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Resilience of Hong Kong Kindergarten Parents: Gratitude and forgiveness help Chinese Parents deal with parental stress during the COVID-19 outbreak?

Introduction

Owing to the spread of COVID-19, the Centers for Disease Control and Prevention (CDC, 2020) prefers all of us keeping “social distance” or “physical distance” in our daily life. It recommends that people stay at least 1.5m length from other people, avoid any re-union or gatherings in groups as well as stay out of crowded places. Medical and academic experts also support that people keep social distance is one of the effective ways to protect our own selves for safety. There will be less chance of people being affected and less people need hospitalization.

Besides, some parents are facing the risk of unemployment as well as the existential extreme poverty condition while the children are facing school closures. Both adults and children are feeling bored, anxious and uncertain as well as fear of the impact of the virus on their families. In a recent Internet survey of 762 respondents, there are 40.6% Hong Kong people reported symptoms of anxiety, depression, and posttraumatic stress disorder during the COVID-19 pandemic. (Li, Cheung & Lee, 2020). Some research also found that a strong increase in parental negative feelings during COVID-19 lockdown. It increased demands on parents, who unexpectedly have to home school their children, work remotely and might experience extreme worrying about the COVID-19 situation. (Achterberg et al., 2021). Especially for the children with special education needs (SEN), the changes in school routines could be stressful, so that the parents need to talk with them about the reason for staying home and their “new” daily structure will be during at this time. It is not an easy task and it could cause significant parental stress. In this light, this study will examine whether a family has a child with SEN experienced higher parental stress under COVID-19.

Literature Review

Types of developmental disabilities / Special Educational Needs (SEN)

Not every children with SEN react in the same way to the stress of COVID-19, the parents need to monitor their behaviors as well as emotional health, for example, arrange more activities for the extended time at home and without schooling may cause the anxiety and concern. According to the Center for Disease Control and Prevention (CDC, 2012), children have developmental disabilities, such as learning, language, mobility, independent living skills and self-care, which are chronic and lifelong disorders. There are nine types of Special Educational Needs (SEN). It includes Physical/mobility Disabilities (PH, 肢體傷殘), Visual Impairment (VI, 視覺障礙), Hearing Impairment (HI, 聽覺障礙), Attention Deficit / Hyperactivity Disorder (DA, 專注力不足/過度活躍症), Autism Spectrum Disorder (AU, 自閉症譜系障礙), Specific Learning Difficulties in Reading and Writing (SL, 特殊讀寫困難), Speech and Language Impairment (SI, 語言障礙), Mental Illness (MI, 精神疾病) as well as Visceral Disability (VD, 長期病患). Difficulties or delay in cognitive, emotional, social, sensory and motor aspects can be characterized. Families have a child with developmental disabilities, they always separate from friends or family members as the child needs for long-life care and it results in parental stress. (Ghoreishi, Asadzadeh & Hosseini, 2018). Families need to pay extra attention toward both physical and psychological problems of a child with SEN. Family and personal resources, which emerge from within family members, or a family unit, can play key roles in adapting the family to stressful situations. It can affect the relationship between having a child with developmental disability and positive and negative parenting outcomes. (Ghoreishi, Asadzadeh & Hosseini, 2018).

Importance of family context

To achieve positive parenting outcomes, there are two major family context factors, such as parenting stress and parenting behavior which is related to

children's problem behavior. (Liu & Wang, 2015). Parental stress refers to the direct effects on a child's attitude, temper and external behavior, for example, the child always crying, fighting with others and indirect effect on child's learning and speech development. The SEN children even cannot express what they wants. (Liu & Wang, 2015). When the children enter preschool, parents usually experience high levels of parenting stress. For example, when the children are facing separation anxiety and have problem behavior, it causes parents to have psychological stress reactions and poor parenting behavior to their children. Parenting stress is positively associated with children's externalizing and internalizing behavior. (Smith-Adcock, Leite & Kaya et al., 2019). Meanwhile, fathers who have developmental disabilities children, such as attention deficit hyperactivity disorder, autism or learning disorder, experienced higher parental stress than those fathers who have healthy children. (Huang, Chang & Chi et al., 2014). Parents may feel loss of control and powerlessness on those developmental disabilities children. Nowadays, mothers and fathers also need to work in most families, although they may have helpers or grandparents at home, the parenting stress still appears in both mother and father. The less time the parents are at home, the high level of parenting stress they have. (Liu & Wang, 2015) It is because parents play an important role in their children's development and they do not have much time every day when they go back home after work. (Liu & Wang, 2015). This stress situation is appraised relative to a family's capacity. It is very important that how the making meaning process influences a family copes with stress. Some families provide positive meanings about their situation as a way to cope or change the way they thought about the situation. They may highlight what they have learned and how they have grown in the process rather than the hardship they experienced. (Ghoreishi, Asadzadeh & Hosseini, 2018). We expected that this kind of character of family members, just like forgiveness and gratitude will be positively correlated to the subjective life happiness.

What is Forgiveness?

Forgiveness refers to letting go of those people who hurt us or make us feel frustrated or resentment. It is about the quality of mercy, providing an acceptance for others and giving them a new chance. It can contribute a sense of flexibility when facing changes (i.e. the influence of COVID 19, and productivity.)

Forgiveness is described as empathy, compassion and the ability of understanding another's point of view. (Enright, 2001) It is shown as the determination to clear negative affect oriented toward the wrongdoer. The higher levels of forgiveness, the higher levels of positive feelings and the lower levels of stress. (McCullough & Witvliet, 2001) Forgiveness is an important factor to cope with parental or life stress. When the parents perform more forgiveness in general, it can strengthen the parent-child relationship in the home environment. (Maio, Thomas, Fincham, & Carnelley, 2008) The development of forgiveness can impact the future forgiveness by learning and modeling from parents at home. Forgiveness encourages maintaining closer adult relationships and positive communication in family environments. (Ammons, 2018). Forgiveness tends to be associated with less avoidant adult attachment and less anxiety; therefore we expect this may serve to be one of the independent variables which is affecting the subjective well-being.

What is Gratitude?

