

Work-Family Conflict and Innovative Teaching Among Indonesian Teachers: The Mediating Role of Organizational Commitment

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ABSTRACT

Objective: This research sought to examine the link between work-family conflict, organizational commitment, and innovative teaching skills among Indonesian teachers. At the same time, few studies use job stressors such as work-family conflict as a predictor of innovative teaching skills. This study also presents an organizational commitment in getting a deeper understanding of the research model. **Method:** This research utilized PLS-SEM to examine the research model on 273 senior high school teachers as research participants. **Result:** The result shows that work-family conflict negatively affects innovative teaching and organizational commitment. Meanwhile, organizational commitment positively affects innovative teaching. Furthermore, organizational commitment plays a mediating variable in the link between work-family conflict and innovative teaching. **Novelty:** This study will enrich our understanding regarding the predictor of innovative teaching among Indonesian teachers through another standpoint, the job stressors in the form of work-family conflict. This study also presents an organizational commitment to give a deeper understanding on how the mechanism of work-family conflict affects the innovative teaching skills of the teacher.

INTRODUCTION

The rapid change in science and technology forces the educational sector, including the teachers, to keep in pace with the current situation. This situation forces teachers to adopt the current science and technology change into classroom activities. Therefore, teachers must improve their teaching skills to adopt the current update (Klaeijssen et al., 2018). As revealed by the previous studies, one of the crucial teaching skills is the innovative teaching (IT) (Cao et al., 2020; Rafsanjani et al., 2021; Rafsanjani et al., 2023). Being innovative teachers is essential in the current science and technology. Traditional teaching methods may no longer be effective in today's rapidly evolving educational landscape (Rafsanjani et al., 2021; Rafsanjani et al., 2023; Simplicio, 2000).

Innovative teaching (IT) is conceptualized as the teacher's readiness to actively explore various strategies, techniques, perspectives, and assessment standards in the teaching practice (Jaskyte et al., 2009). Being innovative in teaching is essential for preparing individuals who possess creativity and are ready for future professional roles, as well as for maintaining students' focus and fostering active class participation (Cao et al., 2020; Jaskyte et al., 2009). However, fostering the innovative teaching of teachers is challenging because of the high workload (Rafsanjani et al., 2021; Yin et al., 2017). As shown by scholars, teaching is a profession with stressful, chronic overload,

and facing multiple roles (Hendriani et al., 2022; Karsenti & Collin, 2013; Morrow, 2007). Thus, the heavy teachers' workload reduces job performance, including innovative teaching skills.

The studies relating to innovative behavior mostly explore positive predictors, such as self-efficacy, organization support, and creativity (Choi et al., 2017b; Rafsanjani et al., 2020; Rao & Weintraub, 2013). However, few studies related to job stressors, such as work-family (Choi et al., 2017b). Furthermore, the studies also indicated that work-family conflict (WFC) is perceived as a prominent stressor (Choi et al., 2017b; Cooper et al., 2008; Lu et al., 2003). Therefore, this study tries to fill the gap by examining the relationship between WFC and IT among Indonesian teachers. We also consider organizational commitment (OC) as the mediating variable that will explain and give more understanding of the research model.

Theoretical framework

Work-family conflict (WFC)

The scholar has identified two primary life roles, work and family (Choi et al., 2017b). The interaction between the two roles leads to an intersecting relationship, namely work-family conflict. WFC occurs when certain demand roles, such as work, is incompatible with family role demands. In other words, WFC comes from the interferer between work demands and family demands (Liu et al., 2020; Zhang et al., 2012).

Scholars have shown the impact of work-family conflict on various outcomes, such as individual consequences (life satisfaction, emotional exhaustion) and work-related consequences (commitment, job satisfaction) (Allen et al., 2000; Choi et al., 2017b; Zhang et al., 2012). Earlier research indicates that work-family role conflict decreases the probability of individuals engaging in innovative behavior (Choi et al., 2017b; Rafsanjani et al., 2021; Van Dyne et al., 2002). Furthermore, previous research show that role conflict has a negative effect on employee innovative behaviors (Chen et al., 2018; Choi et al., 2017a; Ezeh et al., 2020). The scarcity model also revealed a similar situation, too many roles lead employees to experience role conflict due to lack of energy and time (Moore, 1963). The multiple roles make the employee experience an excessive workload. As a result, having multiple roles causes employees to experience a lack of time for contemplation and inhibits their ability to generate creative ideas for their work. According to these arguments, we assume that WFC negatively affects innovative teaching.

