Motherhood Identity, Work-Family Enrichment, and Community Involvement in English Teaching Practices

[1]WANG Ran   [2]Abduh Amirullah

[1] Guangzhou Nanfang College, China

[2] Universitas Negeri Makassar, Indonesia

Abstract: This study examined the influence of motherhood identity on the teaching practices of English teachers by employing work-family enrichment and identity fusion theories. It explores the relationship between motherhood identity and teaching practices, examining the mediating role of work-life enrichment and the moderating effect of community involvement. A survey of 354 English teachers from China, conducted using purposive sampling, was analyzed using Partial Least Squares (PLS) structural equation modeling. Findings reveal how the motherhood identity of English teachers influences their teaching practices: as teachers actively integrate their motherhood experiences into their professional development, the harmonization of work and childcare enhances their teaching performance. Additionally, voluntary community involvement moderates perceptions of motherhood experiences, aiding in overcoming challenges in childcare and teaching. Consequently, with work-life enrichment mediating and community involvement moderating, teachers effectively leverage their motherhood experiences to enhance their English teaching practices. This study contributes to the understanding of the nuanced relationship between motherhood identity and teaching practices, highlighting the growing importance of community involvement in the professional development of female English teachers. The limitation of purposive sampling shows that the generalizability of our findings to other contexts should be considered with caution.

Keywords: motherhood identity; work-family enrichment; community involvement; English teaching practices

Notes on the contributors: WANG Ran holds a Ph.D. in Curriculum and Instruction and is a lecturer in the Department of English at Nanfang College, China. Her research interests include English teaching and curriculum development, and her email address is wrwanran@163.com. Abduh Amirullah holds a Ph.D. and is the secretary of the Research and Community Service Institute. He is also a professor at the State University of Makassar in Indonesia.

1. Introduction

For female teachers who identify strongly with motherhood, their sense of self involves a complex interplay

between personal agency and external influences. Studies have shown that the experience of motherhood significantly influences and enriches their professional identity (Raithby, 2023; Simic-Muller, 2018; Chambers, 2017; MacDonald, 1999). For example, Chambers (2017) highlighted that motherhood serves as an empowering experience, sharing a purposeful intent inherent in teaching. Rather than hindering career advancement, motherhood serves as a valuable learning experience. Phenomenological studies, such as Raithby's (2023), indicate that for female teachers, the journey into motherhood challenges and reshapes their perceptions about teaching and learning. It enables mother educators to understand the socio-cultural context of education more deeply, consequently influencing their professional identity and classroom practices.

However, Knowles et al. (2009) noted that mothers often construct their roles and responsibilities according to societal expectations, which prompts them to establish perceived parameters. Consequently, professional female educators and teachers often grapple with the conflicting and complementary dimensions of their roles as mothers and professionals, particularly in traditional Asian cultures. Based on the challenges, barriers, and potential strategies to overcome these conflicting difficulties, studies confirmed the concept of work-family enrichment (WFE), where experiences in one role enhance the quality of life in the other role (Collins et al., 2023; Marôco et al., 2023; Chen et al., 2021; Greenhaus & Powell, 2006). For example, Marôco et al. (2023) demonstrated that effectively fulfilling responsibilities in one area can compensate for those in another domain, and positive experiences in one domain can yield beneficial outcomes in the other. Conversely, studies such as Elder et al. (2023) have concluded that work-family conflict (WFC) diminishes overall well-being. Kushwaha et al. (2023) outlined approaches for mothers to reduce conflict between their work and family roles, as well as dissatisfaction with society, thereby helping them achieve the desired work-family balance (WFB). Research findings have shown that perceived organizational support moderates the relationship between work-family conflict and job satisfaction, thereby mitigating its adverse effects (Wang & Wang, 2023; Ma et al., 2023).

Regarding organization support, community involvement plays a crucial role in integrating external social, civil, and expert stakeholders to create genuine learning experiences for teachers and students (Suero Montero & Oliveira Leite, 2022; Balyasnikova, 2020; Etherington, 2019; Ferreira et al., 2013). Community-based settings are considered potential sites for teacher learning (Hallman, 2019). For instance, Balyasnikova (2020) demonstrated that in a community-based language learning program, professional English teachers help volunteers, facilitating peer-to-peer interaction. Additionally, Chen et al. (2021) highlighted that identity synergy has a positive influence on innovative performance, with self-reflection partially mediating this effect. Active participation in community activities can help female teachers overcome professional challenges associated with motherhood. By this, motherhood identity and community involvement contribute to the teaching practices of female teachers.

As a result, there is a critical need to investigate the following questions:

1. What is the relationship between motherhood identity, work-life enrichment, community involvement, and English teaching practices?

2. How does the motherhood identity of English teachers impact their teaching practices?

3. What role do work-life enrichment and community involvement play in the professional development of English teachers who have been mothers?

Suero Montero and Oliveira Leite (2022) showed a lack of research or practical application regarding the involvement of community members in crafting educational activities. Therefore, the novelty of our study is (1) to explore the role of community in teaching and professional development, (2) to provide empirical evidence to support the work-family enrichment theory, and (3) to focus on community involvement for English teachers.