Gratitude is similar to forgiveness. It is described as an intentional expression of appreciation. (Emmons & McCullough, 2004). It is a kind of positive emotional response to receive a positive outcome from others. People who have the character of gratitude would be prosocial and bring out the positive outcome, for instance, lower maladjustment and higher well-being. It could be a predictor of positive coping to the COVID-19 and facilitates openness to many ways to support well-being. People who have the character of gratitude

would be prosocial and bring out the positive outcome, for instance, lower maladjustment and higher well-being. (Darling, Senatore & Strachan, 2012). It is used to refer to the trait of gratitude and the focus is on being grateful for a particular event or a general tendency to be grateful. (Smith, 2019). Research has found that the early relationship and the family environment act as an important role in the development of gratitude and it is influenced by parenting and parental relationships. (Pastorelli et. al., 2016). The more prosocial behavior and positive mutual communications between the parents and child, the more social competence and prosocial behavior in the child. (Ammons, 2018) In addition, Gratitude plays a protective role. The higher the levels of gratitude, the lower the potential for negative relationship outcome. Interestingly, we found that there is a positive reciprocity when the tendency of forgiveness is associated with gratitude. (DeShea, 2003; Li, Zhang, & Zhang, 2015).

Forgiveness and gratitude as protective factor

Forgiveness and gratitude are similar concepts. They also focus on perspective-taking, empathy and are related to the quality of relationship. Both are associated with positive outcomes and relationships. Gratitude can strengthen the relationship between forgiveness and perspective-taking as well as forgiveness and well-being. (Breen, Kashdan, Lenser, & Fincham, 2010). Therefore, it seems that the higher the tendency of gratitude, the higher the tendency of forgiveness. (Ammons, 2018). It is hypothesized that forgiveness and gratitude will be the protective factor in the early family relationship. It can be performed by numerous positive relational effects instead of negative effects. (McCullough & Witvliet, 2001). This evidence supports that forgiveness and gratitude can protect against negative relationships and emotional outcomes. (Griffin, et. al., 2016; Liao & Wei, 2015). Both are identified as a positive factor to develop a positive parent - child attachment relationship. (Burnette, Taylor, Worthington, Forsyth, 2007). Thus, forgiveness and gratitude will be considered as personal resources in dealing with family stress situations. We also believe that a good family performance will be the best protective

factor against stress for the family.

What is subjective happiness?

It seems that forgiveness and gratitude may be also correlated with a broad variety of positive health and well-being benefits. (Smith, 2019). Subjective happiness is a scientific term and it refers to life satisfaction, positive feeling or low negative feeling (Diener, 2000). It is possible that external circumstance influences on one's happiness, for example, people are living with the fear of COVID-19, or with a child who has SEN. It is difficult for them to adjust in daily life. In contrast, people would be happy if they have supportive resource, such as family and friends. Therefore, people could be happy or sad because of their circumstances, personalities and thinking way about the outer world. People varied in their tendency to happiness by their personalities. In this study, we will explore whether traits of forgiveness and gratitude as personality characteristics which will be positively related to subjective happiness under parental stress during COVID -19 outbreaks. The parental stress would be the mediator, regarding the family having the kindergarten child with or without Special Education Needs (SEN).

Theoretical framework

Family Stress Theory (FST)

By using the theory of family stress (Hill's, 1949), family stress refers to the pressure or tension in the family environment and family system. (Chaney, 2020). Families have to adapt normative events, such as expected life changes and non-normative events, such as unexpected life events in order to obtain a state of normal functioning. The level of adaptation is related to the internal stressors that means within the family and external stressors that means outside of the family. To deal with the stressors, it relies on the number of the family resources and protective factors, such as the strengthened characters of family members, forgiveness and gratitude, which will decrease likelihood that

a family will experience a crisis. As COVID-19 is an unexpected life event (non-normative event), every family needs to create “a new normal” life in their daily functioning. It is a great stressor for families while they experience this event unexpectedly. For some families, they are still facing the life adjustment on unemployment, health diagnosis (COVID-19), receiving medical care for a COVID-19 diagnosis, losing a family member to COVID-19 and receiving the socioemotional support after a COVID-19 loss. Although family members stay healthy and safe, they also have less interaction with other family members and friends; it may heightened feelings of loneliness.

Structure of ABC-X model

Family Stress Theory (FST), the ABC-X model (Hill's, 1949), which includes three distinct factors (A, B and C), and an overall adaptation factor (X). It is used to understand the factors influencing the well-being of the family who have a child with or without developmental disability under parental stress in the circumstance of COVID-19. The nature of child (with or without developmental disability) and family psychosocial stress as factor “A” , the coping resources and skill in the family, that is used to handle and manage the anxiety created by stressor events as factor “B”. It can be internal or external, tangible or intangible, such as forgiveness, gratitude or personal faith. When family experience life changing or challenging events, such as the influence of COVID-19, it produces a stressful transition in personal and family roles, their well-being may be affected. Factor “C” is related to how the family or individual perceive or make sense of the stress experience which is caused by the stressor events. It may be a manageable challenge for the family. Family response may range from optimistic to pessimistic as the perspective the family takes about its situation. Families who have children with developmental disability are likely long term and not solvable, they may struggle with their family roles and parental experience with those children. (Darling, Senatore & Strachan, 2012). Factor “X” is the integration of the stressor event, family resources and the overall perception of the event. This factor can range from well-adjusted and able to adapt to the stress to poor adaptation and adjustment.

Factors “A, B and C” are interacting to influence the factor “X”, that is the family’s subjective happiness.

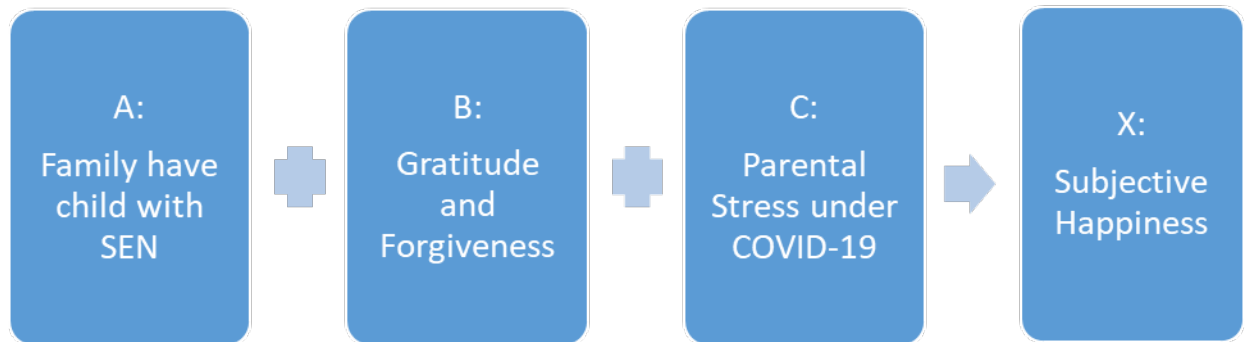


Figure 1 Concept of Family Stress Theory (ABC-X model)

This study is using Family Stress Theory to examine the effects of stress, forgiveness and gratitude (personal faith) and coping on the subjective happiness of the family who has children with or without developmental disability.

