Early Childhood Teacher Job Satisfaction in Terms of Technostress and Work-Family Conflict in Indonesia

Anbar Zumayyah M[1]
Yuli Kurniawati Sugiyo Pranoto [2]
Siti Nuzulia[3]
Semarang State University, Indonesia[1,2,4]

ABSTRACT: Teachers have an important and primary role in the education system. The achievement of the teacher's role in education will have an impact on job satisfaction. This study aims to analyze the job satisfaction of Early Childhood Education teachers in terms of variables of technostress and work-family conflicts among teachers who are married. This study was designed with a correlational quantitative design. Data collection is done online with the assistance of Google forms-distributed throughout Indonesia. One hundred and fifty-seven teacher respondents who fit the criteria became the research sample. The data analysis technique uses hierarchical regression. The results of the analysis stated that there was a relationship between technostress and job satisfaction. The findings show that two of the five aspects of technostress that techno-overload and techno-insecurity have a negative correlation with job satisfaction, while techno-uncertainty has a positive correlation. In addition, two aspects of technostress namely techno-invasion and techno-complexity do not correlate with job satisfaction. next to the relationship between work-family conflict with job satisfaction. The findings show that one of the two aspects of work-family conflict is strain negatively correlated with job satisfaction while time and behavior do not correlate with job satisfaction. Based on the results of this study it can be concluded that early childhood teachers are more affected by their job satisfaction technostress/techno-overload compared to work-family conflict.

Keywords: early childhood teacher, job satisfaction, technostress, work-family conflict

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[1] Corresponding Author:
Semarang State University
Email: anbarzumayyahm@students.unnes.ac.id

1 INTRODUCTION

Teachers have an important and primary role in the education system. Teachers are the main and determining factor in the educational process, especially early childhood education (Susanto, 2020). That is why every educational innovation, especially in the curriculum and human resource improvement resulting from educational efforts, always boils down to the teacher factor. This shows how existent the role of teachers in the world of education is compared to other professions (Shabir U, 2015). The achievement of the teacher's role in education will have an impact on job satisfaction. Early childhood education teachers who feel satisfied at work will greatly help reduce the desire of early childhood education teachers to change jobs and increase their work performance, which is ultimately beneficial for the early childhood development (Liu & Ramsey, 2008). Thus, ECE teachers need to be able to adapt well as education develops.

The development of education is related to advances in information and communication technology (ICT) in the last few decades (Sewell, 2015). Meanwhile, there are problems with ICT mastery in early childhood educators, such as research. Hardiyanti and Alwi (2022) state that more than 60% of ECE teachers are not or are not proficient in operating computers/laptops. Setyawati et al., (2021) and Raharjo (2021) stated that digital literacy was still low in ECE institutions so teachers' technological abilities were still low. The low inability of ECE teachers in the IT field raises further problems, namely technostress. The emergence of technostress will certainly affect teacher job satisfaction (Effiyanti & Sagala, 2016). Previous research on technostress and job satisfaction stated that there was a significant negative relationship between technostress factors (techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty) in the job satisfaction (R. Jena, 2015; Mukhlishon, 2016; Park & Cho, 2016; Yin et al., 2018). In line with the results of the research above by Suh and Lee (2017) also stated that the factors that cause technostress will increase tension which ultimately reduces job satisfaction.

Statistical data on the early childhood education (Pusdatin Kemendikbud Indonesia, 2021) explained the percentage of ECE teachers in Indonesia, according to gender, there were 36,416 male teachers and 633,429 female teachers. The dominance of ECE teachers, most of whom are women, are not only preoccupied with mastering technological changes in learning activities. There are many challenges for female teachers in the workplace, especially those with children (Hong et al., 2021). Most studies show that female teachers will face the challenge of work-family conflict (Noor & Zainuddin, 2011). Study Jiang et al., (2019) regarding the work-family conflict of ECE teachers has decreased, resulting in a decrease in job satisfaction. When a person experiences work-family conflict, he will try to change the situation he is facing or physically leave work, for example, he will not come to work, arrive late, or leave work. Previous research on work-family conflict and job satisfaction states that there is a direct significant negative relationship to job satisfaction (Laksmi, 2012; Widati, 2016; Aristiana, 2018; Sitorus, 2020).

