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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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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

higher education employment creates complex role expectations, where professional demands at the workplace must be managed simultaneously with domestic responsibilities (Indriyany et al., 2021). Therefore, organizational support and effective workload management are needed to minimize work-family conflict and sustain educators' performance return home, women will be faced with domestic roles. examined that several negative impacts individually include reduced satisfaction both at work and in home life, tension and stress in working women, health problems, and disharmonious relationships with other family members (Jeon, Yoon, & Yang, 2022). Work roles (job stressors, role conflict, role ambiguity, role overload) and work social support (organizational support, supervisor support, co-worker support) are determinants of work family conflict (Hessels et al., 2017). The general view about work family conflict (WFC) is relatively an obstacle for a lecturer, especially a female lecturer. This argument is based on the general understanding in Indonesia that women have greater responsibilities towards the family than life outside the home (Rosita, 2014). Cavagnis et al. (2023) explains that work family conflict (WFC) is an obstacle to women's career development. This conflict arises when a woman has to carry out multiple roles as a wife, parent and worker. This multirole arises when there is mutual pressure between several of these roles (Kikuchi et al., 2023). Workers cannot be effective, because they have anxiety at work so they tend to be dissatisfied with their job role (Dugguh & Dennis, 2014). Work family conflict (WFC) for married female workers is not only measured from material things but from skills and perspectives, psychological and physical, flexibility and finally material (Ma, Xu, & Xuehe, 2025).

Given the increasingly unstable environment and unpredictable technological changes, innovation can fundamentally contribute to organizational effectiveness and survival (Brönnner et al., 2023). Innovation is very important for organizational resilience in maintaining competitive advantage (Brandon-Jones et al., 2014). Many argue that mobile technology has blurred the lines between work and family, making it easier than ever for work to infiltrate the average employee's family life resulting in work-family conflict (WFC). Most employees feel that the workload is increasing which results in work stress. found that work stress negatively affects employee creativity, leading to poor job performance and satisfaction. Previous studies on the relationship between stress and IWB are scarce and available, have mixed and mixed findings diverse (Avvisati et al., 2013). The relationship between job stressors and creativity and innovation in organizations is unclear (Haque & Yamoah, 2021). There are many studies in the past literature that investigate the relationship between work-family conflict and job satisfaction (Bakker et al., 2022). argue that the extent to which an individual's job is rated as satisfying may depend on how threatening the job is to other life roles (Lazazzara et al., 2019). Thus, the expected relationship between work-family conflict and job satisfaction is such that an increase in work-family conflict will reduce the level of worker satisfaction (Vansteenkiste & Ryan, 2013; Bierschenk & Sardan, 2014).

LITERATUR REVIEW

Theory COR (Conservation of Resources)

Conservation of Resources (COR) theory is a general stress theory based on the assumption that individuals continuously attempt to preserve, restore, and enhance their valuable resources. Stress occurs when individuals perceive that their resources are threatened, reduced, or lost, or when they experience difficulties in obtaining and maintaining sufficient resources to achieve their goals. In the workplace context, employees who experience resource loss may face psychological pressure, which can

influence their attitudes, motivation, and behavioral outcomes. Conversely, when employees are able to recover and maintain their resources through appropriate support and organizational conditions, they are more likely to experience positive psychological states and demonstrate constructive behaviors, including innovative work behavior.

Innovative work behavior

Innovative work behavior refers to individual actions involving the generation, adoption, development, and implementation of new and useful ideas, processes, products, or procedures within an organization. Innovative behavior is not limited to the creation of ideas but also includes efforts to promote, apply, and sustain these ideas to improve organizational effectiveness. Individual creativity and innovation are closely related but represent different processes; creativity focuses on producing new ideas, whereas innovation involves transforming these ideas into practical applications. Therefore, studying innovative work behavior at both individual and organizational levels is important because innovation requires continuous improvement in work processes, organizational structures, and employee engagement.

Job stress

According to (Sikes, 2016) work stress is a reaction dangerous that an individual has against pressure and undue demands placed on them. Stress is a widely researched concept in psychology that generally refers to psychological responses to environmental situations. According to more than 50% of all employees observe severe stress, and almost two-thirds face complications at work due to stress. It was stated that when an individual experiences anxiety originating from work role stress, that person is more likely to be dissatisfied with the work role. Stress is a psychological attitude that may occur in everyday life. Someone who is in a stressful environment faces unfinished work demands.

