Factors Contributing Wellbeing of Work-Care Balance among Female Teachers in Malaysia: An Analysis of Structural Equation Modelling (SEM)

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Abstract

As the times progress, the need for women's workforce to generate the economy is as important as the needs of the male workforce. Women are now able to take up major jobs in an organization and are able to make decisions. However, working women are often associated with the dilemma of dividing their duties in the office and managing the household. The involvement of women in a career has both positive and negative effects on women themselves, their families and even their organizations. Teaching is a challenging job considering its broad duties and heavy responsibilities. The burden of many tasks has caused complexity, dissatisfaction and emotional fatigue to the teachers. The data was collected through the distribution of investigative question forms specifically designed to a total of 418 respondents of female teachers with children of 0 to 12 years old in the states of Kedah and Selangor. Next, the use of Structural Equation Modeling Analysis (SEM) to achieve the objectives of the study. Studies show that employment factors are the biggest contributor to the wellbeing of female teachers. This is followed by economic factors affecting the wellbeing of female teachers. While the social factors have only a slight affect to the wellbeing of female teachers. It can be formulated that the wellbeing of female teachers in balancing their child's workload and care is affected by occupational, economic and social factors. The balance of work time and child care is important so that working married women will continue to be productive in contributing in the labor market.

Keywords: wellbeing, work-care balance, workplace factors, economic factors, social factors, SEM.

INTRODUCTION

Almost half of Malaysia's population is now made up of women. Therefore, their contribution in the development of the nation and the country is very important whether as wives, mothers or salaried workers. They are an important economic resource in addition to playing a major role in the formation of future generations. According to Figure 1, women now make up one-third of the total workforce in Malaysia. In terms of gender participation, women's participation has increased from 37.2 percent in 1970 to 46.7 percent in 1990 and 55.1 percent and increased again to 55.1 percent in February 2021 (Department of Statistic Malaysia, 2021). The number of women's workforce has also increased by a large number in the manufacturing sector, especially in the textile and electronics sectors. While in the services sector such as community, social, private and public sectors, women's participation also increased.
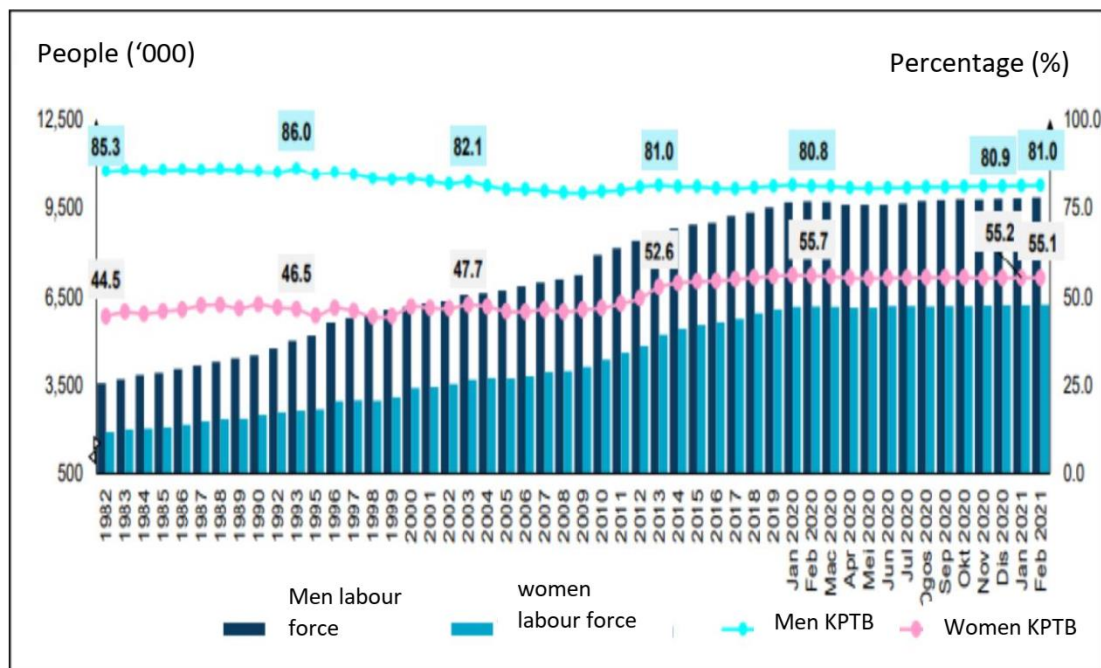
Figure 1: Labour and KPTB by gender, 1982 - 2019 and January 2020- February 2021
Source: Department of Statistic Malaysia, 2021