2. Literature Review

2.1 Motherhood identity and teaching practices

Motherhood identity encompasses a woman's perception of herself as a mother, including understanding the maternal role and the dynamics between this identity and her other roles. The transformation of motherhood identity is a significant phenomenon in the social sciences and a pivotal, life-altering event (Arnold-Baker, 2019). Current literature predominantly delves into how motherhood shapes women's identity development (Laney et al., 2015), their societal role perceptions (Smith, 1999), and the construction and exploration of maternal identity (Burke Odland, 2010; Gross Spector & Cinamon, 2017; Hartman, 2014; Elliott et al., 2009). Becoming a mother prompts a recalibration in women's perceptions of their societal roles, transitioning from the public world of work to the more localized sphere of family and social connections. This transition has a significant impact on subsequent life plans (Smith, 1999). Laney (2015) identifies three forms of identity shifts in women upon becoming mothers: (1) temporary loss of their prior identities, (2) broadening their self-conception, and (3) intensifying their personalities by integrating their children into their sense of self. This transformation holds particular significance for working mothers, as their dual roles as both mothers and employees profoundly impact their well-being, life satisfaction, and self-esteem (Zagefka et al., 2021), as well as their career decisions and exploration. Workplace, spousal, and family support play pivotal roles in this context. Specifically, workplace support has a positive influence on maternal exploration, while diverse forms of social support enhance the exploration process and subsequent developmental stages (Gross Spector & Cinamon, 2017).

Ashe et al. (2011) examine how female entrepreneurs can utilize their gender role identity to create distinctive venture configurations. The research reveals that a strong identification with women's family roles, particularly as mothers, motivates Japanese women to pursue entrepreneurial paths. This strong gender role identity permeates their ventures, influencing the products, services, organizational structure, and practices. In line with Hartman (2014), it is evident that women should confidently respond to the negation of prevailing parenting ideologies. Female professionals can offer a multidisciplinary approach to comprehend the unique needs and pathways that help women build confidence in their maternal identity.

The Identity Fusion Theory states that a strong group connection blends personal and social identities. Activating one aspect influences the other, and then both aspects impact behavior synergistically. Heger and Gaertner (2018) suggested that this synergy promotes the mutual advancement of group and individual objectives. When mother teachers move inward and liberate themselves from conflicting states, they have the opportunity to share their mothering experiences with other groups, discover new insights, and gain a deeper understanding of the similarities between childcare at home and teaching in the classroom (Raithby, 2023; Simic-

Muller, 2018). Recognizing the facilitation role of their motherhood experience in teaching practices can help English teachers harmonize their roles (Knowles et al., 2009), better navigate boundaries, and maintain the interwovenness between work and motherhood (Bentley et al., 2020; Thomson & Kehily, 2011). Therefore, the synergy between motherhood and teacher identity facilitates reciprocal promotion in teaching practices. Accordingly, we hypothesize: Hypothesis 1 (H1). Motherhood identity has a significant positive influence on teaching practices.

2.2　Work-family enrichment and teaching practices

Work-family enrichment refers to the relationship between work and life, defined as how experiences in one role enhance the quality of life in the other(Greenhaus & Powell, 2006). Within this concept are two directions: work-to-family and family-to-work (Kacmar et al., 2014). Research has shown that work-family enrichment significantly mediates the relationships between self-esteem, optimism, supervisor support, and job satisfaction, respectively (Burhanudin et al., 2023; Jaga, 2007; Hezkiau-Ludwig & McCarthy, 2018; Baral & Bhargava, 2010; Michel, 2015).

With the changes in women's identity after the birth of their first children (Stryker, 1980), mothers construct their role commitment, behavior, and identity within the interrelationships among self, role, and society. Nuttbrock and Freudiger (1991) argued that identity prominence invokes a mothering identity in diverse situations, driven by the intensity of emotions associated with being perceived as a "good" or "bad" mother. Additionally, the qualitative dimension of role commitment can predict identity salience and prominence. The traditional role behavior of mothers often involves making sacrifices for their children and accepting the burdens of motherhood. Factors such as role praise, gratification, and strain may have a marginal influence on working mothers' identity and behavior, including their self-esteem, confidence, and emotions, which can often cause distress in both work and life.

Therefore, when mother teachers can balance the influencing factors within their identity, change their pessimistic attitudes towards childcare and teaching, and form a positive perception of the work-family nexus, the dual roles of motherhood and teaching harmonize, bringing them self-confidence, optimism, and hence, improving their work-family enrichment. This improvement is hypothesized to influence their teaching practices positively. Accordingly, we hypothesize:

Hypothesis 2 (H2). Motherhood identity has a significant positive influence on work-family enrichment.

Hypothesis 3 (H3). Work-family enrichment has a significant positive influence on teaching practices.

Hypothesis 4 (H4). Work-family enrichment mediates between motherhood identity and teaching practices.

2.3　Community involvement, motherhood identity, and teaching practices

Community involvement encompasses a dynamic and interactive approach, wherein all participants actively engage in activities that foster community development. In this context, "community" transcends mere physical location; it represents a multifaceted concept, including processes, institutions, interactions, emotions, cognition, and structures. Literature explores various facets of community involvement, such as its significance, underlying motives, diverse forms, impact areas, stakeholders involved, and evaluation methods. Dewey (1980) emphasized the educational role and responsibility of the community, which is crucial in enhancing

students' well-being and social capital (McLaughlin et al., 1994).

