

## The Protective Role of Teacher Autonomy Against Work-Family Conflict: A Cross-Generational Study of Female Junior High School Teachers in Indonesia

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### Abstract

Cross-generational junior high school female teachers face multi-role challenges that can trigger family conflicts and affect performance. This study aims to test teacher autonomy as a protective factor in mitigating family conflicts that have an impact on work, as well as analyzing the age difference (Generation X: 43-58 years and Generation Y: 28-42 years) as moderators. This study, involving 691 female junior high school teachers in Java, uses purposive sampling and the Teacher Autonomy Scale and the Family-Work Conflict Scale. Hierarchical regression analysis with SPSS 27.0 was used to test the hypothesis. The results showed that teacher autonomy was negatively and significantly related to family conflicts affecting work ( $\beta = -0.365$ ;  $p < 0.001$ ), with an effective contribution of 13.3%. This means that the higher teachers' autonomy, the lower the family conflicts that affect work. Age variables also contributed significantly to the decrease in conflict ( $\Delta R^2 = 0.057$ ;  $p < 0.001$ ). However, the role of age moderation was not significant ( $\Delta R^2 = 0.001$ ;  $p = 0.474$ ), confirming teacher autonomy as a universal buffer resource whose effectiveness does not depend on generational differences. These findings confirm that autonomy functions as a structural need, not as a function of age cohorts. Policy implications recommend the formalization of schedule flexibility and autonomy-based interventions, such as partial time flexibility and professional scheduling autonomy. This strategic step is crucial to improving the psychological well-being of female teachers and to affirming autonomy as a key instrument in family-friendly policies in the education sector.

**Keywords:** family interferences with work conflict, teacher autonomy, female teachers, cross-generational

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## INTRODUCTION

The secondary education sector in Indonesia shows a significant increase in women's professional participation. The population of female teachers at the junior high school level has grown from 400,102 in 2018 to 449,726 in 2023, reflecting strategic growth in the public sector (Kementerian Pendidikan Kebudayaan Riset, dan Teknologi, 2024). However, this quantitative increase poses the challenge of adapting to the increasing complexity of professional tasks, ranging from administrative burdens and curriculum demands to the demand for mastery of technology.

In the sociocultural context of Indonesia, female teachers face a multi-role dilemma: they are expected to excel professionally while fulfilling their primary responsibilities in the domestic realm. The misalignment between professional demands and domestic responsibilities creates a risk of role conflict that, in the literature, is studied as work-family conflict (WFC). The concept of WFC was developed by Greenhaus & Beutell (1985). WFC is a form of role misalignment in which demands from one domain interfere with the fulfillment of roles in another domain. Work-family conflicts are bidirectional, divided into work conflicts that affect families or work interference with family conflict (WIFC) and family conflicts that affect work or family interference with work conflict (FIWC). This research specifically focuses on FIWC, which is a conflict dimension in which family demands drain individual resources such as time, energy, and attention so that it directly interferes with concentration, attendance, and professional performance in school (Aryee et al., 1999). The focus on FIWC is particularly relevant for female junior high school teachers because it reflects the daily performance barriers that stem from high-intensity domestic demands, both time-based (such as urgent parenting) and strain-based (emotional stress from domestic issues), that are brought into the classroom.

The consequences of FIWC on the teaching profession have been proven to be destructive, including increased work stress, anxiety, decreased teaching effectiveness, and the risk of burnout (Chakravorty & Singh, 2020; Ji & Yue, 2020; Rajendran et al., 2020; Zhao et al., 2022). On the other hand, the literature also indicates the potential for resilience through the identification of protective factors. Teacher autonomy emerges as a resource buffer mechanism that is quite important with control over task and time management, teachers can align work rhythms with family needs so as to reduce structural pressure (Rizal & Fikry, 2020), can improve coping mechanisms through social support (Bajaba et al., 2022), and even encourage organizations to adopt family-friendly policies (Liu & Low, 2011).