Work family conflict

Work Family Conflict is a form of inter-role conflict where demands from one domain (work or family) are incompatible with role demands originating from another domain (family or work). Work family conflict is an internal role that arises due to pressure originating from work and family. Work-family conflict is a form of conflict where general demands, time and tension originating from work interfere with the employee's responsibilities towards the family. Work Family Conflict is a conflict related to roles related to responsibilities, needs, expectations, duties and commitments.

Hypothesis

Work family conflict and innovative work behavior

Employees who suffer tension from these conflicts tend to ignore the more challenging and intangible aspects of their jobs and abandon creative behavior (Ford et al., 1996). Conflict between work and family roles tends to reduce the likelihood of engaging in innovative behavior at work. Research (Wang, Zhang, and Chun 2022) states that work family conflict has a negative and significant effect on employee innovative behavior. So it is hypothesized as follows:

H1. Work family conflict has a negative and significant effect on innovative work behavior

Job stress and innovative work behavior

Stress can give rise to or hinder creativity, and employees' IWB depends the source. Job stress has a negative and significant effect on IWB. When job stress arises, employees get involved in a coping strategy that consumes a lot of energy, making them deviate from and limit their recreational activities at work. Therefore, they have little ability or willingness to innovate (Rafique et al. 2022). So it is hypothesized as follows:

H2. Job stress is negatively related to employees' innovative work behavior

Work family conflict and job satisfaction

An increase in work-family conflict will reduce the level of worker satisfaction (Netemeyer and Boles n.d.). In a study examining the antecedents and outcomes of work-family conflict in a sample of working women in Singapore, Aryee (1992) found a negative correlation between work-family conflict and job satisfaction. (Choi et al. 2018) said that work family conflict is negatively and significantly related to job satisfaction. So it is hypothesized as follows:

H3. Work family conflict is negatively related to employees' innovative work behavior

Job stress and job satisfaction

The direct effect of work stress on job satisfaction is -0.223 , and the total effect of work stress on job satisfaction is -0.267 . The dangerous response caused by work stress can create stressful situations for employees, thus having an impact on employee job satisfaction. This is confirmed by Suartana & Dewi (2020), Permatasari & Prasetyo (2018), Paramita & Sendow (2016), Ridho & Susanti (2019), Linda et al. (2016), Bhastary (2020), and Dewi et al. (2018) regarding the impact of work stress on job satisfaction. Job stress has a negative and significant impact on worker job satisfaction. In other words, when workers' work stress increases, job satisfaction will decrease. Job stress has a negative and significant impact on worker job satisfaction, It shows that the lecturers has better job satisfaction when pressure is lower. So it can be hypothesized as follows:

H4. Job stress has a negative effect on job satisfaction

Job satisfaction and IWB

Choi et al. (2018) said that job satisfaction is positively and significantly related to employee work innovation. Bateman and Organ (1983) found a positive correlation between Employee satisfaction and extra-role behavior towards the organization in a group of 77 non-academic university employees. Therefore, due to innovative behavior in part large is considered extra-role behavior rather than in-role behavior, logical for proposed that job satisfaction is positively correlated with innovative behavior. So it can be hypothesized as follows:

H5. Job satisfaction is positively related to innovative behavior

Mediation of job satisfaction

Employees who experience work-family conflict generally experience less satisfied with their work (Adkins et al., 2001; Armstrong-Stassen, 1993; Chirumbolo and Hellgren, 2003; put forward et al., 1992; Kopelmandkk., 1983; Netemeyerdkk., 1996; Perrewédkk., 1999). On the other hand, job satisfaction is positively related to innovative behavior (Jansen, 2003; Muhammad, 2002) and employee motivation (Oishi et al. 2009). As a result, low job satisfaction will have a negative influence on employee innovative behavior. Job satisfaction is the (positive) attitude of workers towards their work, which

arises based on an assessment of the work situation. According to Luthans (2006) job satisfaction is a happy emotional state or positive emotion that comes from assessing one's work or work experience. According to Luthans (2006) job satisfaction is defined as a person's general attitude towards their work and job satisfaction is seen as a person's emotional response to their work. So it is hypothesized as follows:

H6a. Job satisfaction mediates the relationship between work-family conflict and innovative behavior.

