeaj.v10i3.50793>.
- Rashid, S., Fayez, O., Ismail, H., & Khan, R. F. (2021). Digital Social Support For Undergraduate Students During COVID-19: Pivotal Support For The Digital Transformation. *Journal Of Public Health Research*, 10(4), 2148. <https://doi.org/10.4081/jphr.2021.2148>.
- Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role Conflict And Ambiguity In Complex Organizations. *Administrative Science Quarterly*, 15(2), 150–163. <https://doi.org/10.2307/2391486>.
- Sana, F., & Aslam, N. (2018). Effect Of Role Ambiguity And Role Conflict In Predicting Work-Family Conflict Among Teachers. *Pakistan Journal of Psychological Research*, 33(2), 349–365. <https://psycnet.apa.org/record/2019-36967-004>.
- Sanchez-Danday, A. A. S. Q. (2019). Mental Health and Emotional Well-Being of Education Students: A Policy Issue Paper. *International Journal for Innovation Education and Research*, 7(5), 328–337. <https://doi.org/10.31686/ijier.vol7.iss5.1517>.
- Schwartz, K. D., Exner-Cortens, D., McMorris, C. A., Makarenko, E., Arnold, P., Van Bavel, M., Williams, S., & Canfield, R. (2021). COVID-19 and Student Well-Being: Stress and Mental Health during Return-to-School. *Canadian Journal of School Psychology*, 36(2), 166–185. <https://doi.org/10.1177/08295735211001653>.
- Tarrant, T., Sabo, C. E. (2010). Role Conflict, Role Ambiguity, And Job Satisfaction In Nurse Executives. *Nursing Administration Quarterly*, 34(1), 72–82. <https://doi.org/10.1097/NAQ.0b013e3181c95eb5>.

- Tzafilkou, K., Perifanou, M., & Economides, A. A. (2022). Socio-emotional characteristics of emergency distance teaching: a mixed-method investigation in Greece. *Journal of Information Technology Education: Research*, 21, 53–73. <https://doi.org/10.28945/4918>.
- Weken. M. E., Mongan, A. E., K. J. S. (2020). Hubungan antara Beban Kerja, Konflik Peran, dan Dukungan Sosial dengan Stres Kerja Pada Guru di Sekolah Menengah Atas Negeri 1 Manado Pada Masa Pandemi Covid-19. *Indonesian Journal of Public Health and Community Medicine*, 1(4), 80–88. <https://doi.org/10.35801/ijphcm.1.4.2020.32139>.
- Westphal, A., Kalinowski, E., Hoferichter, C. J., & Vock, M. (2022). K-12 Teachers' Stress And Burnout During The COVID-19 Pandemic: A Systematic Review. *Frontiers In Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.920326>.
- Wu, S. Y. (2021). How Teachers Conduct Online Teaching During the COVID-19 Pandemic: A Case Study of Taiwan. *Front. Educ.*, 6. <https://doi.org/10.3389/educ.2021.675434>.
- Yongkang, Z., Weixi, Z., Yalin, H., Yipeng, X., & Liu, T. (2014). The Relationship among Role Conflict, Role Ambiguity, Role Overload and Job Stress of Chinese Middle-Level Cadres. *Chinese Studies*, 3(1), 8–11. <https://doi.org/10.4236/chnstd.2014.31003>.