Thus, the hypothesized are that:

H1: Family who have a child with development disability (SEN) will be higher parental stress and lower subjective happiness in life.

H2: Family members who have forgiveness characteristics will have a negative association with parental stress.

H3: Family members who have gratitude characteristics will have a negative association with parental stress.

H4: Family members who have parental stress will have a negative association with subjective happiness.

H5: Parental stress as a mediate role for the relationship between forgiveness

and gratitude and subjective happiness.

In this study, we expect that similar mediation mechanisms occur in both SEN and non-SEN families.

Methodology

Participants

There will be around two hundred and forty Chinese parents (who have the children who are studying in the kindergarten) who were examined in this study. In order to have in-depth investigation of the differences of families who have a child with or without developmental disability, it will be divided into two groups: 1) Parents have at least one special education needs (SEN) child. 2) Parents only have a normal child. We will recruit 120 parents in each group. It is only one of the family members, either father or mother or main caregiver is needed for this study. The parents will be chosen by snowball sampling or convenience sampling from the kindergarten. The survey is open to all participants from different kindergartens in Hong Kong, regardless of different social economy status, jobs nature, and educational level and so on.

Procedure

Online questionnaires will be used by providing a google form link for the participants. The participants will be invited to answer all the questions in the online questionnaire. Before answering the questions, informed consent will be obtained from the participant. The questionnaire will be completed within 25 minutes, and there is no direct benefit for the participant in this study.

Materials

Gratitude: The Gratitude Questionnaire (GQ-6; McCullough et al., 2013) will be used. The questionnaire contained six items, to be answered on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Forgiveness: The Forgiveness Questionnaire (Heartland Forgiveness Scale,

HFS; Thompson et al., 2005) will be used. The questionnaire contained eighteen items, to be answered on a seven-point Likert scale ranging from 1 (almost always false of me) to 7(almost always true of me).

Subject Happiness: The Subjective Happiness Questionnaire (Subjective Happiness Scale; Lyubomirsky & Lepper, 1999) will be used. The questionnaire contained four items, to be answered on a seven-point Likert scale ranging from 1 (not a very happy person) to 7(a very happy person).

Parental Stress: The Parental Stress Questionnaire (Parental Stress Scale; Berry & Jones, 1995) will be used. The questionnaire contained fourteen items, to be answered on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Besides, a self-created questionnaire will be used to measure the source of stress. The questionnaire contained ten items, to be answered on a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Demographics: the participants need to fill in the numbers of children, sex and age of the children and the nature of the children that is either SEN or normal kindergarten children. Participant's age, sex, job nature, working hours, education, income, place of resident, marital status, years of marriage, the quality of martial relationship, spouse or partner's employment, working hours of spouse or partner, expense for child care each month, flexibility of family responsibilities, time spend with child a week, awareness on child's academic and extracurricular achievement, time for attend child's games or events in which they are participating, the degree of child care been a source of stress and the nature of child care stressors will be included.

Statistical Analysis

From the questionnaire, all sample data will be analyzed by using SPSS and the statistics results from Pearson R and T-test will be used to investigate the relationship while gratitude and forgiveness help Chinese Parents deal with parental stress during the COVID-19 outbreak? Sub-group analysis will be

conducted to see how differences in Age, Gender, contribute to influence the above said research, if any. It is designed that gratitude and forgiveness (personality strength) will be served as independent variable, which affect subjective happiness (well-being) as dependent variable. Parental stress during the COVID-19 outbreak will be the mediator in this study. Thus, statistical tools will also be used to examine it. The mediation will be tested by JASP.

Ethical Consideration

Before starting the study, each participant will read the purpose and the descriptions of this study which will be fully illustrated on the introduction page. A consent form will be incorporated in the survey and participants are required to agree with the consent before commencing the study. It makes sure that participants are participating in the research on their own will and they can withdraw at any time without any consequences. All the questions are set in a straightforward manner. No tricking question is set to test for fake candidates. There is no potential physical hazard, but may have psychological hazard to participants or gain from the study, because of playing the violent video games. They may seek help if there is a need. No identifiable information, such as names or Hong Kong identity numbers or telephone numbers, will be collected. All the data collected will be used solely for the purpose of this research study. All collected data will be stored in a designated database and computers with password protected. Upon completion of the research study, all the data will be destroyed within 3-months period after the submission of the final report. Contacts of the researchers will be listed in the introduction page in case the participant has any assistance.

Result and Discussion

Demographic distribution of samples

A total of 244 responses were collected. In my samples, 41 were males (16.8%) and 203 were females (83.2%). It shows that more female than male participants in this study.

As shown in table 1, the participants were asked to report their age. For the participants who aged 35 or below (39.35%) is less than those who are older than 35 (60.65%). It shows that many participants are in the middle age. The participants were asked to report their education level. The number of participants who studied in College (50%) is equal to those who studied in secondary school or primary school or never studied (50%). It shows that the distribution of education level of participants is even, not too high or too low. The participants were asked to report their time spent on children. The participants who spend 6 or less than 6 hours on their children (44.26%) are less than those who spend more than 6 hours on their children (55.72%). It shows that many participants spend more than quarter a day on children. The participants were asked to report their pressure on caring for children. The participants who often have pressure on caring for their children (63.52%) are more than those who sometimes or never have pressure on caring for their children (36.48%). It shows that many participants are under pressure to care for their children. The participants were asked to report the number of SEN children. The participants who do not have SEN children (58.61%) are more than those who have one or more SEN children (41.39%). It shows that less than half of participants have SEN children at home.

Demographic factors		Responses	%
Gender	Male	41	16.8
	Female	203	83.2
Age of participants	≤35	96	39.35
	>35	148	60.65
Education Level	Tertiary	122	50
	Secondary or below	122	50
Time spend on child	≤6 hours	108	44.26
	>6 hours	136	55.74
Pressure on caring child	Often	155	63.52
	Sometimes or never	89	36.48
No. of SEN	None	143	58.61
	>1	101	41.39

Table (1) Distribution of demographic factors

Descriptive and Inter-correlation

According to table (2), it presents the means, standard deviation and the alpha coefficient among five variables, that are gratitude, forgiveness, happiness, parental stress and stressor of COVID-19, are 0.853, 0.868, 0.749, 0.882 and 0.905, showing that the variables have relatively high internal consistency.