Increaments in women workforce also actually occur in the education sector. The percentage of female teachers has grown from 69.14 percent in 2012 to 70.41 percent in 2018. Meanwhile, the rate of male teachers decreased from 2012, which was 30.88 percent to 29.59 percent in 2018. This shows that the number of female teachers has far exceeded the number of male teachers (Malaysian Education Statistics, 2018). Now the tasks and responsibilities that teachers have to shoulder are increasingly and challenging. Furthermore, disciplinary problems among students in elementary and secondary schools are becoming increasingly difficult to control. Most female teachers have to endure these problems on a daily basis. The implementation of various reforms in education has certainly made the role and responsibility of teachers more challenging (Abdul Said Ambotang & Norhayati Bayong, 2018).

Teaching profession is very challenging considering its many duties and heavy responsibilities (Norashid & Hamzah, 1985). The burden of many tasks has caused complexity, dissatisfaction and emotional fatigue to the teacher. This is supported by Rosnah and Muhammad Faizal (2013) who say teachers have a large workload with diverse assignments in schools including teaching and learning and need to deal with students' problems with extra-time work. This has become a habit for all teachers. This view concures with Mohana Muniandy and Faridah Mydin Kutty (2019) who say the issue of teachers' heavy burden has been studied in a long time. Their studies are related to the impact of teachers' heavy burden on students, teacher stress, quality of education and satisfaction of teacher work.

Teachers nowadays do not only discharge their duties in the classroom alone, but they also assume the responsibility of being a secretary, tresuary, typist, decorator, clerk, salesperson, painter and various more clerical tasks that need to be made. These addition tasks will sometimes cause teachers to having less time in make teaching preparations. These clerical works sometimes bring fatigue to teachers and may lead to having mentally exhausted state (Norashid & Hamzah, 2014).

Today, although much of the workforce consists of women, their function as mothers cannot be separated. In any positions held by the female workforce including female teachers, their association to child care maintains. It has become a culture that has been a legacy for a long time. If any consolations, it is now possible for working women to plan about how their children are placed under a care while they are at work, the costs of care, safety, welfare, the development and growth of their children and the various others so that their children's development is not affected.

A study conducted by Feierabend et al. (2016) found that child caregivers are like second mothers to the children under their care and their upbringing have a major impact on a child's early development. Parents need the services of childcare centers to help them to efficiently balance between their career and their household responsibilities. The selection of the childcare center is of paramount importance. It is important

to look at who the caregivers are to children especially when leaving them under their care to see if they are trained and are qualified (Rusmailani, 2014). Women prefer to choose among family members to take care of their children informally. However, informal child care services are logistically limited mostly because their family members are not available nearby. As these working women are far from known families or neighbor, they have no alternatives to formal childcare.

The cost of child care is among the important economic factor to consider before choosing and deciding to send their children to child care centres. If it is not economically viable, very often they will opt to quit their dayjobs. This indeed is a loss to the development of the country. According to Azmiera Husna Azizi (2019), most parents want to make sure that their children get the best childhood cares, but many could not afford the costs.

Career women need to be wise in managing responsibilities in order to achieve ultimate success in both their career and household lives (Ilhaamie et al., 2012; Rincy & Panchanatham, 2011; Bushrah, 2006; Zainab al-Ghazali, 2004; Sohair, 1995). According to Haryana Rozana Abdul Rahim (2015), the main challenges is in balancing the role between family and career so as not to cause conflicts. Women's involvement in the economic activities certainly benefits the country, but the solutions in addressing any career and family conflicts need to be given serious attention. Career and family are both very important components in our lives but they also contribute to a stressful living state. According to Siti Halimah Putung and Dg Hafizah Ag Basir (2017), career women need a variety of individual support systems, their husbands among others, to address these components in a balanced and effective perspective.

