

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	





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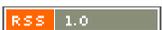
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