H1. Work-family conflicts (WFC) negatively affect innovative teaching (IT).

Organizational commitment (OC) as a mediating variable

Organizational commitment (OC) conceives as an employee's emotional connection, sense of identification, and level of engagement with the organization (Meyer & Allen, 1997; Zhang et al., 2012). The studies have shown that work-family conflict (WFC) has a negative effect on the organizational commitment (OC) (Allen et al., 2000; Zhang et al., 2012). Other studies revealed negative effects of WFC on OC (Choi et al., 2017b). The family role can interfere with the work role, and individual encounters challenges in fulfilling the work demands, resulting in strain related to their work responsibilities. Furthermore, the psychological strain can diminish an individual's capacity to fulfill

their work responsibilities effectively (Zhang et al., 2012). The greater the WFC, the lower the OC. Therefore, we assume that WFC has negative effects on OC.

H2. *Work-family conflicts (WFC) negatively affects organizational commitment (OC).*

Someone who commits to the organization will be more willing to engage (Choi et al., 2017b) and enthusiastic at work (Rafsanjani et al., 2021). Engagement and enthusiasm are essential factors in establishing the quality of instruction (Aldrup et al., 2017; Rafsanjani et al., 2019). Someone highly committed to the organization is more creative in fulfilling job demands (Choi et al., 2017b). Earlier research findings also indicated that creativity is the foundation for innovation in numerous theoretical models (Amabile et al., 2005; Eisenberger et al., 2005). Accordingly, we argue that Committed individuals possess a proactive curiosity, a deep-seated desire for learning, a readiness to question established norms, and an eagerness to explore and experiment with novel methods and strategies. These qualities make them more inclined to engage in innovative behavior. Therefore, we assume that organizational commitment (OC) has positive effects on innovative teaching (IT).

H3. *Organizational commitment (OC) positively affects innovative teaching (IT).*

As explained in the previous section, many scholars revealed that work-family conflict (WFC) negatively affects organizational commitment (OC). Meanwhile, OC has positive effects on innovative behavior. Furthermore, the previous study has proposed that OC may mediate the relationship between WFC and IT (Choi et al., 2017b). Therefore, we propose OC as a mediating variable between WFC and IT.

H4. *Organizational commitment (OC) mediates the link between work-family conflict (WFC) and innovative teaching (IT).*

RESEARCH METHOD

Sample

This research was conducted on senior high school teachers in east java, Indonesia, from November - December 2022. We invite the teachers to participate in the research through professional teachers' networks (MGMP). The total sample who participated was 273 teachers.

Measures

We adopt the scale from Frone and Yardley (1996) to measure the work-family conflict variable. The scale consists of six items (e.g., "My job or career keeps me from spending the amount of time I would like to spend with my family"). To measure organizational commitment, we use the scale from Meyer and Herscovitch (2001). The scale consists of six items (e.g., "working for organization's success is important for me", "I do not think to work for other organizations"). Last, we utilized the innovative behavior scale from de Jong and Kemp (2003) to measure innovative teaching variables. The instruments consist of six items (e.g., "I like to try out new teaching methods", "In my work, I often come up with ideas").

Data analysis

We perform PLS-SEM to examine the hypotheses using SmartPLS. We adopt the multiple stages process by Hair et al. (2014).

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RESULTS AND DISCUSSION

Results

Outer model evaluation

According to the multistep process of PLS-SEM from Hair et al. (2014), we evaluate the outer model, including convergent validity, discriminant validity, and composite reliability. Table 1 remarks that the loading factor and AVE are greater than 0.7 and 0.5. The result shows that convergent validity is confirmed. In addition, table 2 revealed that the composite reliability (CR > 0.7) and discriminant validity of the constructs is confirmed (Fornell & Larcker, 1981).