Hallman (2019) stressed the importance of community-based settings for teachers' learning. Lave and Wenger's (1991) theory of communities of practice emphasizes significant learning within groups that share common interests and experiences. Research indicates that teachers intentionally seek individuals with specific knowledge or experiences to broaden their range of teaching methods (Keung, 2009; Moore, 2003). Teachers' participation in community-based initiatives facilitates the development of their instructional practices (McMillon, 2017). Furthermore, their communication and collaboration with like-minded individuals during community involvement enhances their skills (Preece, 2017).

Moving towards openness to community involvement, Suero Montero and Oliveira Leite (2022) underscore the vital role in fostering collaboration between teachers and community experts, thereby benefiting both teachers and students in their teaching and learning endeavors.

Engagement in community activities is becoming increasingly active for schools and teachers, enabling contextualized learning experiences alongside external stakeholders (Assante & Momanu, 2021). Moreover, the development of community-based participatory research (CBPR) has highlighted the interactions between experts, teachers, volunteers, and practitioners (Linabary et al., 2017). Ohayon and Albulescu (2022) examined how teachers' participation in a professional learning community influences their teaching skills and various classroom teaching practices, including the use of digital tools and diverse teaching aids. Reasoner (2017) examined external factors that influence teachers' beliefs about community participation, including a lack of personal time due to family commitments, childcare responsibilities, and excessive workloads.

When motherhood identity might hinder work-family enrichment, potentially influencing teachers' professional development, community involvement moderates the relationship between motherhood identity and teaching practices. Accordingly, we hypothesize: Hypothesis 5 (H5). Community involvement has a moderating effect on the relationship between motherhood identity and teaching practices. Drawing on the literature review, Figure 1 shows the relationship between the constructs and four hypotheses.

3. Methodology

This study investigated the proposed hypotheses using a survey in the context of China. It explores the relationship between motherhood identity, work-family enhancement, community involvement, and teaching practices among English teachers. By unveiling the dynamics of these constructs, we seek to shed light on a multifaceted aspect of the English teaching profession that has remained relatively unexplored. A PSL-SEM was employed to analyze data from a survey of 354 female English teachers with a motherhood identity across China. Each respondent was selected using purposive sampling. A questionnaire included measures for motherhood identity, work-family enhancement, community involvement, and English teaching practices.

Table 1 shows the detailed information about the participants. All the participants are mother teachers, with 30.8% aged 22−35 and 42.1% aged 36−45. 57.9% come from cities and towns, while 42.1% are from rural areas. 32.5% are graduates from Junior college, and 49.2% are undergraduates from college or university. Only 6.5% have a doctoral degree, and 9.0% have a master's degree. 45.5% own the intermediate professional title, 22.3% have the senior title, and 32.2% have the primary title. 26% have 7−10 years of teaching experience,
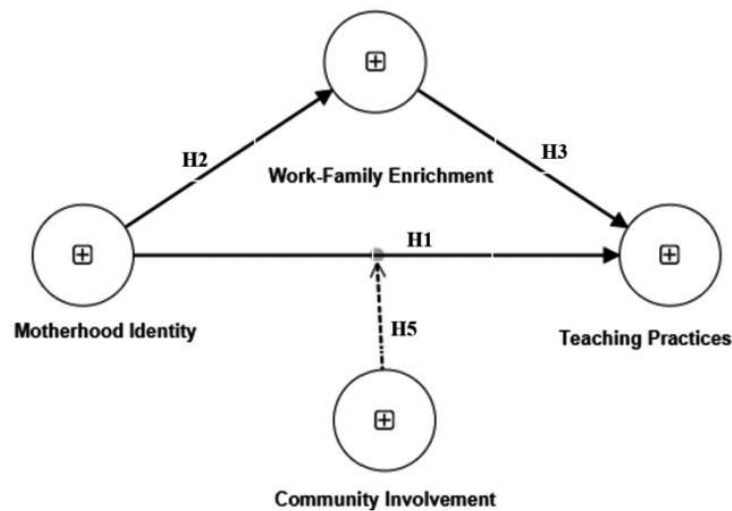
Figure 1. A structural model with a mediating and moderating effect.

Note. H1＝Motherhood Identity→Teaching Practices; H2＝Motherhood identity→Work-Family Enrichment;

H3＝Work-Family Enrichment→Teaching Practices;

H4＝Motherhood Identity→Work-Family Enrichment→Teaching Practices

H5＝ Community Involvement×Motherhood Identity→Teaching Practices

18. 1% have 11－15 years, 26. 8% have 1－3 years, and 12. 4% have 4－6 years. Their monthly incomes vary from lower than 3000 RMB to higher than 8000 RMB; 35. 0% range from 30001－5000RMB, 23. 7% from 5001－8000 RMB, 20% reach above 8000RMB, and 21. 2% lower than 3000RMB.