This research is important to do with ECE teachers, first because as far as the knowledge of researchers tends to be found more in the context of employees, it is meant to complement the deficiencies that existed in previous studies involving female ECE teachers, the next reason, because the decision to become an ECE teacher is not always easy for individuals who are faced with many demands, interactions at work while the guarantee of welfare is not evenly distributed, the reason is no less important, the level of job satisfaction of teachers and their attitude in teaching is influenced by gender, marital status, and education (Kumar, K & Bhatia, 2011), the majority of ECE teachers are women and also a mother and wife who must fulfill their responsibilities in two roles, namely the role at home as mother and wife and the role at school as a teacher, resulting in an imbalance between work demands and family demands.

2 THEORETICAL STUDY

2.1 *Job satisfaction*

Job satisfaction is an individual thing. Each individual has a different level of satisfaction, as defined by Kreitner and Kinicki (2005) that job satisfaction is effectiveness or emotional response to various aspects of work (Kurniady, 2013). Job satisfaction for teachers is marked by the emergence of a sense of satisfaction and the completion of tasks that are the responsibility of the teacher promptly, besides that the emergence of dedication, enthusiasm, craft, perseverance, initiative, and high work creativity at work (Ghufron, 2016). Referring to the opinions of the experts that have been described previously, it can be concluded that teacher job satisfaction is a teacher's feelings regarding whether work is pleasant, and how far a teacher accepts aspects of his work.

Understanding teacher job satisfaction in this study uses the two factors theory put forward by Herzberg (1965), theory, states that several conditions cause dissatisfaction if these conditions do not exist, namely intrinsic/satisfiers factors, which are related to the work itself, opportunities for advancement, recognition/awards, success, and responsibility. In addition, there are also a few extrinsic/hygiene factors, which are related to salary, supervision, policy and administration, work relations, and working conditions. If this condition does not exist, it will cause dissatisfaction at work.

2.2 *Technostress*

Technostress is the impact of stress experienced by users as a result of multi-tasking applications, continuous connectivity, information overload, frequent system upgrades and the consequences of uncertainty, re-learning, and the impact of insecurity related to continuous work, and technical issues related to the use of IT in organizations (Tarafdar et al, 2011). Technostress is one of the existing forms of stress. Stress is a process of how a person responds to the environment or psychological events that are considered as a threat or challenge (Shebilske, 1989). Lazarus (1984), in the theory he compiled, namely Schematization of the Stress Process Theory in this theory explains the disturbed

relationship between the person and the environment where the environment provides many demands, tensions, or opportunities that are considered to burden or exceed the abilities possessed by the person.

2.3 *Work-Family Conflict*

Greenhouse and Beutell (1985) define dual role conflict as a conflict that arises as a result of pressures originating from work and family that are mutually incompatible with each other. Work-family conflict is a form of role conflict over general demands, time spent and tension created by work interferes with performance related to family responsibilities (Netemeyer et al, 1996; Frone et al, 1992). Based on their works, Kahn et al. (1964) explained that a work-family conflict is a form of role conflict in which the role pressures from the work and family domains conflict with each other in suggesting that any role characteristics that affect the time involved, tension, or one's behavior in a role can produce multiple role conflicts.

3 METHOD

3.1 *Participants*

This research includes research with a quantitative approach using a correlational design. The independent variables consist of technostress and work-family conflict. The dependent variable is job satisfaction. Control variables consist of the respondent's age, marital status, last education, age of children, husband's occupation, parenting, number of children, length of teaching, and institution status. The population in this study were female teachers who actively teach in ECE and have families living in Indonesia. The sample size was calculated by power analysis using the G*Power application (3.1.9.7.) of 117 using a purposive sampling technique. The data collection technique used a questionnaire which was adopted on, teacher job satisfaction developed by Smith et al., (1969), modified and completed by Terry Gregson (1987), Tarafdar (2007), modified and supplemented by Kim and Lee, (3) multiple role conflict (work-family conflict) developed by Greenhouse and Beutell (1985) modified by Nisak (2020). The instrument was translated using the back-to-back translation method, then an item discrimination power test was carried out using the product moment correlation formula which was processed with the help of SPSS Version 22.0 for Windows and the reliability test used internal consistency, with Cronbach's alpha. Data collection is done online with the assistance *of google forms* distributed throughout Indonesia and then analyzed the data using a hierarchical test.