Table 1. Loading factor, AVE, and composite reliability

Constructs	Item	Loading factor	AVE	Composite reliability
Work-family conflict	WFC1	0.917	0.739	0.944
	WFC2	0.729		
	WFC3	0.864		
	WFC4	0.957		
	WFC5	0.863		
	WFC6	0.808		
Organizational commitment	OC1	0.865	0.628	0.908
	OC2	0.926		
	OC3	0.834		
	OC4	0.841		
	OC5	0.749		
	OC6	0.879		
Innovative teaching	IT1	0.950	0.840	0.969
	IT2	0.916		
	IT3	0.884		
	IT4	0.925		
	IT5	0.906		
	IT6	0.917		

Table 2. Discriminant validity (Fornell and Larcker)

	Work-family conflict	Organizational commitment	Innovative teaching
Work-family conflict	0.859		
Organizational commitment	-0.804	0.793	
Innovative teaching	-0.834	0.743	0.817

Inner model evaluation

After performing the outer model analysis, we evaluate the inner model. Table 3 shows that the R² of the model is greater than 0.75. It indicates the exogenous variable has substantial predictive accuracy (Hair et al., 2014). Moreover, the exogenous variable has a large predictive relevance to endogenous variables (Q² > 0.35) (Hair et al., 2017) Table 3. R² and Q²

Relationship	Adjusted R ²	Q ²
WFC → OC	0.829	0.570
WFC and OC → IT	0.779	0.622

Note: WFC = work-family conflict; OC = organizational commitment; IT = innovative teaching

To examine the research hypotheses, we performed the bootstrap in the SmartPLS. Table 4 shows that all the hypotheses were confirmed. WFC negatively predict IT and OC (H1 and H2). Meanwhile, OC positively predicts IT (H3). Last, OC mediates the link between WFC and IT.

Table 4. Summary of the tested hypotheses

Hypotheses	Relationship	β-value	SE.	P-value	Remarks
H1	WFC → IT	-0.473	0.042	0.025	Supported
H2	WFC → OC	-0.664	0.010	0.000	Supported
H3	OC → IT	0.479	0.047	0.000	Supported
H4	WFC → OC → IT	-0.462	0.035	0.028	Supported

Note: WFC = work-family conflict; OC = organizational commitment; IT = innovative teaching

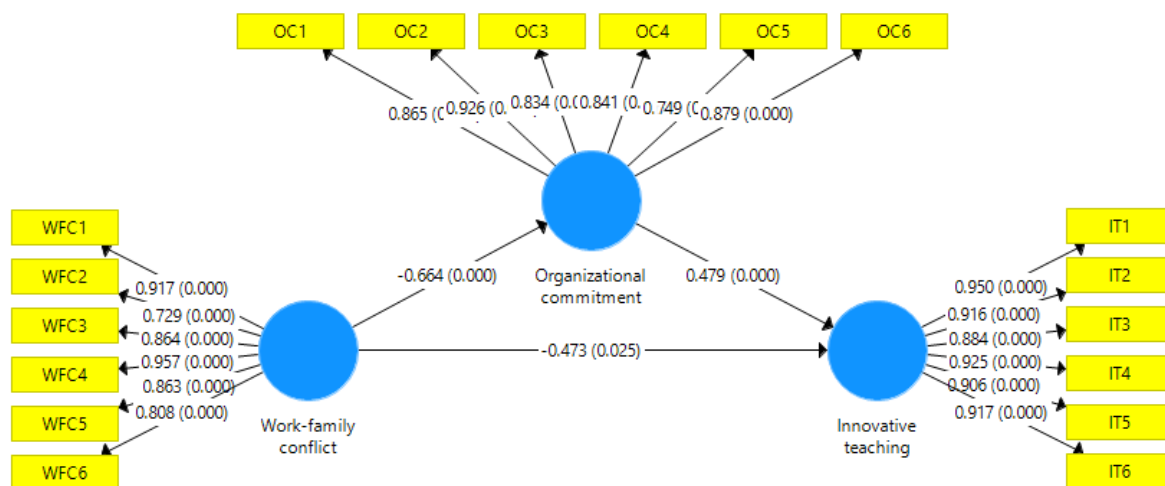


Figure 1. Result of path model analysis (standardized)