Table 1. Participant Demographics（n＝354）

Demographics	Category	Frequency	Percent
Gender	Female	354	100. 0
Marriage	Married	354	100. 0
Motherhood	Yes	354	100. 0
Age	22－35	109	30. 8
	36－45	149	42. 1
	45 above	96	27. 1
Teaching location	Cities and towns	205	57. 9
	Rural	149	42. 1
Education	Senior high school	10	2. 8
	Junior college	115	32. 5
	Undergraduate	174	49. 2
	Master	32	9. 0
	Doctor	23	6. 5
Professional title	Primary	114	32. 2
	Intermediate	161	45. 5
	Senior and above	79	22. 3

Demographics	Category	Frequency	Percent
Years of teaching	1–3	44	12. 4
	4–6	54	15. 3
	7–10	95	26. 8
	11–15	64	18. 1
	16–20	66	18. 6
	20 above	31	8. 8
Monthly income	Less than 3000 (RMB)	75	21. 2
	3001–5000	124	35. 0
	5001–8000	84	23. 7
	8000 above	71	20. 1

The survey instrument was initially in Chinese to minimize misunderstandings caused by differences in expression between languages. The original questionnaire consists of 28. After reconsidering the construct, the final items are 13, evaluating motherhood identity, work-family enhancement, community involvement, and teaching practices. A field survey was deployed to respondents using self-administered and electronic online questionnaires. A total of 354 responses were deemed usable for analysis. All items use a seven-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). The obtained data were analyzed using Smart PLS 4. 0.

Table 2 displays all the items and scales representing the latent variables. Motherhood Identity (MI) encompasses five indicators that are reflective of the construct MI, meaning that due to having a motherhood identity, mothers may realize the influence of it, covering the facilitating role (MI1), better understanding (MI2), inspiring role (MI3), willingness to reform (MI4), and engagement in teaching (MI5). Work-family enrichment (WFE) has two items, indicating (1) to what extent mothers can manage their work and childcare (WFE1) and (2) to what extent mothers perceive the positive effect of their mothering experience on teaching practices (WFE2). Here, WFE is measured as a reflective construct, which regards WFE as the cause of the two indicators.

Table 2. Items and scales for all latent variables

Latent variable	Items	Scale	References
Motherhood Identity	MI1(Q23)	As a mother and a teacher, your motherhood experience can facilitate your interaction with students.	Chambers, 2017; MacDonald, 1999
	MI2(Q24)	Since becoming a mother, you understand and accommodate students better.	
	MI3(Q25)	Since becoming a mother, you have been inspired to explore new teaching styles through your motherhood experience.	
	MI4(Q26)	Since becoming a mother, you have a greater willingness to advocate for educational reforms in teaching.	
	MI5(Q27)	Since becoming a mother, you are more inclined to engage in your teaching work.	

Community Involvement	CI1（Q28）	Your involvement in the community （volunteering） is closely related to your profession.	Montero & Leite, 2022; Hallman, 2019; Sikes, 1998
	CI2（Q29）	You often take your children with you when engaging in community volunteer work.	
	CI_global	You believe community （volunteer） work can enhance your teaching and research.	
Work‐ Family Enrichment	WFE1（Q9）	You can manage the relationship between work and childcare.	Knowles et al., 2009; Kehily & Thomson, 2011; Suero Montero &Oliveira Leite, 2022
	WFE2（Q11）	The experience of raising children has a positive influence on your teaching.	
Teaching Practices	TP1（Q15）	I encourage students to actively ask and explore questions by designing real-life activities to encourage them to solve problems and showcase their abilities in class.	Ohayon & Albulescu, 2022; Bentley et al., 2020; Fuller et al., 2005; Laney et al., 2014, 2015; Pinnegar, 2005; Pinnegar et al., 2005
	TP2（Q21）	I utilize various teaching resources to cater to students' diverse learning needs and styles.	
	TP_global	How do your students evaluate your teaching style, effects, and teaching philosophy?	

Note. In reliability statistics, Cronbach's Alpha is 0.865, with 13 items.

Community involvement （CI） is designed as a formative construct, indicating two aspects: （1） to what extent mothers' community involvement is associated with their profession （CI1）; （2） to what extent mothers' engagement in community activities is associated with their children （CI2）. English teaching practices are assigned two dimensions, highlighting teaching methods and instructional strategies （TP1） and utilization of teaching resources （TP2）.

In SPSS, the overall reliability of the scale is good, with an α value of 0.865. Additionally, CI_global and TP_global are testing for the total score of constructs CI and TP because they are designated as formative variables, which require redundancy analysis through the sum of itemsin principal composite analysis （PCA） （see Figure 2）. Redundancy analysis tests the correlation between the formative construct and its reflective counterpart （Chin, 1998）. The redundancy estimates in Figure 2 are 0.718 and 0.812, indicating that the formative constructs of CI and TP are as reliable as their reflective constructs.
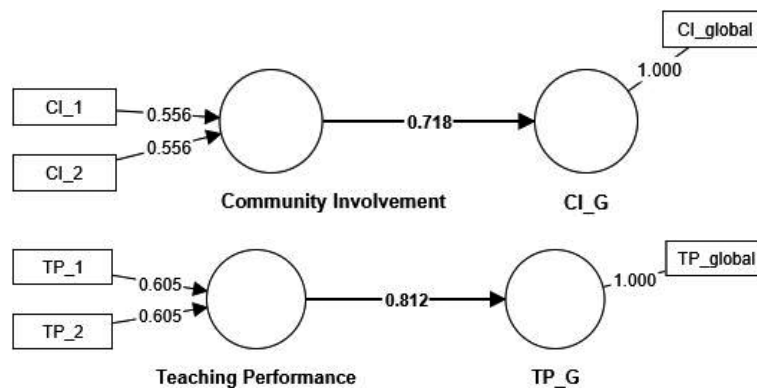