This study deepens the argument by using the framework of conservation of resources (COR) theory (Hobfoll, 1989), the theory of generational cohorts (Mannheim, 1952 in Rudolph et al., 2022), and the life course theory (Elder, 1998) to argue that the effectiveness of autonomy is conditional based on the age cohort. Generation X (born 1965-1980), who are now in the established career stage and advanced parenting phase, tend to have high institutional loyalty but face a complex domestic burden of the "sandwich generation" (Twenge, 2023). On the other hand, Generation Y, or Millennials (born 1981-1996), as digital natives in the intensive parenting phase, prioritize flexibility and work-family integration as prerequisites for well-being (Lyons et al., 2022; Beutell et al., 2024). This difference in value orientation underlies the hypothesis that autonomy will provide stronger protections for Generation Y, who inherently value personal agency



in managing family disturbances, compared to Generation X, who are more adaptive to hierarchical structures (Hirschi et al., 2023).

Until now, there has been a significant research gap in Indonesia. Most work-family interface studies are still descriptive and have not quantitatively tested generational interactions. In addition, findings from the Western context cannot be generalized directly to Indonesia due to differences in gender norms and a unique collectivist work culture (Suratman et al., 2022; Putrie & Ardiansyah, 2025). Based on the findings of a qualitative preliminary study by Zulaika et al (2025), involving female junior high school teachers across generations (Generations X and Y), the study has provided initial insight into the dynamics of family conflicts that affect work in Indonesia. The case study found that participants generally reported a fairly high workload (administrative, technological adaptation, and multi-role) without abandoning domestic responsibilities.

The research successfully identified key themes, including the sources and consequences of conflict, coping strategies, and social support. Crucially, the qualitative study indicates that there are differences in the experience of family conflicts that affect the work experienced by junior high school teachers from Generation X (born between 1965 and 1980) and Generation Y (born between 1981 and 1996). Generation X tends to have a strong commitment to hierarchy and institutional loyalty and often has children who are already teenagers/adults, changing the dynamics of parenting demands. In contrast, Gen Y tends to prioritize flexibility, has higher expectations for work-life balance, and is generally still in the peak phase of the demands of early childhood parenting. However, a search of the Digital Reference Garba (GARUDA) shows that no research in Indonesia has empirically examined the role of age moderation in the relationship between autonomy and FIWC.

Therefore, this study offers substantive novelty by testing: (1) the relationship between teacher autonomy and FIWC, as well as (2) the role of age moderation (Generations X and Y) in the relationship. Theoretically, this study fills a gap in the literature regarding conflict buffer mechanisms in non-Western contexts. In practice, the results of this study are expected to provide a basis for recommendations on autonomy-based, family-friendly policies that can be adjusted to specific needs across generations to improve the psychological well-being of female junior high school teachers. The hypotheses of this study are: (1) Teacher autonomy is negatively related to FIWC, (2) Age differences (Generations X and Y) are negatively related to FIWC, and (3) Age differences (Generations X and Y) moderate the relationship between teacher autonomy and FIWC.

## METHOD

This study uses a quantitative approach with a correlational survey design through a hierarchical regression analysis technique that aims to examine the role of age moderation (the difference between Generation X and Y teachers) on the relationship between teacher autonomy and family conflicts that affect work. The research participants consisted of 691 female junior high school teachers spread across six provincial capitals on the island of Java. The research sample was taken by purposive sampling method. Purposive sampling is a technique for determining samples based on certain criteria that are relevant to the purpose of the research. The sample criteria were (1) active female junior high school teachers (public or private), (2) have at least two years of teaching



experience, (3) are or have been married, (4) have children under the age of 18 who live in the same house.

The age characteristics of the subjects were divided by generation cohort (Table 1), with a relatively balanced distribution, namely; 51.7% are Generation X (aged 43–58 years; N=357) and 48.3% are Generation Y (aged 28–42 years; N=334). This balance of proportions provides a strong statistical foundation for cross-generational moderation testing.

**Table 1.**  
Age Distribution of Subjects

Age		Frequency	Total %	Cumulative %
43-58	Generation X	357	51.7 %	51.7 %
28-42	Generation Y	334	48.3 %	100.0 %

Data were collected online using the Google Forms platform over a period of three months (April-June 2024), with approval from the Ethics Committee of the University of Surabaya (Ethical Clearance Number 358/KE/IV/2024). To ensure data integrity and avoid bias, the researcher implemented a duplicate-response prevention mechanism using the limit-to-1-response feature, which requires respondents to log in with a Google account. Before filling out the instrument, respondents were given informed consent explaining the purpose of the research, the guarantee of data confidentiality, and the right to withdraw at any time. The average time it took respondents to complete the questionnaire was 10–15 minutes.

