




Forgiveness and Work - Family Conflict Predicting Job stress of Teachers

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[Abstract]

The objectives of this research are 1) to study level of forgiveness, work – family conflict and job stress of teachers, 2) to study relationship between forgiveness and job stress of teachers, 3) to study relationship between work – family conflict and job stress of teachers and 4) to predict job stress of teachers with forgiveness and two aspects of work – family conflict. The samples of the research were 159 teachers. The research instruments were questionnaires. Statistics used were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis. The results revealed that 1) forgiveness was at high level but work – family conflict and job stress of teachers were at moderate level, 2) there was not a relationship between forgiveness and job stress of teachers, 3) there was a positive relationship between work – family conflict and job stress of teachers ($r = .749$) with a statistics significance level of .01 and 4) all aspects of work – family conflict: work interference with family and family interference with work accounted for 56.10 percent of variance in job stress of teachers.

Keywords: forgiveness, work – family conflict, job stress

Introduction

Education is one important factor to develop the quality of human resources since the country will be able to move forward and improve dependent upon the education of the population. To manage the efficacy of education needs to dependent upon various different factors for example, human resources, budget, instrument, equipment and management. Among all these factors, human resources which means “teachers”, is believed to be the most vital one. (Pinyo, 1980 cited in Sureena, 2004).

The role of teachers has been important for providing quality education. Teachers are assigned to keep developing knowledge, thought, personality, including ethics and moral for young generations. Therefore, it is inevitable that teachers has been in a spotlight and responsible for many tasks apart from teaching like students affairs or testing and assessment. With these heavy responsibilities, it is at risk for teachers to encounter job stress problem.

Job stress is a cause of unhappiness. It causes worry, nervous, headache and hyper blood pressure which all can affect on surrounded people like teachers’ families. In relation to working life balance, family is a key factor to create balance in work and life in terms of time management, workload, work and family prioritizing. The mentioned conditions could affect on teachers’ relation to their families and friends. Some teachers are assigned to work during weekends which is not considered regular working hours and can cause distant relationship to family. This working condition could generate negative relationship and conflict to family life (Greenhaus&Beutell, 1985). When conflict happens, it can cause anger, upset and negative feelings which may proceed on even worse emotional condition to both teacher and the person involved (Kasira, 2007). To mend the conflicts that may occur due to job stress, forgiveness to each other is necessary (Phimonrat, 2005). By having forgiveness, the mindset can be improved to become merciful and amicable. It is important to let go off anger and wrath which will create mind progress, reduce discontentment and set free of worry. It can be said that forgiveness is precious and necessary for living life.

According to what mentioned above, the researcher has acknowledged that forgiveness and conflicts between work and family may relate to job stress in teachers. Moreover, forgiveness is the clue to reduce stress and conflict from work and family. It is possible to predict factors and discover which one can be used to forecast stress in work. The results can be useful to help reduce job stress for teachers.

Literature Review

Job stress

Job stress, which is generally defined as a work's feeling of job-related hardness, tension, anxiety, frustration and worry arising from his or her job (Cullen, Link, Wolfe, & Farnk, 1985; Parker & DeCotiis, 1983) has been widely identified as a common occupational hazard among criminal justice practitioners. A closely related concept is role stress, which refers to the stress that an individual experienced due to his or her occupational role in a workplace (Rizzo, et al., 1970 cited in Jin, Sun, Jiang, Wang, & Wen, 2017).

Forgiveness

Forgiveness has been defined as follows: the framing of a perceived transgression such that one's responses to the transgressor, transgression, and sequel of the transgression are transformed from negative to neutral or positive. The source of a transgression, and therefore the object of forgiveness, may be oneself, another person or persons, or a situation that one views as being beyond anyone's control (e.g., an illness, "fate," or a natural disaster) (Thompson, Snyder, Hoffman, Michael, Rasmussen, Billings, Heinze, Neufeld, Shorey, Roberts, & Roberts, 2005). A later study found forgiveness to be positively associated with five measures of health: physical symptoms, medications used, sleep quality, fatigue, and somatic complaints. It seems that the reduction in negative affect depressive symptoms, strengthened spirituality, conflict management and stress relief on finds through forgiveness all have a significant impact on overall health (Elizabeth, 2017). Then, forgiveness was linked to increased productivity,

decreased absenteeism (fewer days missing work), and fewer mental and physical health problems, such as sadness and headaches. Moreover, these benefits were partly explained by reductions in interpersonal stress that went along with a forgiving disposition (Brooke, 2016). To sum it up, forgiveness is good for your body, your relationships, and your place in the world. That's reason enough to convince virtually anyone to do the work of letting go of anger and working on forgiveness (Elizabeth, 2017).