Figure 2. Formative Construct Reliability Estimates of the redundancy analysis through PCA

Table 3 shows the descriptive statistics and correlations between the latent variables. The mean value of each indicator ranges from 4. 31 to 4. 5466, indicating a relatively balanced distribution, while the standard deviation of each indicator ranges from 1. 36423 to 1. 680, displaying a small dispersion in the sample data. Klein and Zhang (1999) suggested that if the absolute value of skewness in sample data is below three and the absolute value of kurtosis is less than 10, the observed variables are in a typical normal distribution. In this study, the absolute values of skewness for all items are below 3, and the absolute values of kurtosis are less than 10, demonstrating a normal distribution.

Table 3. Descriptive Statistics of the Variables and Correlations Between the Variables

Variables	Indicators	Range	M(SD)	Skewness (SE)	Kurtosis (SE)
Motherhood Identity	MI1_Facilitation of Teacher-Student Interaction	6	4. 50 (1. 567)	−. 051 (. 130)	−. 822 (. 259)
	MI2 _ Enhanced Understanding of Students	6	4. 39 (1. 513)	−. 025 (. 130)	−. 580 (. 259)
	MI3 _ Innovative Teaching Styles Due to Motherhood	6	4. 44 (1. 650)	−. 107 (. 130)	−. 894 (. 259)
	MI4 _ Willingness for Educational Reforms	6	4. 62 (1. 626)	−. 147 (. 130)	−. 875 (. 259)
	MI5 _ Increased Teaching Engagement Post-Motherhood	6	4. 44 (1. 557)	−. 075 (. 130)	−. 714 (. 259)
Community Involvement	CI1_Professional Relationship with Community Involvement	6	4. 31 (1. 680)	−. 038 (. 130)	−. 897 (. 259)
	CI2 _ Inclusion of Children in Community Involvement	6	4. 38 (1. 536)	−. 049 (. 130)	−. 747 (. 259)
Work-Family Enrichment	WFE1 _ Effective Work-Childcare Management	6	4. 47 (1. 628)	−. 153 (. 130)	−. 757 (. 259)
	WFE2_Positive Influence of Child Rearing on Teaching	6	4. 48 (1. 616)	−. 096 (. 130)	−. 764 (. 259)
Teaching Practices	TP1_Active Questioning and Real-life Activity Design	5. 67	4. 4284 (1. 36900)	−. 238 (. 130)	−. 886 (. 259)
	TP2_Adaptive Teaching Resources Utilization	6. 00	4. 5466 (1. 36423)	−. 223 (. 130)	−. 667 (. 259)

4. Results

To assess the reliability and validity of the measurement instruments, we conducted internal consistency reliability analyses using Smart PLS 4. 0. Table 4 displays the results, showing high internal consistency for all constructs: motherhood identity (α = 0. 867), work-family enrichment (α = 0. 745), community involvement (estimate = 0. 718), and teaching practices (estimate = 0. 812). Table 4 also shows the convergent validity of reflective constructs (MI, WFE) and formative constructs (CI, TP). The outer loadings of motherhood identity

are 0.804（MI1）, 0.785（MI2）, 0.826（MI3）; outer loadings of work-family enhancement are 0.904 (WFE1), 0.881 (WFE2). The outer weights of community involvement are 0.582 (CI1) and 0.530 (CI2); the outer weights of teaching practices are 0.633 (TP1) and 0.574 (TP2). Generally, the outer weights of formative conduct are not as high as the reflective ones. So, all the values of convergent validity are acceptable, meaning that the indicators within each construct reliably measure the underlying constructs. Table 4 also shows that the AVE for each construct is higher than the correlations between that construct and other constructs, indicating good discriminant validity.

Table 4. Internal consistency reliability, convergent validity, discriminant validity, and weights' statistics

Internal Consistency Reliability					
Construct	Cronbach's alpha	Composite reliability (rho_a)	Compositereliability (rho_c)	(AVE) *	Estimates *
MI	0.867	0.872	0.904	0.653	–
WFE	0.745	0.750	0.887	0.797	–
CI	–	–	–	–	0.718
TP	–	–	–	–	0.812
Convergent validity of reflective and formative constructs					
Reflective Constructs	Indicators	Outer loadings	Formative Constructs	Indicators	Outer weights *
Motherhood Identity	MI1	0.804	Community Involvement	CI1	0.582
	MI2	0.785		CI2	0.530
	MI3	0.826	Teaching Practices	TP1	0.633
	MI4	0.812		TP2	0.575
Work-Family Enrichment	WFE1	0.904			
	WFE2	0.881			
Discriminant Validity Cross-loadings					
Indicators	Community Involvement	Motherhood Identity	Teaching Practices	Work-Family Enrichment	
WFE1	0.315	0.340	0.378	0.904	
WFE2	0.278	0.342	0.307	0.881	
TP1	0.341	0.375	0.845	0.317	
TP2	0.364	0.304	0.808	0.320	
MI1	0.211	0.804	0.307	0.282	
MI2	0.213	0.785	0.309	0.305	
MI3	0.287	0.826	0.398	0.321	
MI4	0.223	0.812	0.319	0.305	
MI5	0.286	0.814	0.321	0.325	