3.2 *Instruments*

The measurement of job satisfaction of early childhood education teachers uses the job descriptive index scale developed by Smith et al., (1969), modified and furnished by Terry Gregson (1987), has 5 indicators, namely the work itself (6 items), salary (pay) 6 items, promotion opportunities (promotion opportunities) 6 items, supervision

(supervision) 6 items, coworkers (coworkers) 6 items, there are 30 items in total, measured by a 5-point Likert scale presented in two directions, namely favorable (+) and unfavorable (-). Higher scores mean high teacher job satisfaction. The research has internal consistency or internal reliability, namely the work itself 0.597, pay 0.420, promotion opportunities 0.537, supervision 0.871, and coworkers 84. The total number is 0.918 so the test results are reliable.

Measurement of technostress of early childhood education teachers, taking the scale-technostress creators developed by Tarafdar et al., (2007), modified and supplemented by Kim and Lee (2021), has 5 indicators namely techno-overload (5 items), techno-invasion (4 items), techno-complexity (5 items), techno-uncertainty (5 items), and techno-insecurity (4 items). There are 23 items in total, measured by a 4-point Likert scale presented in a favorable (+) direction. A higher score means high teacher technostress. The research has internal consistency or internal reliability, namely techno-overload 0.837, techno-invasion 0.839, techno-complexity 0.795, techno-insecurity 0.742, techno-uncertainty 0.844. The total number is 0.916 with reliable test results.

Measurement of work-family conflict of early childhood education teachers, using the scale developed by Greenhouse & Beutell (1985) modified by Nisak (2020), has 3 indicators, namely time (2 items), tension (2 items) and behavior (2 items). There are 6 items in total, measured by a 5-point Likert scale presented in a favorable (+) direction. Higher scores mean high teacher-work-family conflict. This study has internal consistency or internal reliability, namely time 0.863, tension 0.612, and behavior 0.776. The total number is 0.884 with reliable test results.

4 RESULT AND DISCUSSION

4.1 *Result*

The respondents obtained came from several islands in Indonesia with the status of early childhood education teachers. Of the 241 questionnaires obtained, 157 could be analyzed by researchers who fit the criteria of married teachers. The characteristics of the respondents and the control variables in this study included the age of the respondents, marital status, last education, age of the children, husband's occupation, parenting, number of children, length of teaching, and institutional status. The characteristic profile of the research respondents is presented in Table 1.

Table 1. Characteristics of Respondents

Characteristics of Respondents		Frequency	Presentation
Respondent Age	17-29	48	31%
	30-39	50	32%
	40-49	27	17%
	>50	32	20%
Marital status	Marry	151	96%
	Single Parent	6	4%
Last education	SMA / MA / SMK	17	11%
	Bachelor's degree ECE	89	57%

	Bachelor's degree non-ECE	43	27%
	Masters ECE	2	1%
	Masters Non-ECE	6	4%
Child Age	<10 Years	108	69%
	>10 Years	49	31%
Husband's Occupation	Fulltime work	74	47%
	Part time work	64	41%
	Doesn't work	19	12%
Child Care	Take Care Yourself	33	21%
	Parent	92	58%
	Daycare	20	13%
	Another family	12	8%
Number of children	1 Child	44	28%
	Two children	65	42%
	3 children	32	20%
	>4 Children	16	10%
Teaching Time	1-5 Years	59	38%
	5-10 Years	40	25%
	10-15 Years	14	9%
	>15 Years	44	28%
Institution Status	Private	128	82%
	Country	29	18%

One of the conditions for using hierarchical analysis is the fulfillment of the normality test, multicollinearity test, and heteroscedasticity test with the help of SPSS Version 22.0 for Windows. In this study the data normality test was statistically using the Kolmogorov Smirnov test based on the test results obtained a significant value of $0.200 > p \ 0.05$, thus, it can be concluded that the data is normally distributed. The second prerequisite test is the multicollinearity test, it is known that the tolerance value of the independent variables is 0.832. The VIF value is 1.202. So, it can be concluded that there is no multicollinearity problem in the regression model because the tolerance value is more than 0.1 and the VIF value is less than 10.

There are 3 hypotheses proposed in this study. Hypothesis (1) There is a relationship between technostress on job satisfaction in ECE female teachers, (2) a connection between multiple role conflict (work-family conflict) on job satisfaction in preschool teachers (3)there is a relationship between technostress and multiple role conflict (work-family conflict) on job satisfaction ECE teachers. Based on these three hypotheses, the analysis used is the hierarchical analysis test. For ease of identification, the following are the results of the descriptive statistical test shown in Table 2.