This research instrument consists of 2 scales: teacher autonomy and family conflicts that affect work. The scale of family conflict that affects work is an adaptation of the Work–Family Conflict Scale developed by Carlson et al. (2000). The researcher used a scale adapted by Artiawati (2012). This scale consists of 6 statements divided into two dimensions, namely time and strain, each consisting of 3 items and additional semi-open-ended questions to delve deeper into the main sources of conflict and coping strategies in female junior high school teachers. An example of an item for the time dimension is: "The time I make available to family responsibilities is often taken up by my job." Respondents provided responses on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). This measuring tool has been tested using a structural equation modeling (SEM) approach, with an AVE (0.580) > 0.4 and a CR (0.891) > 0.7, indicating excellent convergent validity and construct reliability.

The teacher autonomy scale is an adaptation of The Teaching Autonomy Scale (TAS) (Pearson & Moomaw, 2006). The researchers used a scale adapted by Zulaika, Probawati & Artiawati (2024). This scale consists of 17 items across 2 dimensions: curriculum autonomy (6 items) and general teaching autonomy (11 items), along with additional semi-open-ended questions to delve deeper into perceptions of teacher autonomy. An example of an item for the curriculum autonomy dimension is "I have the freedom to determine the form of learning assessment". Respondents provided responses on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). This measuring tool has been tested on 170 female junior high school teachers using the SEM approach, with an AVE (0.544) > 0.4 and a CR (0.944) > 0.7, indicating convergent validity and excellent construct reliability (Zulaika, Probawati & Artiawati, 2024).



The data analysis technique in this study uses hierarchical regression in SPSS version 27.0 for Windows. Hierarchical regression was used to test the model in three stages of the model: (model 1) included teacher autonomy as the main predictor variable, (model 2) included age differences (Generation X and Y) as the moderator variable, and (model 3) included interaction variables (autonomy x age) to test the effect of moderation explicitly.

## RESULTS AND DISCUSSION

### Results

Before testing the hypothesis, descriptive analysis and Pearson correlations were performed to provide an overview of the data and the initial relationships among variables (Table 2).

**Table 2.**

Descriptive Statistics and Pearson Correlation Matrix (N=691)

Variabel	Mean	SD	1	2	3
Teacher Autonomy	40.56	4.49	1		
Age	41.20	8.45	.0122	1	
FIWC	13.95	4.17	-0.365	-0.281	1

Notes:  $p < 0.01$ . FIWC = Family Interference with Work.

The correlation results showed that teacher autonomy was significantly negatively related to FIWC ( $r = -0.365$ ), and age was also significantly negatively related to FIWC ( $r = -0.281$ ). This provides an early indication that both teacher autonomy and age play a role in reducing family conflicts that affect work (FIWC).

The next step was to analyze the data categorization to examine the distribution of respondents' responses to the variables of family conflict that affect work (FIWC) and teacher autonomy (Table 3).

**Table 3.**

Distribution of Family Conflict Data that Affects Teachers' Work and Autonomy

FIWC								
Mean	SD	Min	Max	Interval	Category	Quantity	Prosentase	
13.95	4.171	6	30	$x > 20,20$	Very High	47	6,80	
				$16,03 < x \leq 20,20$	High	122	17,66	
				$11,86 < x \leq 16,03$	Moderate	380	54,99	
				$7,69 < x \leq 11,86$	Low	95	13,75	
				$x \leq 7,69$	Very Low	47	6,80	
Teacher Autonomy								
Mean	SD	Min	Max	Interval	Category	Quantity	Prosentase	
40.56	4.487	15	50	$x > 47,29$	Very High	79	11,43	
				$42,81 < x \leq 47,29$	High	74	10,71	
				$38,32 < x \leq 42,81$	Moderate	377	54,56	



$33,83 < x \leq 38,32$	Low	138	19,97
$x \leq 33,83$	Very Low	23	3,33

Based on Table 3, the majority of female junior high school teachers were in the "moderate" category for both variables. As many as 79.45% of respondents reported a moderate to very high level of FIWC, indicating that family disruption to work is a real experience for most female teachers.