CI1	0.908	0.265	0.394	0.298	
CI2	0.888	0.284	0.368	0.301	
Correlations Between the Variables					
Variables	Community Involvement	Motherhood Identity	Teaching Practices	Work-Family Enrichment	
CI	–	0.305	0.425	0.333	
MI	0.305	–	0.412	0.382	
TP	0.425	0.412	–	0.385	
WFE	0.333	0.382	0.385	–	

Note. AVE Average variance extracted; AVE >= 0.5. Estimates the value of the redundancy analysis. Redundancy analysis tests whether the formative construct is highly correlated with the reflective measure of the same construct (Chin, 1998). Convergent validity, as assessed by redundancy analysis, was 0.70, meeting the minimum requirement (Frank Falk, 2017). The higher the weight, the stronger the indicator's relevance for forming the formative construct (Hwang et al., 2020).

We used fit indices to assess the overall fit of the structural model. The results in Table 5 indicate a satisfactory fit to the data (with SRMR = 0.066), confirming that the structural model adequately captures the underlying dynamics.

The structural model specifies path coefficients, demonstrating the strength and direction of these relationships. Table 5 presents the path coefficient results. All the paths are statistically significant at the 95% confidence interval.

We utilized bootstrapping analysis to examine the mediation effect of work-family enrichment on the relationship between motherhood identity and teaching practices, indicating a significant indirect effect of motherhood identity on teaching practices, with VAF = 21.5% (Table 5), which suggests a partial mediating effect of work-family enrichment.

Table 5. Structural model estimates and model fit statistics

Path relationship	Path coefficient estimate	Standard deviation (STDEV)	T statistics	VIF	2.5%	97.5%	p-value
CommunityInvolvement->Teaching Practices	0.279	0.048	5.784	1.173	0.185	0.375	0.000
Motherhood Identity->Teaching Practices	0.239	0.048	4.936	1.224	0.144	0.332	0.000
Motherhood Identity->Work-Family Enrichment	0.381	0.045	8.530	1.000	0.293	0.470	0.000
Work-Family Enrichment->Teaching Practices	0.172	0.050	3.463	1.260	0.076	0.270	0.001
Community Involvement x Motherhood Identity -> Teaching Practices	0.195	0.047	4.168	1.030	0.097	0.281	0.000
Model Fits Statistics	Saturated model	Estimated model					
SRMR	0.048	0.066					
NFI	0.871	0.855					

Path relationship	Path coefficient estimate	Standard deviation (STDEV)	T statistics	VIF	2.5%	97.5%	p-value
VAF　　　　　　　21.5% $$\frac{0.381 \times 0.172}{0.381 \times 0.172 + 0.239}$$							

Note. The variance inflation factor (VIF) is used to test for collinearity. VIF<3, indicating ideally, SRMR = the standardized root mean square residual, SRMR <0.080 represents a goodness of model fit. NFI = the normed fit index; NFI > 0.80 indicates that the model fits the empirical data. (Latan et al., 2019)

The empirically validated inner model is presented in Figure 3, which shows that the obtained data support H1, H2, H3, H4, and H5. The direct path from motherhood identity to teaching practices represents the direct effect.
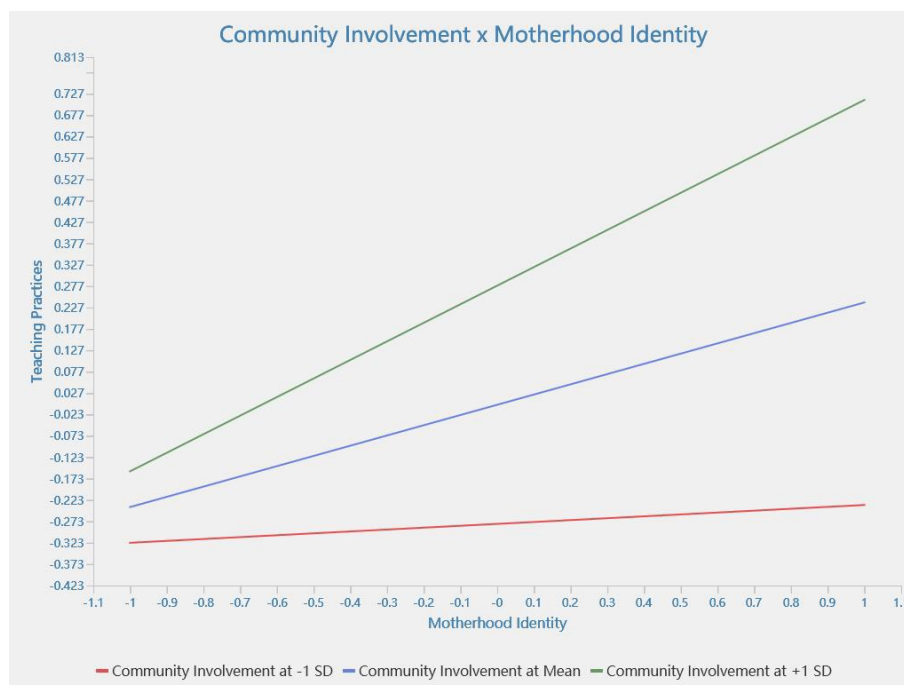

Figure 3. The inner model with path coefficients and p-values

The moderating coefficient is 0.195 and significant. Figure 4 is the simple slope analysis, indicating how community involvement moderates the relationship between motherhood identity and teaching practices.