Table 2. Descriptive Statistical Test Results (N=157)

Variables and Indicators	Statistical Description	
	Means	Standard Deviations
Job satisfaction		
a. The Work itself	24.2866	2.77824
b. Pay	19.1019	3.32277
c. Promotion Opportunities	21.1975	2.86768
d. Supervision	24.8599	3.11007
e. coworkers	24.8981	3.07635
Technostress		
a. Techno-overload	12.7389	2.81513

b. Techno-Invasion	9.2166	2.17302
c. Techno-complexity	11.5478	2.44542
d. Techno-insecurity	10.3439	2.10833
e. Techno-uncertainty	10.8280	2.00697
Work-Family Conflict		
a. time	5.4841	2.00194
b. Strains	5.0382	1.64428
c. Behavior	5.4586	1.81338
Respondent Age	2.1720	1.03266
Child Age	1.2556	.43787
Number of children	2.0301	.97654
Teaching Time	2.3057	1.28932

Hypothesis testing which states there is the relationship between technostress on job satisfaction teacher, conflictual role (work-family conflict) on job satisfaction and relationships technostress and conflictual role (work-family conflict) on job satisfaction preschool female teacher. Hypothesis testing was carried out using hierarchical regression analysis techniques with the t-test, f-test, and R^2 test with the help of the SPSS for Windows program. The results obtained can be seen in Table 3.

Table 3. Hierarchical Regression Analysis Test Results

Predictor	Model 1		Model 2		Model 3	
	β	t	β	t	β	t
Respondent Age	-.333	-1,910	-.273	-1,790	-.144	-.955
Marital status	081	.891	.109	1,371	.097	1,259
Last education	-.095	-1,022	-.057	-.693	-.064	-.805
Child Age	.151	1.145	.115	1006	.065	.575
Husband's Occupation	.117	1,251	.105	1,269	.109	1,351
Child Care	.034	.389	068	.892	068	.902
Number of children	053	.488	.023	.243	-.006	-.069
Teaching Time	.232	1853	.269	2,484**	.214	2,014*
Institution Status	.020	.227	.020	.250	.004	058
Techno-overload			-.326	-3,635***	-.335	-3,878***
Techno-Invasion			-.221	-2,428**	-.014	-.131
Techno-complexity			095	1036	.124	1,368
Techno-insecurity			-.220	-2,429**	-.171	-1,924*
Techno-uncertainty			.263	3.213**	.212	2,643**
time					-.078	-.668
Strains					-.252	-2,149*
Behavior					-.076	-.849
Δ R			.327		054	
Δ R2			.271		.065	
Δ F			9,585*		4,177*	
R	.251		.578		.632	
R2	063		.334		.399	
F	.917		4,218*		4,492*	

Note: *$p < .05$ (sig. 2-tailed)*, **p < .01(sig. 2-tailed), ***p < .001(sig. 2-tailed)

Based on Table 3, it was found that there was a relationship between technostress with the job satisfaction of female ECE teachers (R = .578, p < .01). This finding is to the predictions in the first hypothesis. Furthermore, several aspects of technostress show a relationship with ECE teacher job satisfaction. Techno-overload is negatively and significantly related to the job satisfaction of female ECE teachers (β = -.335, p <.001).

Meanwhile, techno-invasion was not related to ECE teacher job satisfaction (β = -.014, p >.05). Furthermore, techno-complexity was not related to job satisfaction of ECE teachers (β = .124, p >.05). Then techno-insecurity is negatively and significantly related to the job satisfaction of female ECE teachers (β = -.171, p <.05), and techno-uncertainty are positively and significantly related to the job satisfaction of female ECE teachers (β = .212, p <.01). Overall technostress explains the variance of job satisfaction of 27% (R^2 = .271). Thus, the first hypothesis which states that there is a relationship between technostress and the job satisfaction of female ECE teachers is accepted.

Furthermore, the relationship between multiple role conflict and the job satisfaction of female ECE teachers (R = .054, p < .01). This finding is by the prediction in the second hypothesis. Furthermore, the aspect of multiple role conflict shows a relationship with the job satisfaction of female ECE teachers. time not related to ECE teacher job satisfaction (β = -.078, p >.05). Strain was negatively and significantly related to the job satisfaction of female ECE teachers (β = -.252, p <.05), and behavior was not related to job satisfaction of ECE teachers (β = -.076, p >.05). Overall multiple role conflict explained the variance of job satisfaction by 6% (R^2 = .065). Thus, the second hypothesis which states that there is a relationship between multiple role conflict and the job satisfaction of female ECE teachers is accepted.