On the other hand, the level of teacher autonomy is also concentrated in the moderate category (54.56%), but with a greater tendency towards the low (19.97%) than towards the high. This "equally moderate" condition indicates a balance between domestic demands and professional control, consistent with the respondents' general tendency to give neutral or non-extreme answers.

Before hypothesis testing, a multicollinearity test was performed. The Variance Inflation Factor (VIF = 1.01) and the tolerance value (0.989) indicated that there was no high correlation among the predictor variables, so the moderation regression model was valid and reliable.

Furthermore, a hierarchical regression analysis was carried out covering three models, namely teacher autonomy, age, and the interaction between teacher autonomy and age (teacher autonomy age) on family conflicts that affect work (Table 4).

**Table 4.**  
Regression Moderation Results

	<b>Model 1</b>	<b>Model 2</b>	<b>Model 3</b>
Teacher Autonomy	-0.365	-0.340	-0.215
Age		-0.240	-0.017
Teacher Autonomy * Age			-0.268 (ns)
R <sup>2</sup>	0.133	0.190	0.191
R <sup>2</sup> Change	0.133	0.057	0.001

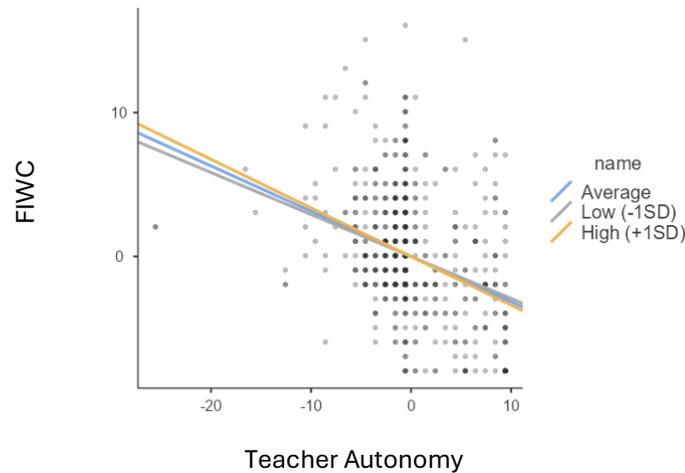
Note:  $p < 0.001$ ; ns = insignificant. Teacher Autonomy \* age = interaction between teacher autonomy and age. The VIF value (1.01) indicates the absence of multicollinearity.

Furthermore, Table 4 presents three regression models (Model 1 to Model 3) compiled based on predictors used to test the three proposed hypotheses, namely; Hypothesis 1: Teacher autonomy is negatively related to FIWC; Hypothesis 2: Age differences (Generations X and Y) are negatively related to FIWC; Hypothesis 3: Age differences (Generations X and Y) moderate the relationship between teacher autonomy and FIWC.

Model 1 tests Hypothesis 1, which states that teacher autonomy is negatively related to family conflicts that affect work. The regression analysis showed that teachers' autonomy was negatively associated with family conflicts that affected work. ( $\beta = -0.365$ ) with a strong statistical significance value ( $p < .001$ ). This means that the higher the autonomy that teachers have, the lower the level of family interference with work (FIWC) they experience. An R<sup>2</sup> value of 0.133 indicates that teacher autonomy explains 13.3% of the variation in FIWC. Thus, Hypothesis 1 is accepted. This result is corroborated by the scatter point distribution shown in the plot in Figure 1, which exhibits two nearly parallel lines. The visualization below illustrates that teacher autonomy effectively lowers FIWC,



but the strength of the relationship depends on the value of teacher autonomy. The lower the value of teacher autonomy, the stronger the negative relationship, while the higher the value of teacher autonomy, the weaker the relationship.