Relationship between forgiveness and job stress

Toussaint, Shields, Dorn, & Slavich (2016) found that the greater lifetime stress severity was negatively related to forgiveness. Susie (2011) found that there was a significant negative relationship between willingness to forgive and job stress.

Work – family conflict

Work-family conflicts reflect an incompatibility in the roles imposed upon individuals. All social structures (e.g. firm, family) are associated with duties that dictate each person's obligations and are designed to ensure the functioning of such structure. Thus, a role is considered to be a normative behavioural model that any individual who participates in given social arrangement is expected to adopt (Rhnima & Pousa, 2017). However, different roles may conflict with each other due to the incompatibility of the associated expectations. Greenhaus & Beutell (1985) define the notion of work-family conflicts as representing a situation in which, for example, successful fulfilment of the roles that make a professional life enriching impairs the ability to attain the same level of success in family life. From a multidimensional perspective, we can make a distinction based on the direction of conflict (work interferences with family and family interferences with work) and on the dimension of those interferences: time-based interferences occurs when individuals have to split their time between a multiplicity of roles (e.g. responsibilities to the family vs. the demands of coworkers or bosses); strain based interferences occurs when effort provided in fulfilling a certain role (e.g. a particularly demanding job situation) undermines the energy required in other roles (e.g. helping the children do their homework after a day of work) (Greenhaus &

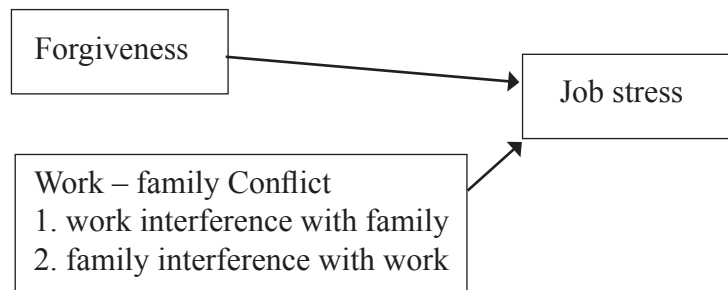
Beutell, 1985); behaviour-based interferences occurs when a certain type of behaviour that is specifically required in one role becomes incompatible with expectations expressed in another role (Greenhaus & Beutell, 1985).

Relationship between work – family conflict and job stress

Kazami, Hashim, Ullah, Manzoor, & Khan (2017) showed that job stress was significantly associated with work –family conflict. Jamadin, Mohamad, Syarkawi, & Noordin (2015) found that there was a significant positive correlation between work-family conflict and job stress. Efeoglu & Sanal (2015) found that the work-family conflict and work to family conflict had positive effects on job stress. Rabenu, Tziner, & Sharoni (2015) found that stress was related positively to the work-family conflict. Nart & Batur (2014) showed there was a positive correlation between work-family conflict and job stress. Panatik, Rajab, Shah, Rahman, Yusoff, & Badri (2012) found that the regression results indicated that work to family conflict strongly correlated stress. Kim & Ling (2001) showed there was a positive correlation between work-family conflict and job stress of married Singapore women entrepreneurs. And Stewart (1990) showed the work – family conflict and job stress were highly correlated for both men and women.

Conceptual Framework

The predictive variables were forgiveness and work-family conflict: work interference with family and family interference with work and the criterion variable was job stress as shown in figure.



Objectives of the study

1. To study level of forgiveness, work – family conflict and job stress of teachers.
2. To study relationship between forgiveness and job stress of teachers.
3. To study relationship between work – family conflict and job stress of teachers.
4. To predict job stress of teachers with forgiveness and two aspects of work – family conflict.

Research Hypothesis

1. Forgiveness is related positively to job stress of teachers.
2. Work – family conflict is related positively to job stress of teachers.
3. At least one variable from forgiveness and two aspects of work – family conflict can predict job stress of teachers.

Research method

This was a survey research by distributing questionnaires to teachers in secondary schools.

Population and sample

The research populations were 264 teachers who worked in two secondary school in Suphanburi province.

The sample size was 157 teachers who were estimated by the formulation proposed by Krejcie & Morgan (1970) with 95% confidence interval and chosen by proportional stratified random sampling. The researcher added 10% for complete number and therefore the total number of 173 samples. The 159 questionnaires returned and completed questionnaires used to analysis.

Research instruments

The research instruments were questionnaires, which divided into 4 parts; Part 1: 7 items measuring personal data with checklist method.

The personal data were gender, age, work experience, education level, income per month, learning area group. Part 2: 5 items measuring job stress were developed from items of job stress from Jin, Sun, Jiang, Wang, & Wen, 2017 (2017). Part 3: 10 items measuring forgiveness were developed from Heartland Forgiveness Scale of Thompson, Snyder, Hoffman, Michael, Rasmussen, Billings, Heinze, Neufeld, Shorey, Roberts, & Roberts (2005). And part 4: 9 items measuring work-family conflict were constructed from concept of Wiley (1987, cited in Napaporn, 2011). In part 2-4, this scale was 5 point scales (1 = slightly to 5 = extremely).