Variables	Score Range	M (SD)	Cronbach's α
Gratitude (G)	6 - 42	16.59 (5.85)	0.853
Forgiveness (F)	18 - 126	61.45 (12.44)	0.868
Happiness (H)	4 - 28	12.64 (4.14)	0.749
Parental Stress (PS)	14 - 84	59.08 (10.47)	0.882
Stressor of COVID - 19 (SC)	10 - 70	38.56 (12.84)	0.905

Table (2) Mean, SD and reliability of variables

Demographic factors of stress

For gender, male have more stress on COVID-19 stressor than females ($t(242)= 2.386, p<.05$). Participants who got married have more parental stress and more stress on COVID-19 stressor than single ($t(242)= 2.353, p<.05, t(242)= 2.164, p<.05$). Working participants have more parental stress than participants who are at home ($t(242)=2.826, p<.01$). Participants who graduated in university have more stress on COVID-19 stressor and parental

stress than those graduated in secondary school or below. ($t(242)= 3.202$, $p<.01$, $t(242)=2.623$, $p<.01$). For family income, family earn more than 30 thousands monthly have more stress on parental stress and COVID-19 stressor than those earn 30 thousands or less monthly ($t(242)=-4.071$, $p<.001$, $t(242)= -5.196$, $p<.001$). Participants with no SEN child have more parental stress and more stress on COVID-19 stressor than those who have SEN child ($t(242)=7.395$, $p<.001$, $t(242)=9.339$, $p<.001$). Participants who spend 6 hours or less on caring for the child have more parental stress than those who spend more than 6 hours on caring for the child ($t(242)=2.451$, $p<.05$). More participants sometimes or never have pressure on caring for a child and COVID-19 stressor ($t(242)=3.202$, $p<.001$). (see in table 3)

Demographic factors		Parental Stress (PS) M (SD)	Parental Stress (PS) t	Stressor of COVID-19 M (SD)	Stressor of COVID-19 t
Gender	Male	60.878 (9.298)	1.205	42.878 (12.464)	2.386*
	Female	58.719 (10.680)		37.685 (12.762)	
Age	≤35	59.130 (10.771)	0.138	38.150 (13.156)	-0.964
	>35	58.902 (9.358)		40.098 (11.530)	
Marital Status	Married	59.549 (10.518)	2.353*	39.085 (12.504)	2.164*
	Single	53.850 (8.549)		32.650 (15.229)	
Working style	Work	61.061 (9.306)	2.826**	39.948 (13.314)	1.603
	Home	57.318 (11.157)		37.318 (12.312)	
Education Level	University	60.820 (9.543)	2.623**	41.139 (11.288)	3.202**
	Secondary or below	57.344 (11.097)		35.975 (13.784)	

Income	≤30k	56.347 (10.663)	-4.071***	34.364 (12.986)	-5.196***
	>30k	61.643 (9.652)		42.484 (11.413)	
No. of SEN child	none	62.853 (9.365)	7.395***	44.098 (10.383)	9.339***
	1-4	53.743 (9.638)		30.713 (11.882)	
Time spend on child	≤6 hours	60.907 (9.300)	2.451*	39.648 (13.046)	1.184
	>6 hours	57.632 (11.141)		37.691 (12.646)	
Pressure caring on child	Often	54.587 (8.778)	-10.723***	34.323 (11.656)	-7.543***
	Sometimes or never	66.910 (8.397)		45.933 (11.425)	

Table (3) significance difference of demographic factor, parental stress and stressor of COVID-19 (*p<.05, **p<.01, ***p<.001)

Differences in gratitude, forgiveness and happiness between SEN and NON-SEN families

For the variable of gratitude, families with SEN children have higher levels of gratitude than those who do not have SEN children ($t(242) = -7.853, p < .001$). At the same time, for the forgiveness variable, families that have SEN children have higher levels of forgiveness than those who do not have SEN children ($t(242) = -4.129, p < .001$). (see in table 4)

For the Hypothesis (H1), families with SEN children are happier than those who have no SEN children ($t(242) = -3.856, p < .001$). Families that have no SEN children have higher parental stress than those that have SEN children. ($t(242) = 7.395, p < .001$). (see in table 4). The results are not supported in our hypothesis (H1).

Variables	SEN children	NON- SEN children	t ***
	M (SD)	M (SD)	
Gratitude (G)	19.72 (5.40)	14.38 (5.11)	-7.853
Forgiveness (F)	65.24 (11.51)	58.77 (12.42)	-4.129
Happiness (H)	13.82 (3.78)	11.80 (4.19)	-3.856
Parental Stress (PS)	53.74 (9.64)	62.85 (9.37)	7.395
Source of COVID - 19 (SC)	30.71 (11.88)	44.10 (10.38)	9.339

Table (4) Family have SEN vs non SEN child (*p<.05, **p<.01, ***p<.001)

For the Hypothesis (H2), family members have forgiveness characteristics that are negatively correlated with parental stress ($r = -0.562$, $p < .001$) and stressor of COVID-19 ($r = -0.387$, $p < .001$). For the Hypothesis (H3), family members have gratitude characteristics that are negatively correlated with parental stress ($r = -0.544$, $p < .001$) and stressors of COVID-19 ($r = -0.536$, $p < .001$). For the Hypothesis (H4), family members who have parental stress have negative correlated with happiness ($r = -0.540$, $p < .001$), but have positive correlated with stressor of COVID-19 ($r = 0.654$, $p < .001$). (see in table 5)

Pearson's Correlations

Variable		Scaled score(G)	Scaled Score (F)	Scaled Score (H)	Scaled Score (PS)	Scaled Score (SC)
1. Scaled score(G)	Pearson's r	—				
	p-value	—				
2. Scaled Score (F)	Pearson's r	0.568	—			
	p-value	< .001	—			
3. Scaled Score (H)	Pearson's r	0.516	0.644	—		
	p-value	< .001	< .001	—		
4. Scaled Score (PS)	Pearson's r	-0.544	-	-	—	
	p-value	< .001	< .001	< .001	—	
5. Scaled Score (SC)	Pearson's r	-0.536	-	-	0.654	—
	p-value	< .001	< .001	< .001	< .001	—

Table (5) Correlations among the variables (Note: G=gratitude, F=forgiveness, H=happiness, PS=parental stress, SC= stressors of COVID-19)

For the Hypothesis (H5), parental stress is statistically significant as a mediator between forgiveness, gratitude and happiness. However, the stressor of COVID-19 (SC) was not statistically significant as a mediator between gratitude, forgiveness and happiness. Thus, there should be a partial mediation effect of parental stress in the association of forgiveness, gratitude and happiness and no mediation effect of the stressor of COVID-19 in the association of forgiveness, gratitude and happiness that we found.