**Figure 1.** Simple Slope Plot

Model 2 tests Hypothesis 2, which states that age differences (X and Y) are negatively related to family conflicts affecting work. The results of the regression analysis showed that age was negatively associated with FIWC ( $\beta = -0.240$ ,  $p < 0.001$ ). This means there are differences in FIWC by age/generation, with older teachers experiencing lower FIWC than younger teachers. Thus, Hypothesis 2 is accepted. The addition of the age variable increased the  $R^2$  by 0.057 (a significant  $R^2$  Change), indicating that age made an additional contribution to explaining the FIWC.

Model 3 tests Hypothesis 3, which states that Age differences (X and Y) moderate the relationship between teacher autonomy and family conflicts that affect work. The moderation role test was measured through the interaction coefficient between Teacher Autonomy and Age (Teacher Autonomy \* Age). The regression analysis showed an interaction coefficient ( $\beta = -0.268$ ) with a p-value of 0.472. Since the  $p > 0.05$ , the interaction is not statistically significant. This shows that the age difference (X and Y) does not moderate the relationship between teacher autonomy and family conflicts that affect work, nor does it moderate the role of teacher autonomy in reducing such conflicts, independent of the age difference (Generations X and Y) of teachers. Thus, Hypothesis 3 is rejected.

To deepen the findings, qualitative data from the semi-open-ended questions were presented to summarize differences in dynamics between generations (Table 5).



**Table 5.**  
 Supporting Qualitative Themes: Sources of Conflict, Coping Strategies and  
 Perceptions of Autonomy

	<b>Generation X</b>	<b>Generation Y</b>
Sources of Dominant Conflict	Family health problems (self/parents/partner/children) (40%).	Early childhood care and household management issues (31.4%).
Key Coping Strategies	Regulation of mature emotions & spiritual approach (68.3%).	Active resource management & family communication (56.7%).
Perception of Autonomy	Respect autonomy as a form of institutional trust.	Expecting teacher autonomy as a prerequisite for work-life balance.

The findings of a negative relationship between teacher autonomy and family interference with work (FIWC) became more meaningful when associated with the results of data categorization in Table 3. The majority of female junior high school teachers are in the "moderate" category for both FIWC and teacher autonomy. A total of 79.45% of respondents reported FIWC at moderate to very high levels, indicating that family disruption to work is a common and ongoing experience in the working life of female teachers. These findings confirm that cross-domain conflict is not a marginal phenomenon, but a structural reality inherent in the role of female teachers at the junior high school level.

### Discussion

Within the framework of the Conservation of Resources (COR) Theory, the FIWC condition at moderate to high levels reflects repeated pressure on personal resources, such as time, energy, and emotional attention. When family demands continue to interact with the demands of work without adequate resource support, individuals are vulnerable to resource depletion (Hobfoll, 1989; Hobfoll et al., 2018). Thus, the relatively high distribution of FIWC in this sample reinforces the urgency of teacher autonomy as a job resource that helps contain the rate of resource loss.

On the other hand, teacher autonomy is predominantly situated in the moderate category (54.56%), with a larger proportion of teachers reporting low autonomy (19.97%) than high autonomy (11.43%), indicating that most female teachers do not yet experience optimal pedagogical and professional autonomy in curriculum-related decision-making and instructional practices. From the perspective of conservation of resources (COR) theory, this level of autonomy represents a buffering job resource, present but not sufficiently strong to fully counterbalance family interference with work. Consistent with Brauchli et al. (2015), autonomy at a moderate level may attenuate the impact of work-family conflict, yet its protective capacity remains limited when competing family demands persist, leaving teachers vulnerable to ongoing FIWC pressures.

The "equally moderate" conditions between the FIWC and teacher autonomy reflect a fragile equilibrium between domestic demands and professional control. Female teachers are still able to carry out their professional roles without experiencing extreme



conflict, but at the same time, they do not have adequate autonomy resources to consistently lower the FIWC to a low level. These findings align with COR's argument that individuals in moderate resource conditions tend to be in a position of resource maintenance rather than one of resource recovery or strengthening (a resource gain spiral) (Hobfoll et al., 2018).