H6b. Job satisfaction mediates the relationship between job stress and innovative behavior

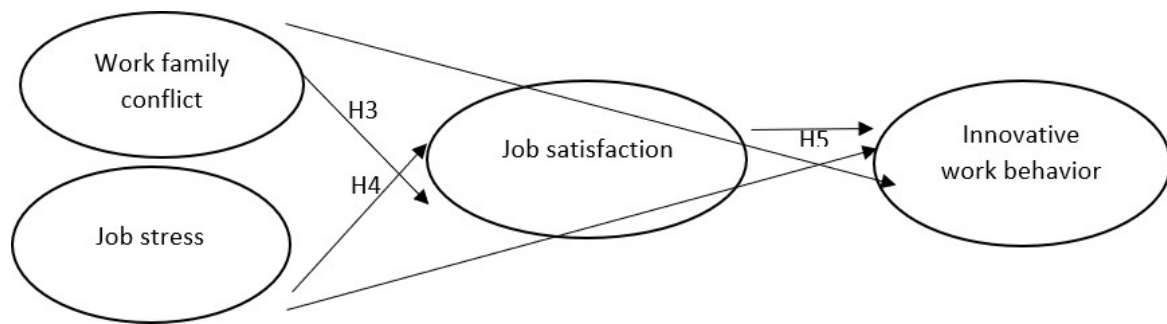


Figure 1. Konseptual framework

RESEARCH METHOD

The sample in this study was 260 female lecturer respondents from the 10 best private universities in Indonesia according to the Webometrics Ranking of World Universities (Webometrics) 2024. The demographics are in Table 1. Most of the respondents were between the ages of 30 to 50 years old. Moreover, most people had work experience of between 5 to 10 years. With the Snowball sampling technique where samples are obtained through a rolling process from one respondent to another, using SmartPLS software version 3. PLS. Based on this technique, the sample in this study was 260 respondents.

Table 1. Demographic analysis

Criteria		Total	%
Age	< 30	16	6%
	30 - 39	116	46%
	40 - 50	111	44%
	> 50	7	3%
Years of Work	< 2	4	2%
	2 - 5	59	24%
	5 - 10	107	43%
	> 10	80	32%
Education	S1	0	0%
	S2	195	78 %
	S3	55	22 %

Information: N=260

Measure

Work family conflict

Were measured using 3 items developed and used by Greenhaus et al. (1985). One example of the items that were used in the study was "My job results in tension that makes it difficult for me to fulfill household responsibility."

Job stress

Were measured using 12 items also developed and used by Cohen et al. (1983). One example of the items that were on the scale was "How often have you been upset because of something that happened unexpectedly."

Job satisfaction

Were measured using 5 items also developed and using by Armstrong et al. (2015). One example of the items that were on the scale was "I feel pretty satisfied with my work now."

Innovative work behavior

Were measured using 6 items also developed and using by Rafique et al. (2022). One example of the items that were on the scale was "While working in this office, I obtained the funding and resources needed to implement innovation."

All the items used in the study were measured on a 5-point Likert scale (Fink, 2003), starting from 1 = strongly disagree to 5 = strongly agree (Hilvert-Bruce et al., 2018).

RESULTS AND DISCUSSION

Results

The results of outer loading measurements on reflective indicators show that all research indicators have met the criteria for use as variable measurement indicators because they have an outer loading value greater than 0.7 (outer loading > 0.7). The measurement stages in the testing model include Cronbach's alpha and composite reliability values required in construct reliability testing (Taber 2017). PLS analysis Research results can be used to test research hypotheses if all indicators in the PLS model meet the requirements for convergent validity, discriminant validity and reliability testing (Hair 2014). The loading factor values for all constructs can be seen in Table 2.

Table 2. Loading factor

Indikator	Job Stress	Innovative Work Behavior (Y)	Job Satisfaction (Z1)	Work Family Conflict (X2)
JS1	0.751			
JS2	0.770			
JS3	0.803			
JS4	0.760			
JS5	0.773			
JS6	0.748			
JS7	0.725			
JS8	0.761			
JS9	0.764			
JS 10	0.933			
JS 11	0.925			
JS 12	0.752			

Indikator	Job Stress	Innovative Work Behavior (Y)	Job Satisfaction (Z1)	Work Family Conflict (X2)
IWB1		0.739		
IWB2		0.780		
IWB3		0.771		
IWB4		0.804		
IWB5		0.737		
IWB6		0.800		
JSt1			0.797	
JSt2			0.755	
JSt3			0.737	
JSt4			0.764	
JSt5			0.763	
WFC1				0.906
WFC2				0.943
WFC3				0.952

The Fornell-Larcker criterion is employed to assess the discriminant validity suggested taking the square root of the AVE for each latent variable. The AVE value should exceed the correlations among latent variables. The square root of the AVEs from (Table 3) surpassed the correlations among all constructs.