Baron and Kenny (1986)'s four steps were used to examine the mediation effect of parental stress in the association between forgiveness and happiness. Results showed that forgiveness positively predicted happiness, $b=0.214$, $t(244) = 3.092$, $p<.001$. Forgiveness negatively predicted parental stress, $b=-0.473$, $t(244)=-10.572$, $p<.001$. Parental stress negatively predicted happiness, after controlling for forgiveness, $b=-0.103$, $t(243)=-4.565$, $p<.001$. The result of the Sobel test suggested that the mediation effect of parental stress was statistically significant, $z= -4.104$, $SE=0.012$, $p< .001$. Forgiveness can predict happiness after controlling for parental stress, $b=0.165$, $t(243)=8.697$, $p<.001$. Thus, parental stress showed a partial mediation effect in the association between forgiveness and happiness.

Gratitude positively predicted happiness, $b=0.365$, $t(244) = 9.376$, $p<.001$. Gratitude negatively predicted parental stress, $b=-0.974$, $t(244)=-10.091$, $p<.001$. Parental stress negatively predicted happiness, after controlling for gratitude, $b=-0.146$, $t(243)=-6.013$, $p<.001$. The result of the Sobel test suggested that the mediation effect of parental stress was statistically significant, $z= 5.199$, $SE=0.027$, $p<.001$. Gratitude can predict happiness after controlling for parental stress, $b=0.223$, $t(243)=5.145$, $p<.001$. Thus, parental stress showed a partial mediation effect in the association between gratitude and happiness.

Forgiveness positively predicted happiness, $b=0.214$, $t(244) = 3.092$, $p<.001$. Forgiveness negatively predicted stressor of COVID-19, $b=-0.399$, $t(244)=-6.521$, $p<.001$. Stressor of COVID-19 negatively predicted happiness, after controlling for forgiveness, $b=-0.025$, $t(243)=-1.429$, $p=0.154$. The result of the Sobel test suggested that the mediation effect of the stressor of COVID-19 was

not statistically significant, $z=-1.419$, $SE=0.007$, $p=0.156$. Forgiveness can predict happiness after controlling for stressor of COVID-19, $b=0.204$, $t(243)=11.548$, $p<.001$. Thus, the stressor of COVID-19 showed no mediation effect in the association between forgiveness and happiness.

Gratitude positively predicted happiness, $b=0.365$, $t(244) = 9.376$, $p<.001$. Gratitude negatively predicted stressor of COVID-19, $b=-1.175$, $t(244)=-9.873$, $p<.001$. Stressor of COVID-19 negatively predicted happiness, after controlling for gratitude, $b=-0.017$, $t(243)=-0.795$, $p=0.427$. The result of the Sobel test suggested that the mediation effect of the stressor of COVID-19 was not statistically significant, $z=0.803$, $SE=0.025$, $p=0.422$. Gratitude can predict happiness after controlling for the stressor of COVID-19, $b=0.345$, $t(243)=7.484$, $p<.001$. Thus, the stressor of COVID-19 showed no mediation effect in the association between gratitude and happiness.

Discussion

In this study, we examined gratitude and forgiveness (personality strength) as independent variables, which affect subjective happiness (well-being) as dependent variables. Parental stress of caring for SEN or non-SEN children during the COVID-19 outbreak will be the mediator. According to our data-analysis, we found that the factor of parental stress showed a partial mediation effect in the association between forgiveness, gratitude and happiness. Families with NON-SEN children ($M=62.85$, $SD=9.37$, $p<.001$) have more parental stress than those who have SEN children ($M=53.74$, $SD=9.64$, $p<.001$).

For the demographic factors, the number of working participants are less than the homemaker ($N=115$ vs. $N=129$). Under COVID-19 pandemic, the families need to buy more anti-epidemic supplies, for example, surgical masks, hand sanitizer, hand wash, forehead thermometer and so on. As the disease takes for a longer time, it causes the family to have extra financial burden. In our

findings, most of male participants are the breadwinner, that's why the male participants have more stress on COVID-19 stressors than female participants.

Besides, participants who are married have more stress on parental stress. It may be due to the attachment insecurity in romantic relationships that may be a source of risk for early parenting, especially in conjunction with parental psychological distress. One finding suggests that attachment security in couples is a protective factor for caregivers with parenting stress. (Mills KWR et al., 2011) Spousal support is important for families with children, which relates to children's behavior problems. (Cohen et al., 2013, 2016) But if parents have poor support from each other or poor marital status, they would have poor emotional status and have higher parental stress on their children. In our findings, nearly a half of participants (N=115, 47.13%) need to work and they are facing work pressure every day and less time at home. Participants spend six hours or less on children each day and have more parental stress ($p < .05$). When they arrive at home, they only have a short time to teach or get along with children, it makes parents have high parental stress on teaching children's homework or regulate children's behavior as well as play with them. Some studies found that there is a relationship between the father's support of the children's autonomy and the level of children's executive functioning during the preschool years. (Meuwissen and Carlson, 2015). It is supported that male participants ($M=60.878$, $SD=9.298$) have more parental stress in this study. In addition, economic status also has an impact on parent's emotions and behaviors, which negatively affects the relationship between parents and children. (Zhang, 2012)

Our hypothesis that families have SEN children will have higher parental stress and lower subjective happiness in life was not supported in this study. Conversely, families with no SEN children have higher parental stress. According to the data, half of participants (N=122) are well-educated, who have higher parental stress ($p < .01$). Parents who had more education were more likely to have higher income. Parents with higher education and income were more likely to engage in intellectual, cultural, recreational and social activities than those parents with lower education and income. (Zhang, 2012) It increases parents' investment in the intellectual and social development of

their children. The higher investment led to higher expectations for their children. Children's competence and achievement are the main focus from the Hong Kong parents. It is not surprising that the push for children's achievement is the major source of pressure for Hong Kong parents. (Chui and Wong, 2017) Parents try to maximize their own resources on the children's academic achievement, intellectual development and skill acquisition. However, if their children cannot fulfill parent's expectations, the parental stress of parents increases. Besides, the results indicated that families with SEN children would have high levels of gratitude, forgiveness and happiness ($p < .001$). When SEN children can fulfill their parents' expectations, parents would feel particularly satisfied and happier. It is because parents would have relatively lower expectations of intellectual and social development towards SEN children, so that they would have lower parental stress and more happiness ($p < .001$).