The involvement of women in the world of work will cause two effects either positive or negative effects. The positive effect is that it is a good relationship between husband and wife and can increase self-esteem for a woman. This is because working women are not solely to meet economic needs alone but also as good models for child development. While the negative impact is women who face life problems between work and family, there is a conflict between roles at work and a lack of time that can be extended to husbands and children. Sometimes it is difficult to accept any invitation from the child's school. Some women neglect themselves solely to attach importance to work and family (Handayani, 2013). This conflict leads to self-satisfaction, marriage as well as low job satisfaction and will eventually lead to psychomatic disorders. (Kinnunen, & Mauno, 1998; Namayandeh, Juhari, & Yaacob, 2011), as well as low life satisfaction (Naz, Gul, & Haq, 2011).

The study aims to identify factors that influence the level of wellbeing of female teachers in maintaining a work-care balance.

Literature Review

Women who are married and work together including female teachers should balance between the two when choosing the path to work (al-Buty, 1996). What's more, their position is not only needed in a career but they are also needed in the household (Rohaiza, 2011). Work-family conflict refers to role conflicts that occur when pressure is accepted as a result of the two main domains in life: family and work are unbalanced (Noor Rahamah, 2012). While more women are out of work, there has been little change in the pattern of household responsibilities. Women take part in the majority of homework and child rearing. (Niharika & Supriya 2010).

Technology and a growing economy are among the factors contributing to the formation of work-family conflicts. Economic development leads to increased burdens, roles and commitments that further lead to stress (Rohaiza, 2011; Khadijah & Rahim, 2010). The causative factor of stress is the care factor (Khadijah & Rahim, 2010). Stress is also triggered when there is a conflict of roles between family and work (Siti Aisyah & Siti Khadijah, 2012; Noor Rahamah, 2012). Work-family conflicts work in both directions. The first is a work-to-family conflict (WFC) that occurs as a result of disruption of work responsibilities that affect family responsibilities. Second, family conflict to FWC work that acts otherwise that commitment to the family affects commitment to work (Siti Aisyah & Siti Khadijah, 2012). Women according to Khadijah and Rahim (2010) experienced higher Minnesota Multiphasic Personality Inventory (MMPI) depression scores, lower morale and more symptoms of negative feelings.

According to Romero and Pérez (2016), work at home and child care continue to be considered women's work while men also help in various tasks at home. However, their large contributions are still considered the main breadwinners. Many women who consist as mothers, work full-time and no longer leave labor energy in favor of raising their children or caring for their parents. They always feel guilty for lacking commitment in children's schools because they have to focus on their career. Women are also forced to leave work when their children are sick. Naturally the issue of childcare has become so heated especially when women have started out of work because it is said that women's rights are the same as men's right to work. In recent years there has been an increase in women out of work. Women's positions are only considered when they enter paid work.

Home life and work life are two important areas that affect each other. In research, it is seen that work and life are affected by family-related variables (number and age of children and partner support) and at the same time, home life is affected by work-life needs (Greenhaus &Beutell, 1985; Kossek & Özeki, 2001). Study conducted by Adams, King, and King 1996; Frone, Russell and Cooper, 1992 is about family and family work conflicts showing that relationships between family and family cooperation cooperation can interfere with family life (Family-Work Conflict) while family can hinder working life (Family Work Conflict). Both conflicts lead to adverse effects in work and family life. For example, while working family conflict reduces satisfaction with marriage, working family conflict reduces satisfaction. (Erdamar & Demirel, 2014).

A study by Ayo, Henry and Adebukola (2009), that the situation of teachers who experience conflict in elementary and middle schools as well as at home can interfere with families and families can also interfere with work. Dealing with family and work life together can provide important clues about the reasons for a teacher's behavior. Harmony between work life and family life affects the professional life of the teacher. From studies in Turkey, it was found that young teachers who do not have much experience and have babies are actually facing a very large conflict (Anafarta, 2011).

Work-life balance is often a topic of discussion today, especially in developed countries due to the demographic fact of aging and falling fertility rates (Mohd Zamree et al., 2012). In most studies, many have emphasized in terms of concerns about the relationship between work and leisure time (Felstead et al., 2002). Although there is a free time but the discussion is more towards the flexibility of improvement and autonomy of workers in the workplace (Gregory and Milner, 2009). This article written by Haas (2005) is however more interested in the balance between work and child care rather than work-life balance. It is because both terms are work and caring continue to focus on the issues that parents who work in an organization and at that time also have children and dependents to look after. The work balance and child care in this article is related to the condition of parents who work full-time. This criterion can be a problem for working parents if they come to work early and go home late. To achieve equal satisfaction between work and family focus, both parents must know their responsibilities in both areas, otherwise the work environment becomes severely disingening towards the female parent.