Table 2. AVE (Average Variance Extracted)

Variabel	Average Variance Extracted (AVE)
Job Satisfaction (Z)	0.581
Innovative Work Behavior (Y)	0.596
Job Stress (X2)	0.594
Work Family Conflict (X1)	0.868

Based on Table 2, it is known that all research variables have met the standard AVE value above 0.5 ($AVE > 0.5$). The work family conflict variable (X1) has an AVE value of 0.868, the job stress variable (X2) has an AVE value of 0.594, the job satisfaction variable (Z) has an AVE value of 0.581. Based on consideration of the AVE value of each variable, it can be concluded that all variables meet the discriminant validity value because they have an AVE value greater than 0.5. Thus, it can be stated that each variable has good discriminant validity.

Table 3. Composite reliability

Variabel	Composite Reliability
Job Satisfaction (Z)	0.926
Innovative Work Behavior (Y)	0.966
Job Stress (X2)	0.899
Work Family Conflict (X1)	0.950

Based on Table 3, it shows satisfactory composite reliability results, namely job stress (X2) has a Composite Reliability value of 0.899, work family conflict (X1) has a Composite Reliability value of 0.950, job satisfaction (Z) has a Composite Reliability value of 0.926, innovative work behavior (Y) has a Composite Reliability value of 0.966. This can be seen from the composite reliability value for all constructs which is greater than 0.60. These results indicate that each variable has met composite reliability so it can be concluded that all variables have a high level of reliability.

Table 4. Hypothesis test

Original Sample (O)	T Statistics (O/STDE)	P Values	Category	
WFC -> IWB	-0.116	5.443	0.000	Negative Significant
JS -> IWB	-0.142	4.553	0.000	Negative Significant
WFC -> JSt	-0.186	3.162	0.002	Negative Significant
JS -> JSt	-0.296	3.952	0.000	Negative Significant
JSt -> IWB	0.281	4.045	0.000	positive Significant
WFC -> JSt -> IWB	0.144	3.405	0.001	Mediation Significant
JS -> JSt -> IWB	0.055	2.253	0.025	Mediation significant

The results of hypothesis testing show that the influence of WFC on innovative work behavior has a path coefficient value of -0.116, indicating a negative influence. The test results have a T statistical value of 1.544. The T statistical value is smaller than the T table (5.443 > 1.984) indicating that there is an insignificant effect. Apart from that, it has a P-Value of 0.000. A P value of 0.000 or greater than the alpha standard of 5% (0.000 < 0.05) indicates that there is a significant influence. Based on the results of the hypothesis test, it can be concluded that there is a negative and significant influence by WFC on innovative work behavior, so the first hypothesis (H1) is supported.

The results of hypothesis testing show that the influence of Job Stress on innovative work behavior has a path coefficient value of -0.142, indicating a negative influence. The test results have a T statistical value of 1.544. The T statistical value is smaller than the T table (4.553 > 1.984) indicating that there is an insignificant effect. Apart from that, it has a P-Value of 0.000. A P value of 0.000 or greater than the alpha standard of 5% (0.000 < 0.05) indicates that there is a significant influence. Based on the results of the hypothesis test, it can be concluded that there is a negative and significant influence of Job Stress on innovative work behavior, so the first hypothesis (H2) is supported.

The results of hypothesis testing show that the influence of WFC on Job Satisfaction has a path coefficient value of -0.186, indicating a negative influence. The test results have a T statistical value of 1.544. The T statistical value is smaller than the T table (3.162 > 1.984) indicating that there is an insignificant effect. Apart from that, it has a P-Value of 0.000. The P value is 0.002 or greater than the alpha standard of 5% (0.002 < 0.05) indicating that there is a significant influence. Based on the results of the hypothesis test, it can be concluded that there is a negative and significant influence by WFC on Job Satisfaction, so the first hypothesis (H3) is supported.

The results of hypothesis testing show that the influence of Job Stress on IWB has a path coefficient value of -0.296, indicating a negative influence. The test results have a T statistical value of 4.045. The T statistical value is smaller than the T table (3.952 > 1.984) indicating that there is a significant influence. Apart from that, it has a P-Value of 0.000. A P value of 0.000 or greater than the alpha standard of 5% (0.000 < 0.05) indicates that there is a significant influence. Based on the results of the hypothesis test, it can be

concluded that there is a positive and significant influence by WFC on Job Satisfaction, so the first hypothesis (H4) is supported.