Research instruments development

Three experts examined the constructed questionnaire in the aspects of language usage and content validity. Scoring 1 meant it was certain that the item was congruent with the definition of each variable, while scoring 0 meant it was uncertain that the item was congruent with the definition of each variable. Scoring -1 meant it was certain that the item was not congruent with the definition of each variable. After that, the Index value of Item Objective Congruence or IOC was calculated and the test with the value of IOC of .50 or more was selected (Rovinelli&Hambleton, 1976). It was found that the questionnaires about job stress, forgiveness and work-family conflict had passed the evaluation criteria for 5, 14 and 11 items respectively. Then, 30 questionnaires were tested among teachers from secondary schools in Ratchaburi province because they had nearly similar characteristics to the sample group to evaluate discrimination power and reliability of the questionnaires. The value of discrimination power was obtained by t-test evaluation (McIver& Carmines, 1981) and the t value must be more than 1.75 to be accepted. The items that got t value less than 1.75 (Edwards, 1957) were eliminated because they were considered unacceptable. The questionnaires about job stress, forgiveness and work-family conflict have passed the evaluation criteria for 5, 8 and 9 items respectively. The reliability and the internal consistency were evaluated by using Cronbach's Alpha Coefficient. The results were presented according to Table 1.

Table 1 Content Validity, Discrimination Power, and Reliability

Questionnaires	Number of good test items		Reliability Cronbach's alpha
	Content Validity	Discrimination- Power	
1. Job stress	5	5	.892
2. Forgiveness	14	8	.846
3. Work-Family conflict	11	9	.902
- family interference with work	4	3	.726
- work interference with family	7	6	.920

Data collection and analysis

The school directors were contacted to ask for permission to distribute questionnaires to teachers from various learning areas groups. The schools assigned 1-2 teachers to help distribute and collect questionnaires. Then, the questionnaires were analyzed by using the computer programme to process data. The statistics employed in this research were frequency, percentage, mean, standard deviation, Pearson's correlation coefficient and stepwise multiple regression analysis.

Results

1. Result from analyzing personal data of teachers

The majority of teachers were 122 females (76.70%) and 34 males (21.40%). The average age of 70 participants (44.00%) was 25-35. There were 92 participants (57.90%) who have work experience with the period from 1-10 years. There were 90 participants (56.60%) who graduated with bachelor degree and there were 24 of them (15.10%) who earned about 25,000-35,000 baht per month. 32 of the participants (21.10%) were from the learning area of Science. And 42 participants (26.40%) were practitioner level teachers (K1 teachers).

2. Result from analyzing level of job stress, forgiveness and work-family conflict of teachers

The criteria for interpreting the data were set as follows (Table 2 – 4): a mean score of 1.00 – 1.80, 1.81 – 2.60, 2.61 – 3.40, 3.41 – 4.20 and 4.21 – 5.00 indicated a lowest, low, moderate, high and highest level respectively.

The level of overall job stress of teachers were in moderate level (= 2.903, S.D. = 0.961) as shown in Table 2.

Table 2 Level of job stress

Job Stress	\bar{x}	S.D.	Level
Overall	2.903	0.961	moderate

The level of overall forgiveness of teachers in general were in highest level (= 4.222, S.D. = 0.425). The aspect of forgiveness to situation was in highest (= 4.311, S.D. = 0.507), followed by the aspect of forgiveness to oneself (= 4.231, S.D. = 0.484) and forgiveness to others earned = 4.123, S.D. = 0.596 respectively as shown in Table 3.

Table 3 Level of forgiveness

Forgiveness	\bar{x}	S.D.	Level
forgiveness to oneself	4.231	0.484	Highest
forgiveness to others	4.123	0.596	High
forgiveness to situation	4.311	0.507	Highest
Overall	4.222	0.425	Highest

The level of overall work-family conflict of teachers in general were in moderate level (= 2.952, S.D. = 0.894). The aspect of family interference with work was in moderate (= 3.127, S.D. = 0.869), followed by the aspect of work interference with family (= 2.864, S.D. = 1.062) as shown in Table 4.

Table 4 Level of Work – Family Conflict

Work - Family Conflict	\bar{x}	S.D.	Level
Family interference with work	3.127	0.869	moderate
Work interference with family	2.864	1.062	moderate
Overall	2.952	0.894	moderate

3. Result from analyzing the relationship between forgiveness, work – family conflict and job stress

Table 5 Pearson’s correlation coefficient between forgiveness and job stress

Forgiveness	Job stress	
	r	p-value
Overall	.020	.807

The finding from Table 5 shown the forgiveness did not have relationship with job stress of teachers. From the results provided, hypothesis proposed that forgiveness is related positively to job stress of teachers was not acceptable.