The study will discuss the balance for female teachers between workload and childcare. This criterion can be a problem for working female teachers if it comes early and goes home somewhat late. To achieve equal satisfaction between work roles and motherhoods, such women need to know their responsibilities in both areas. Otherwise, the working environment will be imperfect for the woman.

Methodology

For quantitative methods, a set of investigative questions for studies are used for data collection. This method is very useful for getting large amounts of data from many people in a very limited time. Furthermore, the survey method is widely used in descriptive as well as research exploration (Neuman, 2006). The data was collected through the distribution of investigative question forms specifically designed to a total of 418 respondents of female teachers who had children 0 to 12 years old in the states of Kedah and Selangor. The method of dismissal for this study is randommamping randomly with two-stage and group settings. Furthermore, this study using Structural Equation Modeling (SEM) analysis was used to achieve testing the determinants that contribute to the level of child-care balance for female teachers.

Instruments

The instrument used in this study is a set of investigative question forms containing three parts that are; demographic information, employment information, child and dependent information, employment factors and work and family factor information and measured using the likert scale.

Based on Table 1 shows the definitions for variables consisting of dependent variables which is welebeing and independent variables consisting of economic factors, workplace factors and social factors.

Table 1. Definition of Variables for SEM Analysis

Variables	Definition
Dependent variables (Wellbeing)	
i. Emotions	Refers to the emotional influence of respondents
ii. Child commitment	How much are respondents happy with the time to be with their children?
iii. Work commitment	How much is the extent to which respondents are happy with the time for work
iv. Child care	Referring to the type of child care whether family members, neighbors / caregivers and child care centers / nurseries
v. Support	Support provided by the family
Simplification (*Moderating*)	
Work-care Balance	Refers to the time balance carried out by respondents
Independent variables	
Economic Factors	
i. Income	Refers to the income earned by respondents
ii. Husband's income	Refers to the income earned by the respondent's husband
iii. Side income	Refers to the side income earned by respondents
iv. Household income	Refers to the income earned by respondents and husbands
v. Child care costs	Refers to the amount of payment to the child care
Workplace Factors	
i. Workload	Workload at work such as having to prepare tasks at home and tired.
ii. Time management	Use the time after school time for work commitments
iii. Provision of teaching materials	Referring to Teaching Aids (BBM) which is increasingly complicated
iv. Administrative affairs	Refers to the tasks of hardening in addition to duties as a teacher
v. Co-curriculum involvement	Co-curriculum involvement after school time such as weekends.
Social Factors	
i. Relationship with the employer	Refers to the respondent's communication with the employer
ii. Relationships with colleagues	Refers to the respondent's communication with colleagues
iii. Relationships with students	Refers to the respondent's communication with students
iv. Infrastructure at work	Refers to the completeness and facilities provided by the school to assist in the teaching and learning process.