Interestingly, we found that families with SEN children would have higher levels of gratitude and forgiveness and more happiness ($p < .001$) in their life. While parents with a positive perception of their SEN children, they showed more feelings of happiness. In our findings, we believe that parents with SEN children would have more knowledge on the nature of SEN and developing effective coping strategies as well as positive perceptions of SEN children led to an increase in parents' happiness. Some research indicates that if parents view their relationship with children with disabilities as positive experiences, they would feel less parental stress and perceive themselves as more competent parents. (Glenn et al., 2009; Ferrer et al., 2016) Thus, it is supported that parents with SEN children experience many stressors in family life and their possible perception and effect on the parent-child interactions quality is a very important process. (Gray, 2006; Kersh et al., 2006; Dabrowska and Pisula, 2010). While parents provide a positive parenting (it refers to positive attitude, positive emotion of parents with face-to-face interactions with children), it would support SEN children's early development, which is talking about language and communication, cognitive development and their autonomy. (Bernier et al., 2010; Roggman et al., 2013a) Parents with positive parenting would provide positive emotions and warmth to SEN children, which are

related in turn to the children's general development.(Pipp et al.,1992; Kochanska, 2001; Sanders et al., 2004)

In our study, we want to examine whether parental stress (and stressors of COVID-19) mediates the relationship between forgiveness, gratitude and subjective happiness. As a result, we found that parental stress mediates the relationship between forgiveness, gratitude and subjective happiness ($p < .001$). It can be explained that forgiveness and gratitude are in a similar level of positive personal characteristics. Toussaint and Friedman (2008) represents that "forgiveness occurs when a person lets go of emotionally backed judgments, grievances, attack thoughts and beliefs toward themselves and others so that they can perceive the goodness, worth, magnificence, innocence, love, and peace in both themselves and another person simultaneously" and McCullough et al. (2002) defines gratitude "as a generalized tendency to recognize and respond with grateful emotion to the roles of other people's benevolence in the positive experiences and outcomes that one obtains". This study shows that while parents have low forgiveness and gratitude, they would have more parental stress and less happiness. As we discussed above, parental stress may be related to a parent's growth background, marital status as well as emotional stability. These are the factors that can be examined in the coming future. To train up our parents, they can build or strengthen the characteristics of forgiveness and gratitude with small pieces in daily life. For example, parents can hug their children to show their love and say thank you for joining their families or take time to listen to their children. Feelings from parental stress, just like disappointment, anger or frustration, can be concluded as part of our experiences or life, try not to victimize themselves or become the default emotions. On the contrary, parents can keep exercising power to overcome their inner pain.

At the same time, the stressors of COVID-19 do not mediate the relationship between forgiveness, gratitude and subjective happiness ($p = .156$, $p = .422$). It can be explained that the appearance of COVID-19 stressors just in an acute situation and just last for a period of time, it may not be an enduring factor to affect the relationship between one person's levels of forgiveness and gratitude as well as subject happiness.

Limitation and Further Research

As the duration of this study is short, we do not have much time to go in-depth and understand the original family background of participants. Just using a tool of personal questionnaires is not enough, it is better to conduct structured interview sessions for participants or ask them to self-record their interactions at home in the future study in order to achieve more information and examine their different perspectives. It would be a highly valuable contribution to reflect the whole picture of families or existing literature as well as comparing the new data with current studies.

To examine parental stress mediates the relationship of gratitude and forgiveness on subject happiness is focused in this study. In our practical experiences, most fathers and mothers provide an in-congruent paternal method to their children, so that many unpleasant behaviors and negative emotions are explicit from the children. Parents feel annoyed and lack parenting skills, which in turn, parental stress appears normally. From time to time, their parental stress is getting higher gradually. We believe that it may relate to a parent's growth environment, lack of coping or parental skills or parent's excessive expectation on children. In the future study, we may investigate the parent's growth environment and expectations on children from father and mother separately and examine them with parental stress.

Conclusion

Considering father, mother and children as units of a family system, their pattern of beliefs, actions and relationships interconnected. Our study is clearly to examine the relation between family-related demographic factors, personal strengths (gratitude and forgiveness) and subjective happiness (well-being). It enables us to look into Chinese parent's similarities, differences and complementarities and have a general picture of the families. Nevertheless, this study has several limitations or factors that can be considered for the next

study. It may examine more personal factors of parents in order to have more interesting exploration on families.

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Appendix I

The Gratitude Questionnaire-Six Item Form (GQ-6) 感恩問卷 (中文版)

(By Michael E. McCullough, Ph.D., 2013)

指導語：請使用以下的量尺，在每一個敘述前的空格中填入表示出你有多麼同意該敘述。

1	2	3	4	5	6	7
非常 不同意	不同意	有點 不同意	不贊成 不反對	有點同意	同意	非常同意

__1. 我的人生中充滿了該感謝的事情。

__2. 如果要把每一件我覺得感謝的事都列出來的話，那會是很長一串。

__3. 這個世界上，我並不覺得有很多值得感謝的事。*

__4. 我對很多人都心懷感謝。

__5. 我年紀越大，越能夠對在我人生過程中經歷一段的人、事、物有感謝之心。

__6. 我上一次對某人或某事心懷感恩都不知道是什麼時候的事了。*

(備註：*第 3 題和第 6 題的分數要倒過來計算)

The Gratitude Questionnaire – Six Item Form (GQ-6) (English Version)

The Gratitude Questionnaire-Six-Item Form (GQ-6) is a six-item self-report questionnaire designed to assess individual differences in the proneness to experience gratitude in daily life.

McCullough, M. E., Emmons, R. A., & Tsang, J. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82, 112-127.

Instructions: Using the scale below as a guide, write a number beside each statement to indicate how much you agree with it.

1 = strongly disagree

2 = disagree

3 = slightly disagree

4 = neutral

5 = slightly agree

6 = agree

7 = strongly agree

___ 1. I have so much in life to be thankful for.

___ 2. If I had to list everything that I felt grateful for, it would be a very long list.

___ 3. When I look at the world, I don't see much to be grateful for.

___ 4. I am grateful to a wide variety of people.

___ 5. As I get older I find myself more able to appreciate the people, events, and situations that have been part of my life history.

___ 6. Long amounts of time can go by before I feel grateful to something or someone.

Scoring: Compute a mean across the item ratings; items 3 and 6 are reverse-scored.