Table 6. f^2 Effect sizes

f^2 Effect sizes			
Constructs	Community Involvement	Teaching Performance	Work-Family Enrichment
Community Involvement		0.099	
Motherhood Identity	0.103	0.070	0.170
Work-Family Enrichment		0.035	

Community Involvement x Motherhood Identity		0. 052	

Note. f^2 qualifies effects in terms of their contributions to the R^2. f^2 values of 0. 02, 0. 15, and 0. 35 represent small, medium, and large effect sizes.
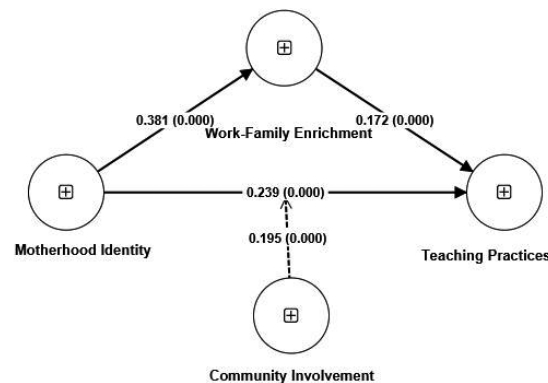

Figure 4. Simple slope analysis

Table 6 presents the effect sizes of the constructs, indicating a medium effect size ($f^2 = 0. 170$) from motherhood identity to work-family enrichment.
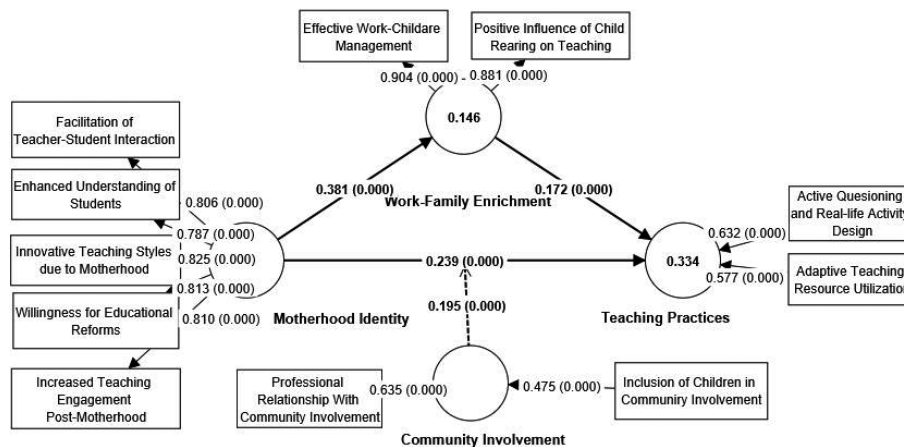

Figure 5. Overall model (outer model and inner model)

Figure 5 illustrates the overall model, comprising both the inner and outer models.

5. Discussion

This research examined how the motherhood identity of English teachers influences their teaching practices. Additionally, it investigated the mediating role of work-family enrichment in the relationship between motherhood identity and teaching practices. Furthermore, it examined the moderating role of community involvement in this relationship. The study was conducted among a sample of English mother teachers in China and supported the hypotheses (H1-H5). Specifically, motherhood identity has a significant and positive influence on teaching practices, suggesting that for English teachers, a motherhood experience can enhance their effectiveness in

teaching. This finding indicates that the identity and roles of female teachers are enriched through motherhood.

5. 1 The mediator of work-family enrichment betweenmotherhood identity and teaching practices

The mediation of work-family enrichment acts as a bridge between motherhood identity and teaching practices, connecting childcare responsibilities and professional pursuits (Heskiau & McCarthy, 2021), which benefits the teachers, their children, and students, enhancing their teaching effectiveness, shaping student perceptions, influencing their teaching styles, and contributing to their professional growth (Laney et al., 2014). This partial mediating role emphasizes the importance of work-family enrichment (Crain & Hammer, 2013; McLaughlin et al., 1994) in constructing motherhood identity and fostering female teachers' professional development. Theoretically and empirically, the mediation through work-family enrichment advances the identity theory of Stryker and Burke (2000).

Theoretically, identity encompasses individuals' self-attitudes toward their role behavior, where the concept of "self" comprises a collection of identities. The prominent identity is called identity salience, which varies in terms of different contexts, intentions, interests, and demands. Therefore, a hierarchy of salience exists among all the identities (Desrochers et al., 2002). For instance, the identity of mothering English teachers comprises a multifaceted self, such as mother and wife in the family, teacher and employee at work, neighbor and volunteer in the community. Moreover, their hierarchy of identity salience, to some extent, is invoked by these different situations and pursuits.