Figure 2 showed the basic model of SEM used in this study. In this model consists of showing the relationship between the variables of lean that is the welfare of female teachers consisting of emotional factors, child commitment, work commitment, child care fan support factor. While the change does not lean consists of economic factors (income, husband's income, side income, home income and child care costs) workplace factors (workload, time management, preparation of teaching materials, administrative affairs and co-curriculum involvement and social factors (relationships with employers, relationships with colleagues, relationships with students and relationships with infrastructure in the workplace).
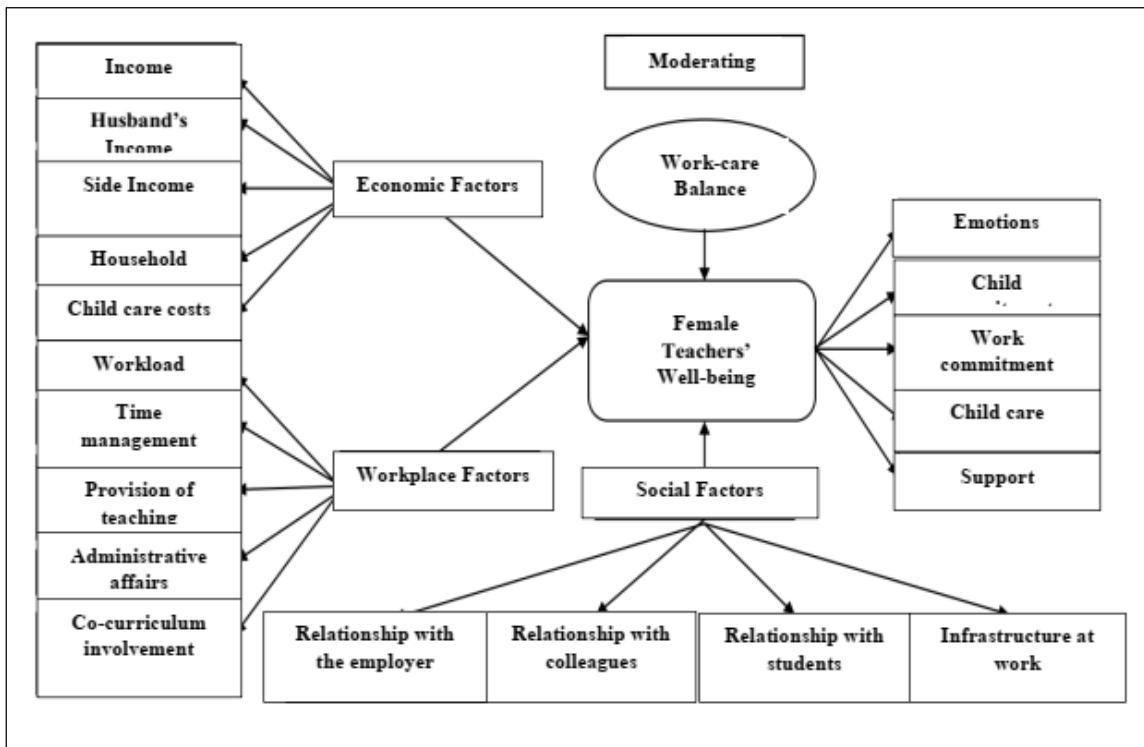
Figure 2: Basic SEM Model

Research Findings
Validity Test

A validity test is a test to ascertain a measure that shows that the variable being measured is actually the variable to be studied or studied (Taherdoost, 2016). The measuring instrument used in this study is a questionnaire.

Legitimate measuring instruments have a high accuracy. Careful means being able to detect the small differences that exist in the attributes measured. Validity consists of two categories: item validity and factor validity. The method used is The Pearson Bivariate (pearson moment product).

Thus, the calculation of the hypothesis exam is as follows.
If $r \geq r$ schedule: significant $\rightarrow$ valid
If $r < r$ schedule: insignificant $\rightarrow$ invalid

Table 2 shows a test of validity for the variable X1 (Economic Factor), X2 (Employment Factor), X3 (Social Factor) and Y (Wellbeing). In short, it is found that all variables are significant at the level of efficacy $p = 0.01$. Thus, all variables consisting of questions in the question of the inquiry are valid.

Table 2: The Test of Validity

Variables	Correlation (r)
Economic Factors	
$X_1.1$	0.616^{***}
$X_1.2$	0.470^{***}
$X_1.3$	0.331^{***}
$X_1.4$	0.408^{***}
$X_1.5$	0.722^{***}
Workplace Factors	
$X_2.1$	0.753^{***}
$X_2.2$	0.472^{***}
$X_2.3$	0.607^{***}
$X_2.4$	0.592^{***}
$X_2.5$	0.530^{***}
Social Factors	
$X_3.1$	0.552^{***}
$X_3.2$	0.629^{***}
$X_3.3$	0.677^{***}
$X_3.4$	0.815^{***}
Wellbeing	
Y.1	0.500^{***}
Y.2	0.648^{***}
Y.3	0.648^{***}
Y.4	0.470^{***}
Y.5	0.826^{***}

Note: *** significant at 1% level

Reliability Test

Reliable question has consistency from time to time (Sharifah, Jamal & Hamidah, 2017). The test of trustworthy is to test how far the tool or question of the survey can be trusted and the high trustworthy ability is close to the number 1 (Marwa et al., 2019; Polit & Beck, 2017).

- a. If alpha > 0.90, then the trust is perfect.
- b. If alpha is between 0.70 and 0.90, then the trust is high.
- c. If alpha is 0.50 – 0.70, then the trust is simple.
- d. If the alpha < 0.50, then the trust is low.
- e. If alpha is low, then it is likely that one or more items have no confidence.