The results of hypothesis testing show that the influence of Job Satisfaction on IWB has a path coefficient value of 0.281, indicating a positive influence. The test results have a T statistical value of 4.045. The T statistical value is smaller than the T table ($4.045 > 1.984$) indicating that there is a significant influence. Apart from that, it has a P-Value of 0.000. A P value of 0.000 or greater than the alpha standard of 5% ($0.000 < 0.05$) indicates that there is a significant influence. Based on the results of the hypothesis test, it can be concluded that there is a positive and significant influence by WFC on Job Satisfaction, so the first hypothesis (H5) is supported.

The results of testing the mediation effect show that the variable job satisfaction (mediation) on innovative work behavior shows a significant influence with a P-value of 0.001. It can be concluded that job satisfaction (mediates) WFC and job stress on innovative work behavior, so H6a and H6b are supported.

Discussion

Based on the results of the hypothesis test, it can be concluded that there is a negative and significant influence by WFC on innovative work behavior. These results are supported by research (Wang, Zhang, and Chun 2022) which states that work family conflict has a negative and significant effect on employee innovative behavior. Based on the results of the hypothesis test, it can be concluded that there is a negative and significant influence from job stress on innovative work behavior. This result is supported by (Rafique et al. 2022). When work stress appears, employees are involved. Coping strategy that consumes a lot of energy, making them deviate from and limit their recreational activities at work. Therefore, they have little ability or willingness to innovate.

There is a negative and significant influence by WFC on Job Satisfaction, this result is in accordance with research (Choi et al. 2018) which states that work family conflict is negatively and significantly related to job satisfaction. There is a positive and significant influence by WFC on Job Satisfaction, this result supports the research of Dewi et al. (2018) regarding the impact of work stress on job satisfaction. Job stress has a negative and significant impact on worker job satisfaction. In other words, when workers' work stress increases, job satisfaction will decrease.

Job satisfaction (mediation) WFC and Job stress on innovative work behavior. Employees who experience work-family conflict generally become less satisfied with their jobs (Adkins et al., 2001; (Armstrong, Atkin-Plunk, and Wells 2015; Chirumbolo and Hellgren, 2003; front et al., 1992 ; Kopelmandkk., 1983; Netemeyerdkk., 1996; On the other hand, job satisfaction is positively related to innovative behavior (Jansen, 2003; Muhammad, 2002) and employee motivation (Oishi et al., 2009).

CONCLUSION

Fundamental Finding: This study demonstrates that work-family conflict and job stress significantly influence innovative work behavior among university women teachers in Indonesia. The findings reveal that both factors negatively affect educators' innovation capacity, while job satisfaction serves as an important mechanism that strengthens innovative behavior. Maintaining educators' psychological well-being is therefore essential for sustaining innovation and improving educational quality. **Implication:** The findings imply that higher education institutions should develop supportive academic environments through effective workload management, stress reduction

programs, and strategies to increase job satisfaction. These efforts contribute to SDG 4 (Quality Education) by strengthening educators' ability to develop innovative teaching practices, improve academic performance, and support sustainable educational development. **Limitation:** This study is limited by its focus on university women teachers from selected private universities in Indonesia. The cross-sectional design also limits the ability to examine changes in work-family conflict, job stress, and innovative behavior over time. **Future Research:** Future research should explore additional factors affecting innovative work behavior, including organizational culture, leadership support, digital competency, psychological empowerment, and professional development opportunities. Longitudinal studies involving broader educational institutions are recommended to provide deeper understanding of sustainable strategies for improving education quality.

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AUTHOR CONTRIBUTIONS

Lilik Nurcholidah contributed to the conceptual framework, research conceptualization, methodology development, research design, data collection, and preparation of the original manuscript draft. Tulus Haryono contributed to the theoretical framework development, validation process, supervision, interpretation of research findings, and critical revision of the manuscript. Sinto Sunaryo contributed to data analysis, statistical validation, literature review, and manuscript refinement. Hidajat Hendarsjah contributed to project administration, academic supervision, reference management, manuscript editing, and final review of the article. All listed authors have reviewed and approved the final version of this submission.

CONFLICT OF INTEREST STATEMENT

The authors confirm that there are no conflicts of interest, either financial or personal, that may have influenced the content or outcome of this study.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors acknowledge the use of AI-based tools, including Open AI, to assist with language refinement and manuscript organization. All AI-generated outputs were critically reviewed and revised by the authors to ensure academic quality and ethical standards. The final responsibility for the content and integrity of the manuscript remains entirely with the authors.

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