Empirically, studies on teachers from primary and secondary schools, as well as undergraduate institutions, have examined pro-family work support, professional identity and job satisfaction, demonstrating that work-family enrichment acts as a mediator and highlighting the importance of establishing positive work-family relationships in improving teachers' job satisfaction (Wei et al., 2025; Zhang & Chang, 2025). Wang et al. (2025) investigated physical education teachers' conflicts between work and family roles, concluding that work-family facilitation can impact their work engagement through a significant mediation effect.

Additionally, studies on work-family enrichment mediation have expanded to other professions, including insurance employees, public hospital nurses, and school counselors, finding that work-family enrichment predicts work outcomes and mediates between job resources and job embeddedness (Wayne et al., 2006; Zhang et al., 2025; Liu et al., 2025).

Thus, work-family enrichment, with a binary direction, is inevitably playing acrucial role in benefiting a mothering teacher when they can skillfully transform their knowledge and experience of childcare and English teaching into identity salience. In this regard, the mediating role of work-family enrichment can foster the mutual transformation in identities between mothers and teachers, therefore, making a positive partial effect between childcare and teaching practices.

5. 2 The moderator of community involvement betweenmotherhood identity and teaching practices

The presence of community involvement significantly strengthened the positive relationship between motherhood identity and the teaching practices of female English teachers. When community involvement was high, motherhood identity had a more substantial positive effect on teaching practices. When community involvement was low, the effect became non-significant. These findings underscore the importance of community

engagement in the identity construction and professional development of mother English teachers.

For mothers balancing their time between nurturing their children and their professional obligations, the community acts as amoderator, connecting the dual roles. This connection expands teachers' perspectives, fostering insightful thinking and encouraging exploration for professional growth (Dori, 2018; Hallman, 2019). Community involvement helps balance motherhood and teacher identity, representing a dynamic and moderating equilibrium (Assante & Momanu, 2021). By establishing a link between motherhood and community involvement, teachers are better equipped to navigate the challenges posed by their roles.

Exploring how community involvement aligns with English teachers' academic and research interests offers distinct advantages (Pinnegar et al., 2005). Activities such as storytelling sessions, reading salons, psychological workshops, and bilingual and other language programs are thriving in many communities worldwide. These initiatives attract mothers to participate by providing excellent opportunities to foster children's prosocial and language skills.

Furthermore, these community activities offer opportunities for mother teachers to observe language-related events outside the classroom. Such experiences offer valuable insights that enrich their teaching practices and inspire further research endeavors (Romansyah, 2023). As teachers become more deeply involved in community activities, they transition into volunteer teaching roles. This transformation seamlessly blends their teacher and motherhood identities, highlighting how motherhood positively influences English teachers' community involvement, thereby facilitating their work-family enrichment.

In the classroom, they willingly share their experiences in community involvement with their students, actively encourage students to participate in community activities, and demonstrate genuine concern for students' practical skill development. Teachers proactively and flexibly adjust their teaching styles and philosophies to meet the needs of both society and their students. As a result, students readily perceive this multifaceted role transformation, observing their teachers evolving from dedicated mothers and educators into socially engaged volunteers and advocates. Simultaneously, their children actively participate in community activities alongside their mothers (Simmons et al., 2021), enhancing their kinship, prosocial abilities, and communication skills.

5.3 Implications

Our study highlights the significant interplay between motherhood identity, work-family enrichment, community involvement, and teaching practices among English mother teachers (Chambers, 2017). These findings bear practical implications for teachers, educational institutions, and policymakers (Linabary et al., 2017). For teachers, it is necessary to reconsider their various identities under different circumstances, integrate their knowledge and skills in childcare into teaching practices, and initially explore practical cooperation with the community. Regarding schools and colleges, it is vital to take measures and inspire teachers to do in-depth research and develop high standards of extracurricular activities and curriculum to meet community and student needs. Policymakers can foster educational synergy by promoting home-school-community integration. This study underscores the importance of recognizing and supporting teachers in harmonizing their roles as mothers and educators, ultimately enriching the educational experience for teachers and students.

5.4 Limitations and further research

This study has certain limitations. For instance, our research may be context-specific, given that it was

conducted with a particular group of English teachers in China. Therefore, the generalizability of our findings to other contexts should be considered with caution. Future research in this area could further investigate how community involvement affects work-family enhancement for English teachers and extend the investigation to educators in other fields and diverse cultural settings.

In summary, this study underscores the pivotal role of community involvement in shaping motherhood identity and highlights its multifaceted implications. As our understanding of identity theory continues to evolve, it becomes increasingly evident that there is much more to explore and discover in the intricate interplay between identity, community, and teaching.

6. Conclusion

In conclusion, this study explored the impact of motherhood identity on work-family enrichment and teaching practices, as well as how community involvement moderates the relationship between motherhood identity and teaching practices. Using PLS-SEM analysis, we found that a motherhood identity can have a positive impact on the teaching practices of English teachers. Simultaneously, community involvement can positively influence teaching practices as a moderating factor. Notably, motherhood identity also directly contributes positively to work-family enhancement. These findings align with work-family enhancement theory and identity fusion theory, enriching our understanding of the relationship between self, society, and behavior through empirical evidence, specifically in the contexts of motherhood, community, and teaching.

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