In addition, the tendency of respondents to be in the moderate category can also be understood as a reflection of the adaptive strategies of female teachers in facing the demands of multiple roles. In the context of Indonesian culture, female teachers often internalize domestic roles as moral obligations, so the conflicts experienced are not always expressed in extreme forms. This allows for a relatively moderate response in both FIWC and autonomy measurements, although the objective pressure experienced is quite high. These findings are consistent with previous research showing that women workers in the education sector tend to develop emotion regulation and role integration strategies to maintain role stability, albeit with long-term burnout consequences (Greenhaus & Powell, 2006; Michel et al., 2011; He et.al., 2024).

Thus, the categorization findings in Table 3 provide an important empirical context for understanding the negative relationship between teacher autonomy and FIWC. Autonomy has long been identified as a core occupational characteristic that contributes to well-being and work effectiveness (Hackman & Oldham, 1976). Previous research has also shown that greater work flexibility and control are associated with lower rates of work–family conflict, particularly among female workers facing significant domestic demands (Thomas & Ganster, 1995). In this study, teacher autonomy, especially in the aspects of pedagogical freedom and management of teaching practices, functions as a buffer resource that can withstand the increase in family conflicts that affect work, although its effectiveness remains partial in the context of autonomy at a moderate level. These findings reinforce the conclusion that a structural and sustained increase in teacher autonomy has the potential to reduce FIWC more significantly, especially for female teachers under high domestic role pressure.

Although teacher autonomy has been shown to play a significant role in reducing family interference with work (FIWC), conservation of resources (COR) theory emphasizes that the effectiveness of work resources is not uniform, but rather is influenced by individual characteristics and life stages in which these resources are utilized (Hobfoll, 1989; Hobfoll et al., 2018). In the context of female junior high school teachers, age groups that reflect generational differences and life phases can shape variations in family demands, coping capacity, and individual ways of managing conflicts across roles. This is evident in the results of regression analysis in Model 2 showing that age is negatively and significantly related to family interference with work (FIWC) ( $\beta = -0.240$ ,  $p < .001$ ). These findings indicate that older female junior high school teachers tend to experience lower rates of family role disruption to work compared to younger teachers.

These quantitative findings align with and strengthen an initial qualitative study conducted by Zulaika, Probowati, and Artiawati (2025) involving cross-generational female junior high school teachers (Generations X and Y) in Indonesia. The study shows that female teachers generally face high workloads, including administrative demands, learning technology adaptation, and layered professional roles without a reduction in domestic responsibilities. Crucially, the study identified differences in family conflict patterns that affect work by generation. Generation X teachers (born 1965–1980) tend to



have adolescent or adult children, so the demands of parenting are more stable and less time-consuming, while Generation Y teachers (born 1981–1996) are generally still in the peak phase of early childhood parenting, which is known as a major source of time-based and strain-based conflict.

From the perspective of conservation of resources (COR) theory, age functions as a resource condition that affects the accumulation and stability of personal resources. Generation X teachers, as shown in the study by Zulaika et al. (2025), tend to have longer work experience, a strong commitment to institutions, and more mature coping mechanisms. These factors contribute to the formation of stronger psychological and social resource reserves, enabling them to better withstand resource losses when family demands spill into the work realm (Hobfoll, 1989; Hobfoll et al., 2018). In contrast, Generation Y teachers are in the early to middle phase of their careers with relatively limited resources, making them more susceptible to the spiral of resource loss when the demands of family and work increase simultaneously.

Further, these differences can also be explained by life course theory and generational cohort theory, which emphasize that different generations develop values, work orientations, and life balance expectations that differ in ways important same (Elder, 1998; Mannheim et al., 2011; Kulik, 2019). Younger teachers are generally in the peak phases of parenting and career development, making them more susceptible to time-based conflict and emotional distress. In contrast, older teachers tend to be in phases of life with more stable family demands, thus having a greater capacity to manage cross-role conflicts in line with the research of Zulaika et al. (2025). These findings confirm that age differences are not just demographic factors but also contextual dimensions that shape patterns of loss and conservation of resources, as described in COR theory.