Table 6 Pearson’s correlation coefficient between work – family conflict and job stress

Work – Family Conflict	Job stress	
	r	p-value
Family interference with work	.551	.000
Work interference with family	.721	.000
Overall	.749	.000

**p < .01

According to table 6, it was found that the overall work – family conflict had positive relationship to job stress with the statistical significant level at 0.1 with the Pearson’s correlation coefficient of .749. When considering each aspect, it was found that work interference with family and family interference with work had positive relation to job stress at the statistical significant level at .01 with the Pearson’s correlation coefficient of .721 and .551 respectively. From the results provided, hypothesis proposed that work–family conflict is related positively to job stress of teachers was acceptable.

4. Result from analyzing the prediction of job stress of teachers with forgiveness and work – family conflict

Table 7 Stepwise multiple regression – Model summary

Model	Variables	R	R2	AR2	S.E.	F	Sig.
1	(constant)	.721	.519	.516	.668	169.553	.000
	Work – family conflict Work interference with family						
2	(constant)	.749	.561	.555	.641	99.713	.000
	Work – family conflict Work interference with family Family interference with work						

**p < .01

Table 8 Stepwise multiple regression – coefficients^a

Model	Variables	b	S.E.B	Beta	t	p-value
1	(constant)	1.036	.153		6.774	.000
	Work – family conflict Work interference with family	.652	.050	.721	13.021	.000
2	(constant)	.531	.196		2.701	.008
	Work – family conflict Work interference with family Family interference with work	.539 .265	.056 .069	.595 .240	9.568 3.858	.000 .000

^a Dependent Variable: job stress

**p < .01

The finding from table 7 – 8 shown the work interference with family(b =.539,beta = .595) and family interference with work (b = .265, beta = .240) accounted for 56.10 percent of variance in job stress of teachers. Based on the predicted equation, it was found that: predicted equation of raw scores was job stress = .531 + .539(work interference with family) + .265(family interferencewith work). The equation of standard scores (Z-score) were Z_{job stress} = .595(Z_{work interference with family}) + .240(Z_{family interference with work}). The beta coefficient is positive

the interpretation was that for every 1-unit increase in the work interference with family and family interference with work (predictor variables) the job stress (outcome variable) will increase by the beta coefficient value. The beta coefficients of work interference with family and family interference with work was .595, .240 and statistically significant, then for each 1-unit increase in work interference with family and family interference with work, job stress will increase by .595 and .240 units respectively. From the results provided, hypothesis proposed that at least one variable from forgiveness and two aspects of work – family conflict can predict job stress of teachers was acceptable.

Discussion

According to the study, forgiveness did not related to job stress of teachers. Therefore, this result did not related to the studies of Toussaint, Shields, Dorn, & Slavich (2016); Susie (2011) which found that there was a significant negative relationship between forgiveness and job stress. It has been assumed that teacher was expected to be a person who sacrifices, loves, cares for students and always forgave others. This stereotype might get the teachers accustomed to forgiveness. It can be noticed from the overall forgiveness earning the highest score. However, work-family conflict has been found related to job stress of teachers. This can be related to the studies of Jamadin, Mohamad, Syarkawi, & Noordin (2015); Efeoglu & Sanal (2015); Nart & Batur (2014); Panatik, Rajab, Shah, Rahman, Yusoff, & Badri (2012); Kim & Ling (2001); Stewart (1990) which found that the work – family conflict had positive effects on job stress. In addition, the work-family conflict of teachers could be used to predict job stress of teachers for 56.1 percent in terms of work interference with family and family interference with work. This can be assumed that teachers might bring work back home or might participate in activities that were organized after hours. These incidents caused lack of family time and teachers might be affected on job concentration since they may need to attend family activities such as participating activities of children at school or bring them to hospitals during official hours.

Implications

Implication for Practice and Development

1. Forgiveness to others (= 4.123) was less than forgiveness to oneself (= 4.231) and forgiveness to situations (= 4.311). Therefore, the school administrators should encourage teachers to forgive others by organizing training programmes. The training programmes should teach Buddha's Dhamma which involve forgiveness for developing teachers to understand how teachers forgive others.

2. According from the research, it was found that work – family conflict had positive relation to the job stress of teachers. Besides, both aspects of work – family conflict can predict job stress of teachers. The less conflict there was the less job stress it occurred. School administrators or people involved should find methods to lessen or prevent the conflicts. It can be done by assigning right jobs to the right person or giving proper workload so that teachers will have time for their families.

Implication for further study

There should be training programmes concerned with the way to encourage teachers to forgive others. The programmes could be applied for experimental research and assessed by comparing the pre- and post-study results, including comparing the stress level between the pre- and post-programmes among teachers who will participate the programmes.

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