Finally, the relationship between technostress and multiple role conflict with the job satisfaction of female ECE teachers (R = .632, p < .01). This finding is to the predictions in hypothesis three which states that there is a relationship between technostress and multiple role conflict with the job satisfaction of female ECE teachers. The variance in teacher job satisfaction can be explained by the technostress and multiple role conflicts of 39% (R^2 = 399). Thus, the third hypothesis which states that there is a relationship between technostress and multiple role conflict with the job satisfaction of female ECE teachers is accepted.

4.2 *Discussion*

The first hypothesis, which states that there is a relationship between technostress and ECE teacher job satisfaction, is accepted. Based on the results of the analysis, the first aspect that reduces job satisfaction in terms of technostress is techno-overload which has a significant negative relationship to the job satisfaction of female ECE teachers. This means that the higher the techno-overload experienced by female ECE teachers, the lower the job satisfaction of female ECE teachers. Related to the teaching duties of ECE teachers such as learning new knowledge, and new skills, mastering developing technology, and dealing with parents of students and school communication. Not only that, ECE teachers are also required to meet various standards and targets, both from student parents, the institution where they work to the government. In practice, the ECE teaching profession is required to be physically involved with student activities, so it requires mature readiness. Very rarely in teaching practice, ECE teachers have the opportunity to sit and rest because class conditions tend to keep moving dynamically (Maharani, 2016). Due to the many demands and workloads of ECE teachers, especially

during the Covid-19 pandemic, they were required to be literate in mastering information and technology in Distance Learning (PJJ) as an alternative learning method during the emergency (Ministry of Education and Culture, 2020). Although the support of the school principal can improve the performance of ECE teachers (Arbarini et al., 2023). Even during the new normal era, there was more workload which caused the techno-overload of female ECE teachers to decrease.

The second aspect that reduces job satisfaction in terms of the technostress aspect is techno-insecurity which has a significant negative relationship with the job satisfaction of female ECE teachers. This means that the higher the techno-insecurity experienced by female ECE teachers, the lower the job satisfaction of female ECE teachers. Information and communication technology has a positive impact on institutions, especially in ECE, more teachers use ICT to facilitate the work of teachers both internally and externally in the learning process, but technology can also hurt users, especially ECE teachers who do not understand technology (Stich et al., 2018). Although the use of technology in learning in ECE is not much, teachers must also master technology. Study Hardiyanti and Alwi (2022) and Setyawati et al., (2021) show that more than 60% of ECE teachers are not or are not proficient in operating computers/laptops, and there is a change from research by Novitasari (2022) shows that the average digital literacy value of educators in ECE is already in the fairly good category along with the use of digital devices used in early childhood learning. Thus, because education is increasingly dependent on technology and mastery of technology, female ECE teachers are not evenly distributed. So that the techno-insecurity of teachers increases and the job satisfaction of female ECE teachers decreases.

Furthermore, the technostress aspect in the form of techno-complexity was found not to be related to the job satisfaction of female ECE teachers. ECE teachers must change the way of learning from conventional to modern learning (Chodzirin, 2016) because the presence of technology in early childhood learning is currently more complex with various developments in learning media and ECE teacher work systems. ECE teachers must study harder to be literate in technology because it will be useful for learning in ECE because learning by utilizing technology provides an attraction for children to be motivated in the learning (Febrialismanto & Nur, 2020). Therefore, the more teachers try to develop complex technical knowledge and skills, the more techno-complexity the teacher will experience.

Unlike the techno-uncertainty aspect, it has a significant positive relationship with the job satisfaction of female ECE teachers. This means that the higher the techno-uncertainty experienced by female ECE teachers, the higher the job satisfaction of female ECE teachers. The ICT competence of ECE teachers still needs to be improved, because the ability to use ICT teachers is still low and the availability of ICT devices is less supportive(Coal, 2018). The task of ECE teachers in teaching through ICT developments is very much needed currently. Because the use of technology for ECE learning is not too complex, so techno-uncertainty has no effect which is positively correlated with job

satisfaction. The lack of involvement of ECE teachers with advanced technology and its changes as ordinary people expect advanced technology at a time when all learning processes depend on technology. With this situation, it is suspected of causing an "excited" effect on ECE teachers because they are not directly related to the technology. It is hoped that stakeholders can prepare teachers to master technology and be able to utilize technology in the early childhood development (Febrialismanto & Nur, 2020). Meanwhile, the last aspect of the technostress aspect, namely techno-invasion, does not affect the job satisfaction of female ECE teachers. Because they see the low digital literacy abilities of ECE teachers (Setyawati et al., 2021) and the use of technology in early childhood learning that is not too intensive (Nurdin & Anhusadar, 2020), the techno-invasion of ECE teachers did not experience an increase, and the job satisfaction of female ECE teachers was not significantly related.

