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Investigating the Impact of Work Family Conflict, Job Stress on Innovative Work Behavior with Job Satisfaction as a Mediator on University Women Teacher in Indonesia: Supporting SDG 4

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DOI : <https://doi.org/10.63230/jocsis.3.3.203>

Sections Info

Article history:

Submitted: February 23, 2026

Final Revised: April 11, 2026

Accepted: June 1, 2026

First Available Online: July 22, 2026

Publication Date: September 27, 2027

Keywords:

Innovative Work Behavior;

Job Satisfaction;

Job Stress;

SDG 4;

University Women Teachers;

Work Family Conflict

ABSTRACT

Objective: The increasing complexity of academic responsibilities requires university teachers to continuously develop innovative work behavior to improve educational quality. However, work-family conflict and job stress may become barriers that reduce educators' ability to contribute innovative practices in higher education. This study aims to investigate the impact of work-family conflict and job stress on innovative work behavior with job satisfaction as a mediating variable among university women teachers in Indonesia. This study contributes to SDG 4 (Quality Education) by emphasizing the importance of educator well-being and innovation capacity in strengthening educational quality. **Method:** A quantitative approach using Structural Equation Modeling (SEM) based on Partial Least Squares (PLS). The research sample consisted of 260 university women teachers from ten private universities in Indonesia selected using a snowball sampling technique. Data were collected using instruments measuring work-family conflict, job stress, job satisfaction, and innovative work behavior. Data analysis was performed using SmartPLS 3. **Results:** The results indicate that work-family conflict and job stress have negative and significant effects on innovative work behavior. Furthermore, work-family conflict and job stress negatively affect job satisfaction, while job satisfaction has a positive and significant influence on innovative work behavior. Job satisfaction also significantly mediates the relationship between work-family conflict and job stress on innovative work behavior. **Novelty:** The study provides new insights into the importance of improving educators' psychological well-being and job satisfaction as strategies to encourage innovative behavior among university teachers. These findings support SDG 4 by highlighting the role of teacher capacity development in achieving sustainable and high-quality education.

INTRODUCTION

Building an effective organizational culture during the pandemic period requires institutions to make continuous adjustments to significant changes occurring in social life and organizational systems. The Covid-19 pandemic has transformed educational practices, work environments, and individual life patterns, requiring organizations to develop adaptive strategies to maintain effectiveness (Dwivedi et al., 2020). Every teacher has different perceptions and expectations regarding job satisfaction, as satisfaction represents an essential component of human resource management and influences employees' attitudes and performance. According to Bakker and Demerouti (2017), job satisfaction and employee well-being are closely related to the balance between job demands and available resources within the work environment.

University women teachers, in particular, face multiple demands, including teaching responsibilities, academic meetings, student mentoring, research activities, administrative tasks, and family responsibilities. These overlapping demands may increase psychological pressure and contribute to work-family conflict (Toprak et al., 2022). Women educators play an important role in developing future human resources; however, their professional responsibilities are often accompanied by challenges in balancing work and family roles. The tendency of women to participate actively in