(心田寬恕量表 (Heartland Forgiveness Scale, HFS) (中文版)

(Developed By Thompson, Snyder, Hoffman, Michael, Rasmussen and Billings, 2005;
Translated by Hsiang-Yi Wu, 2016)

指導語：在我們一般生活當中會因我們自己的行為、他人的行為、或其他超乎我們所能控制的情況而遭遇一些負面的事情。在這些事件發生後，我們可能會對自己、他人或情境有些負面的想法或感受。請想想你通常都是如何因應這些負面事件。請在下列題目旁填寫最能反映您面對上述負面情境一般狀態的數字（參考下列 1~7 點量尺）。以下答案沒有對與錯，請盡可能自在地回答。

1	2	3	4	5	6	7
完全 不符合	大部分 不符合	有點 不符合	尚可	有點 符合	大部分 符合	完全 符合

- _____ 1. 回首過去曾犯的錯，隨著時間我會體諒並接受自己。
- _____ 2. 我會因為自己所做過的負面事情而怨恨自己。
- _____ 3. 從過去做過的錯誤中學習，可以幫助我克服它們。
- _____ 4. 一旦搞砸了事情，我就真的很難接受自己。
- _____ 5. 隨著時間我會逐漸理解並接受自己所犯的錯誤。
- _____ 6. 對於過去曾感受過、想過、說過或做過的負面事情，我會一直批評自己。
- _____ 7. 我會不斷的懲罰那些我認為做錯事情的人。
- _____ 8. 對於那些他人所犯的錯，隨著時間我會體諒他人。
- _____ 9. 我會持續責備那些曾經傷害過我的人。
- _____ 10. 雖然過去別人曾經傷害過我，我最終還是能夠把他們當好人看待。
- _____ 11. 如果別人對待我不好，我會一直認為他是壞人。
- _____ 12. 當有人讓我失望，我最後還是可以釋懷。
- _____ 13. 當事情受到非人為因素影響而變糟時，我會被負面的想法卡住思緒。
- _____ 14. 隨著時間我能逐漸了解並接受生活中那些糟糕的情況。
- _____ 15. 如果我被生活中無法控制的情況搞得很沮喪，我會不斷地把這些事情想得很負面。
- _____ 16. 我終究能夠和生活中不好的境遇和平共處。
- _____ 17. 我對於那些不是任何人的錯誤而造成的負面情境感到難以接受。
- _____ 18. 對於那些無法控制的逆境所產生的負面想法，我最終可以釋懷。

(Heartland Forgiveness Scale, HFS) (English Version)

Directions:

In the course of our lives negative things may occur because of our own actions, the actions of others, or circumstances beyond our control. For some time after these events, we may have negative thoughts or feelings about ourselves, others, or the situation. Think about how you typically respond to such negative events. Next to each of the following items write the number (from the 7-point scale below) that best describes how you typically respond to the type of negative situation described. There are no rights or wrong answers. Please be as open as possible in your answers.

1	2	3	4	5	6	7
Almost Always False of Me		More Often False of Me		More Often True of Me		Almost Always True of Me

- ___ 1. Although I feel badly at first when I mess up, over time I can give myself some slack.
- ___ 2. I hold grudges against myself for negative things I've done.
- ___ 3. Learning from bad things that I've done helps me get over them.
- ___ 4. It is really hard for me to accept myself once I've messed up.
- ___ 5. With time I am understanding of myself for mistakes I've made.
- ___ 6. I don't stop criticizing myself for negative things I've felt, thought, said, or done.
- ___ 7. I continue to punish a person who has done something that I think is wrong.
- ___ 8. With time I am understanding of others for the mistakes they've made.
- ___ 9. I continue to be hard on others who have hurt me.
- ___ 10. Although others have hurt me in the past, I have eventually been able to see them as good people.
- ___ 11. If others mistreat me, I continue to think badly of them.
- ___ 12. When someone disappoints me, I can eventually move past it.
- ___ 13. When things go wrong for reasons that can't be controlled, I get stuck in negative thoughts about it.
- ___ 14. With time I can be understanding of bad circumstances in my life.
- ___ 15. If I am disappointed by uncontrollable circumstances in my life, I continue to think negatively about them.
- ___ 16. I eventually make peace with bad situations in my life.
- ___ 17. It's really hard for me to accept negative situations that aren't anybody's fault.
- ___ 18. Eventually I let go of negative thoughts about bad circumstances that are beyond anyone's control.

Appendix III

(Subjective Happiness Scale 主觀幸福水平量表) (中文版 / English Version)

(Developed By Lyubomirsky S, Lepper HS, 1999)

Instructions to participants: "For each of the following statements and/or questions, please circle the point on the scale that you feel is most appropriate in describing you."

參加者請注意:對於下面的每一個語句和/或問題,請找出你覺得最適當的對你情況的描述,並圈上合適的代表數字。

	Items	Score
1.	<p>一般而言,我覺得自己:</p> <p>In general, I consider myself:</p>	<p>1 2 3 4 5 6 7</p> <p>1-不是一個很快樂的人 是一個很快樂的人</p> <p>1-Not a very happy person ... 7-A very happy person</p>
2.	<p>與我大部份的同輩比較,我覺得自己:</p> <p>Compared to most of my peers, I consider myself:</p>	<p>1 2 3 4 5 6 7</p> <p>1-不比他們快樂 7- 比他們更快樂</p> <p>1-Less happy 7- More happy</p>
3.	<p>有些人一般很快樂,無論發生什麼事,他們都喜愛生活及從中有很大的得著。用這些話來形容你有多貼切?</p> <p>Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this describe you?</p>	<p>1 2 3 4 5 6 7</p> <p>1- 絕不貼切 7- 十分貼切</p> <p>1- Not at all 7- A great deal</p>
4.	<p>有些人一般很不快樂,雖然他們沒有抑鬱,但他們從來不似能感到應有的快樂。用這些話來形容你有多貼切?</p> <p>Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this describe you?</p>	<p>1 2 3 4 5 6 7</p> <p>1- 絕不貼切 7- 十分貼切</p> <p>1- Not at all 7- A great deal</p>

親職壓力量表 (Developed by Berry and Jones,1995) (中文版)

就以下各題,請表示你有多同意你在最近一、兩星期中有以下的想法。

1	2	3	4	5	6
完全 不符合	大部分 不符合	有點 不符合	有點 符合	大部分 符合	完全 符合

1. 我很高興能夠為人父母。
2. 照顧子女所花的時間，較我能付出的多。
3. 我有時擔心自己是否已為子女做足要做的事。
4. 我和子女十分親近。
5. 我很喜歡和子女共渡時光。
6. 子女讓我有被愛的感覺。
7. 子女令我對將來感到更肯定和樂觀。
8. 子女在我一生中帶來很大的壓力。
9. 有了子女，使我再沒有甚麼時間和做其他事的餘地。
10. 養兒育女是一項經濟重擔。
11. 因為有了孩子，我難以兼顧其他方面的責任。
12. 子女的行為常令我尷尬和感受到壓力。
13. 如果可以重新選擇，我可能決定不會生兒育女。
14. 作為父母的責任令我感到吃不消。

Parental Stress Scale (Developed by Berry and Jones,1995) (English Version)

The following statements describe feelings and perceptions about the experience of being a parent. Think of each of the items in terms of how your relationship with your child or children typically is. Please indicate the degree to which you agree or disagree with the following items by placing the appropriate number in the space provided.