Discussion

The result shows that all the hypotheses are confirmed. First, work-family conflict is confirmed negatively related to innovative teaching. This finding indicates that teachers with higher work-family conflict show lower innovative teaching abilities. We can draw an understanding that the work role domain is incompatible with the family role domain. Each role will interfere with the other role, in this case, the work and family

role domain. The intersection between the work and family role will increase the likelihood of role conflict and lead to the consequences, the decrease of the innovative behavior of the teacher. This finding aligns with the previously explained work-family role conflict decreases the probability of individuals engaging in innovative behavior (Choi et al., 2017b; Rafsanjani et al., 2021; Van Dyne et al., 2002). Furthermore, the conflict between the two roles, work, and family, drains the energy and time of the teachers. Therefore, the teacher has less time for contemplation, inhibiting their ability to generate creative ideas for their work. Ultimately, this situation will decrease the innovative teaching skills of the teacher. This finding strengthens the previous research that shows that role conflict will reduce innovative work behaviors (Chen et al., 2018; Choi et al., 2017a; Ezeh et al., 2020).

Second, work-family conflict is confirmed negatively related to organizational commitment. This finding shows that the role conflict between work and family domain will reduce the teacher's commitment to work. The interferer of family and work role give consequences to the teacher, e.g., the difficulties in fulfilling the job demands as a teacher. As a result, this situation led to psychological strain that can diminish individual capacity, such as work responsibilities. Therefore, the higher the work-family conflict, the lower the teacher's organizational commitment. This finding aligns with the previous ones that explained if the work-family conflict negatively affected organizational commitment (Allen et al., 2000; Choi et al., 2017b; Zhang et al., 2012).

Third, organizational commitment is confirmed positively related to innovative teaching. This finding revealed that highly committed teachers to the organization would show highly innovative teaching skills. Supporting this argument, we found that teachers with high organizational commitment showed more willingness to engage and enthusiasm at work. As explained by the previous research, someone who shows high engagement and enthusiasm will more likely have creative thinking in fulfilling the job demands (Choi et al., 2017b). Furthermore, other studies revealed that creativity is a fundamental factor for innovation (Amabile et al., 2005; Eisenberger et al., 2005). Therefore, this study is in line with the previous findings; the higher the organizational commitment, the higher the teaching innovative skills of teachers.

Fourth, organizational commitment mediates the relationship between work-family conflict and innovative teaching. The current study found that teachers with higher work-family conflict show lower organizational commitment. At the same time, this study also revealed that organizational commitment positively affects. These findings give a conception that work-family conflict affects innovative teaching skills directly and indirectly through organizational commitment. We can draw an understanding through the current findings that teachers who experience work-family conflict are more likely to get difficulties in fulfilling their job demands. This situation will raise the psychological strain that can reduce their work responsibilities.

Meanwhile, one of the teacher's responsibilities is to keep in pace with the current information updates and provide the current teaching method, which means being innovative in teaching activities. Therefore, we can conclude that teacher with higher work-family conflict leads to lower commitment regarding their job demands as a teacher. Teachers with lower commitment will neglect their responsibilities, such as providing innovative teaching at work. The current finding gives us a deeper understanding of the relationship between work-family conflict, organizational commitment, and innovative teaching skills among Indonesian teachers. Last, this study strengthens the previous one that revealed organizational commitment mediates

the relationship between work-family conflict and innovative teaching skills (Choi et al., 2017b).

CONCLUSION

Fundamental findings: This study enriches our understanding regarding the predictor of innovative teaching among Indonesian teachers through another standpoint, the job stressors in the form of work-family conflict. This study also presents an organizational commitment to give a deeper understanding of how the mechanism of work-family conflict affects the innovative teaching skills of the teacher. **Implication:** This study provides several implications. First, teachers must manage their work and family roles to minimize the negative effect that can reduce their job commitment and innovative teaching skills. Second, school administrators must be concerned regarding this issue (work-family conflict), such as providing organizational support to reduce the negative effect. **Limitation:** This study is still limited to the senior high school teacher as a research participant. Therefore, this finding cannot generalize to teacher at different levels, such as elementary or higher education, which may have different job demands (workload). **Future Research:** To give a robust finding, we suggest conducting longitudinal research on this topic.

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