The results of the discussion of Hypothesis 1 and Hypothesis 2 show that teacher autonomy and age, respectively, have a significant influence on family interference with work (FIWC). However, the findings do not explain whether the benefits of teacher autonomy differ across age groups. Based on conservation of resources (COR) theory, work resources can function as a buffer whose effectiveness is conditional, depending on individual characteristics and life context (Hobfoll et al., 2018). In addition, life course theory and the theory of generational cohorts indicate that individuals in different phases of life and across generational cohorts may utilize work resources unevenly. Therefore, this study examines Hypothesis 3, namely whether age (Generations X and Y) moderates the relationship between teacher autonomy and FIWC and the results show that the interaction coefficient between teacher autonomy and age is not significant ( $\beta = -0.268$ ,  $p = 0.472$ ). These findings indicate that age neither strengthens nor weakens the relationship between teacher autonomy and FIWC. In other words, the protective effect of teacher autonomy in reducing family conflicts that affect work is relatively consistent in female junior high school teachers from both Generation X and Generation Y.

In the perspective of COR theory, the non-significance of this moderation effect can be explained through the nature of autonomy as a universal job resource. Core resources, such as work autonomy, often have a stable protective effect across demographic groups because they directly increase individuals' control over work demands and the allocation of time and energy (Hobfoll, 1989; Hobfoll et al., 2018). In the context of female junior high school teachers, both younger and older teachers face relatively uniform work structures, rigid teaching hours, administrative demands, and



performance expectations so that the benefits of autonomy in reducing FIWC appear relatively equally in both age groups.

These findings can also be explained by the theory of generational cohorts, which states that although generations differ in work values and expectations, structural resources related to work control and flexibility tend to yield uniform benefits (Parry & Urwin, 2011). Generational differences affect how individuals interpret work and family demands, rather than the effectiveness of autonomy in mitigating conflict.

The simple slope visualization in Figure 1 reinforces these findings by showing two nearly parallel lines of relationship between teacher autonomy and FIWC in both age groups. This pattern visually confirms that although baseline FIWC levels differ between Generations X and Y, the decline in FIWC as teacher autonomy increases occurs in a relatively similar pattern. This confirms that teachers' autonomy serves as a protective resource that persists across generations.

Overall, integrating quantitative and qualitative data provides a more complete understanding of the dynamics of family interference with work (FIWC) among female junior high school teachers. Qualitative findings show that older teachers are more likely to face episodic and situational family conflicts, while younger teachers are more likely to face chronic and ongoing parenting demands. Nevertheless, both generational groups consistently interpret autonomy as a crucial form of institutional support in maintaining a balance between family and professional roles.

These findings are consistent with the literature, which shows that women workers in the education sector tend to develop adaptive strategies to maintain role stability, although these strategies often entail a long-term risk of burnout (Greenhaus & Powell, 2006; Michel et al., 2011). Thus, age plays a role in shaping the source of conflict and coping strategies used, but does not change the function of autonomy as a fundamental work resource. These findings reinforce the argument that policies to increase teacher autonomy are universally relevant and can provide relatively equal benefits for women teachers across generations, even though the conflict dynamics and patterns they experience differ.

In addition, the non-significance of age also leads to other variables that may be more dominant antecedents or moderate the relationship between Autonomy and family conflicts that affect work. Education Level or Personality Type (neuroticism or resilience) has been shown to be a stronger predictor of inter-role conflicts (Korabik et al., 2017). In addition, specific support factors (Husband/Large Family Support) are often more powerful in moderating work-family conflicts than age (Noor & Zainuddin, 2011).

## CONCLUSION

This study confirms that family interference with work among female junior high school teachers is influenced by a combination of work resources and individual characteristics, with teacher autonomy playing a significant role in reducing such conflict, thereby supporting the Conservation of Resources theory. Age also directly influences family interference with work, indicating that variations in family responsibilities across generations affect conflict levels. However, age does not moderate the relationship between teacher autonomy and family interference with work, confirming that autonomy serves as a universal structural resource effective across both Generations X and Y. These findings enrich work-family conflict literature by integrating Conservation of Resources theory, life course theory, and generational cohorts' theory, emphasizing that generational



differences affect baseline conflict rather than the protective mechanism of work resources. Consequently, strengthening teacher autonomy through flexible classroom management and pedagogical discretion should be prioritized in family-friendly school policies, though complementary stage-sensitive supports remain essential for optimizing teacher well-being and performance.

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