Based on the second hypothesis which states that work-family conflict is significantly related to the job satisfaction of female ECE teachers. Based on the results of the analysis shows, the first aspect that reduces job satisfaction in terms of aspects of work-family conflict is strain (tension) which has a significant negative relationship with the job satisfaction of female ECE teachers. This means that the higher the strain (tension) experienced by female ECE teachers, the lower the job satisfaction of female ECE teachers. The majority of ECE teachers are women and also a mother and wives who must fulfill their responsibilities in two roles, namely the role at home as mother and wife and the role at school as a teacher, resulting in an imbalance between work demands and family demands (Lee & Kim, 2001).

Tensions arose when female teachers who were married worked in the morning as mothers and wives taking care of their children and husbands as well as taking care of preparations for going to work. Because these demands create tension in ECE female teachers which results in a decrease in satisfaction at work. The second aspect that reduces job satisfaction in terms of aspects of work-family conflict time (time) is not significantly related to the job satisfaction of female ECE teachers. because learning in kindergarten is not that long except for those who take full-day classes. Even though the demands and responsibilities of being an ECE teacher are not easy, the time you get does not affect teacher job satisfaction. In addition to the aspect of time (time). Lastly, the third aspect of multiple-role conflict (work-family conflict) that is not related to the job satisfaction of female ECE teachers is behavior. ECE female teachers have a very warm and cheerful character, demands and responsibilities both at work and at work do not make the teacher's behavior affect the job satisfaction of ECE female teachers. Seeing that most ECE teachers also work with dedication (honorary) because their calling feels that their souls are closer to their students.

Based on the analysis, there is a significant relationship between technostress and work-family conflict on the job satisfaction of female ECE teachers, so the third hypothesis is accepted. Demands for the use of technology, information, and communication lead to inability to do work optimally, this makes teachers less satisfied at work. According to

Tarafdar et al., (2007), (2011), Ayyagari et al., (2011), and Effiyanti et al., (2016) technostress is an important study whose impact will result in a decrease in job satisfaction. Likewise, multiple role conflicts occur when women are required to fulfill their role expectations in the family and workplace so that the focus will be divided which results in dissatisfaction at work. As stated by Lee and Kim (2001) that professional women in work have a dilemma regarding divided work and family. According to Jenna (2015), individual abilities and computerization allow the demands of the academic environment which cause technostress, with the rapid development of stressful technology, the stress level is higher because of computerization, so that from the problem of technological stress which directly reduces satisfaction at work.

As in research by Widati (2016) disclosing roles in women's lives will certainly cause a feeling of pressure towards work responsibilities and family responsibilities that cannot be carried out at the same time which will increase work stress. The high level of dual role conflict and work stress experienced by teachers will have an impact on decreasing job satisfaction. In line with opinion Aristiana (2018) stated that the dual role conflict with job satisfaction for female teachers who are married has a significant relationship, meaning that the higher the multiple role conflict, the lower the job satisfaction felt by female teachers and vice versa. In addition, previous studies have found that work-family conflict has a significant negative effect on job satisfaction, so the increasing multiple role conflicts (work-family conflict), the lower job satisfaction (Laksmi, 2012; Aristiana, 2018; Sitorus, 2020).

5 CONCLUSION

Technostress and work-family conflict has a relationship with the job satisfaction of female ECE teachers. Technostress and work-family conflict occur when ECE teachers experience job demands as teachers, wives, and mothers, which can reduce teacher job satisfaction. Thus, it is important for teachers who have married status to be able to solve problems at home without interfering with schoolwork, then officials involved in education can provide training regarding the development of knowledge and skills in technology. The limitations in this study are due to the correlational nature of this research without obtaining qualitative action and research, so there is no known problem of technostress and work-family conflict of married female ECE teachers on the job satisfaction of female ECE teachers. In addition, the instrument used only focuses on the adapted instrument.

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