- 1 = strongly disagree
- 2 = disagree
- 3 = slightly disagree
- 4 = slightly agree
- 5 = agree
- 6 = strongly agree

- 1 I am happy in my role as a parent
- 2 Caring for my child (ren) sometimes takes more time and energy than I have to give.
- 3 I sometimes worry whether I am doing enough for my child (ren).
- 4 I feel close to my child (ren).
- 5 I enjoy spending time with my child (ren).
- 6 My child (ren) is an important source of affection for me.
- 7 Having child (ren) gives me a more certain and optimistic view for the future.
- 8 The major source of stress in my life is my child (ren).
- 9 Having child (ren) leaves little time and flexibility in my life.
- 10 Having child (ren) has been a financial burden.
- 11 . It is difficult to balance different responsibilities because of my child (ren).
- 12 The behavior of my child (ren) is often embarrassing or stressful to me.
- 13 . If I had it to do over again, I might decide not to have child (ren).
- 14 I feel overwhelmed by the responsibility of being a parent.

Appendix V

Self-created Questionnaire: measure the stressor(s) of family under COVID-19

1 = strongly disagree 完全不同意

2 = disagree 不同意

3 = slightly disagree 有點不同意

4 = neutral 中立

5 = slightly agree 有點同意

6 = agree 同意

7 = strongly agree 完全同意

1. School closure 幼稚園關閉	1 2 3 4 5 6 7
2. Parent (s) work from home arrangement 父母在家工作安排	1 2 3 4 5 6 7
3. Suspension of ECA classes 孩子的恆常課堂延期	1 2 3 4 5 6 7
4. Difficult to restrict kid's socializing 難於處理孩子日常社交生活	1 2 3 4 5 6 7
5. Difficult in making kids wear a mask 難於令孩子戴上口罩	1 2 3 4 5 6 7
6. Difficult with extra cleaning and sanitary works 難於處理額外清潔及衛生工作	1 2 3 4 5 6 7
7. Difficult with communicating with partners 與伴侶溝通出現困難	1 2 3 4 5 6 7
8. Social isolation 保持社交距離	1 2 3 4 5 6 7
9. Lack of entertainment 缺乏娛樂	1 2 3 4 5 6 7
10. Difficult with internet (e.g. zooming) 不懂使用互聯網 / 上網 (如網上會面)	1 2 3 4 5 6 7

Consent form (Chinese / English Version)

香港幼童家長的抗逆力：「面對新冠狀肺炎的疫情下，存有感恩和寬恕的特質能否幫助家長減輕照顧幼童的壓力，並提升個人主觀生活滿意度」

第一部份 - 介紹

是次將由保良局及香港樹仁大學輔導及心理學系心理學(社會科學)碩士課程的學生合作。現邀請你參與由趙潔雯女士主理，並由劉博士督導下進行的研究調查。這是一項關於個人生活滿意度的研究，旨在探討家長照顧幼童的壓力及個人生活滿意度。你需要完成網上問卷，需時大約 20 分鐘。在調查問卷中，我們將以「感恩、寬恕及管教壓力」為研究重心。問卷內容對絕大部分人都不會引起不安，但你可隨時終止，有關決定將不會引致任何不良後果。所有收集的資料將絕對保密及以匿名方式處理。所有個人資料並不會被公開，並會在完成研究後三個月內被銷毀。如閣下對是項研究有任何查詢，請與研究員趙潔雯女士聯絡(電子郵箱:18p616m@hkpsyu.edu.hk)。如你想知道更多有關研究參與者的權益，請聯絡香港樹仁大學研究倫理(人類對象)委員會 (電話號碼:2804-8438 及電子郵箱:ro@hkpsyu.edu)。

我明白及同意參與是次網上問卷調查 (請按下列空格以進入第二部份)。

[Resilience of Hong Kong Kindergarten Parents: Gratitude and forgiveness help Chinese Parents deal with parental stress and increase subjective happiness during the COVID-19 outbreak?]

Part I – Introduction

You are invited to participate in a research study conducted by Master of Social Sciences in Psychology, Department of Counselling and Psychology of Hong Kong Shue Yan University. This is collaboration with Po Leung Kuk and organized by Ms Kate Chiu under the supervision by Dr Bobo Lau. You will be invited to complete the online questionnaire that would only take you about 20 minutes. The survey will contain questions on gratitude, forgiveness and parenting stress. For most people, these questions will not elicit any psychological distress; however you can choose to terminate at any time without negative consequences. I would like to stress that all information collected will remain strictly confidential. Individual details will not be disclosed or identifiable from this survey. The data obtained will be destroyed within three months after the survey was done. If you have any questions about the research, please feel free to contact [Ms. Kate CHIU, email address:18p616m@hkpsyu.edu.hk. If you have questions about your rights as a research participant, please contact the Human Research Ethics Committee, Hong Kong Shue Yan University (Telephone no.: 2804-8438 and Email address: ro@hkpsyu.edu).

I understand the procedures described above and agree to participate in this study

(tick box and proceed to Part II)

Appendix VII

Debriefing form (Chinese / English Version)

謝謝你們的參與！相信你們在這個問卷調查前，已知道問卷有研究成份。在今天問卷調查開始時，我沒有說明研究的詳細內容。其實，我們是想觀察在疫情下，家長存有感恩和寬恕的特質在照顧幼童時會否與個人主觀生活滿意度有正面關係。我想看看家長富有正面個人特質在面對生活上突發事情(如新冠狀肺炎帶來的影響)，加上在家管教幼童的壓力，能否仍可提升個人生活滿意度，從而讓我能進一步理解現時香港家庭的抗逆力。

如閣下對是項研究有任何查詢，請與研究員趙潔雯女士聯絡(電郵地址:18p616m@hksyu.edu.hk)。如果你對於參與是次研究調查的權利有任何疑問，敬請聯絡香港樹仁大學研究倫理(人類對象)委員會(電話號碼:2804-8438 及電子郵箱:ro@hksyu.edu)。

Thank you for your participation! We believed that you joined this research before, you have already known that part of the study serves research purposes. At the beginning of today's study, I did not specify the details of the research. We are actually looking at the family members who have forgiveness and /or gratitude strength characters in dealing with parental stress (on taking care of kindergarten child) whether is positively correlated to the subjective happiness under the unexpected sudden change in life (such as the influence of COVID-19). The ultimate goal is to understand the resilience of Hong Kong families.

If you have any questions about the research, please feel free to contact Ms. Kate CHIU, email address:18p616m@hksyu.edu.hk. If you have any questions with regard to today's study or your right as a participant in this research, please contact the Human Research Ethics Committee, Hong Kong Shue Yan University (Telephone no.: 2804-8438 and Email address: ro@hksyu.edu)