The test was conducted using the Alpha-Cronbach formula. Table 4.18 shows alpha values for the variables studied: X1 (Economic Factors), X2 (Employment Factor), X3 (Social Factors) and Y (Wellbeing). It was found that all variables had high or strong levels of trustworthiness and could be used in this study.

Table 3: Test of Reliability

Variables	Cronbach Alpha	Bil Item
Economic Factors (X_1)	0.841	5
Workplace Factor (X_2)	0.912	5
Social Factors (X_3)	0.890	4
Wellbeing (Y)	0.849	5

Analysis of Study Results

The objective of this study is to identify factors that have a significant relationship in influencing the level of child-care balance for female teachers along with the variable simplification. The factors studied, the majority are latent variables, namely to identify the pattern of relationships between latent variables. Therefore, the (Partial Least Square) PLS model is used to achieve this goal. The variables that will be involved in pls are as follows.

1) Economic Variable (X1) is a latent variable with indicators $X_1.1$, $X_1.2$, $X_1.3$, $X_1.4$, and $X_1.5$. Where,
   $X_1.1$ = Wage rate
   $X_1.2$ = Income
   $X_1.3$ = Husband income
   $X_1.4$ = Side income
   $X_1.5$ = Childcare costs

2) Workplace Variable (X2) is a latent variable with indicators $X_2.1$, $X_2.2$, $X_2.3$, $X_2.4$ and $X_2.5$. Where,
   $X_2.1$ = Workload
   $X_2.2$ = Time management
   $X_2.3$ = Provision of teaching materials
   $X_2.4$ = Administrative tasks
   $X_2.5$ = Involvement of co-curricular

3) Social Variable (X3) is a latent variable with indicators $X_3.1$, $X_3.2$, $X_3.3$ and $X_3.4$. Where,
   $X_3.1$ = Relationship with employer
   $X_3.2$ = Relationship with colleagues
   $X_3.3$ = Relationship with students
   $X_3.4$ = Infrastructure at work

Based on the variables involved, an initial and complete model has been built in the following PLS applications:
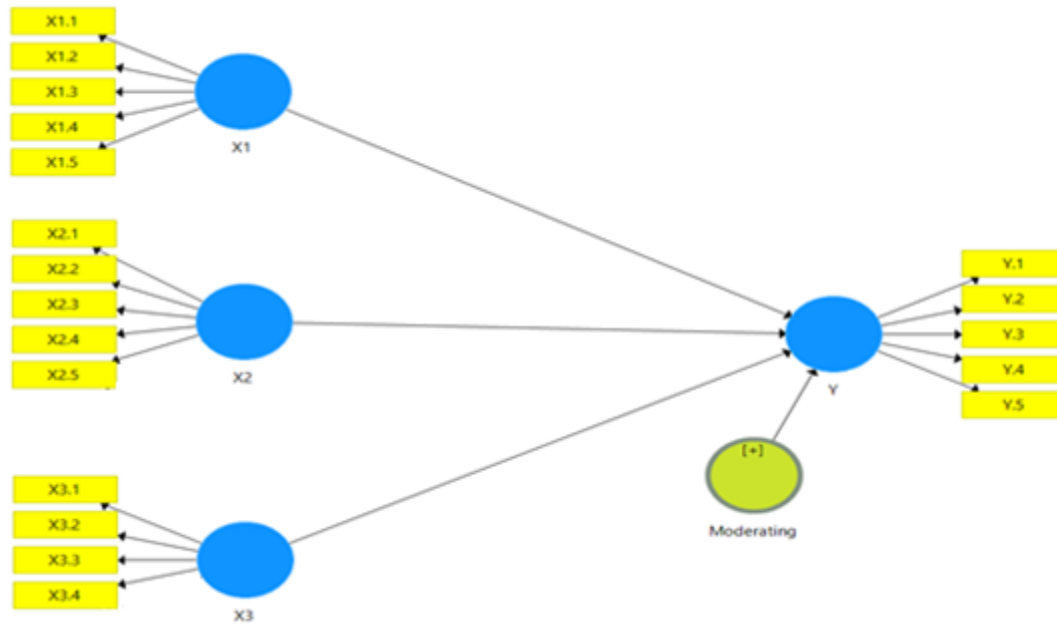

Figure 3: Early and Complete Model of PLS

By building and defining the initial and complete model of the PLS, the next step is to assess the model so as to get the best PLS model. There are two stages of assessment: outer model assessment and inner model assessment.

Outer Model Rating
The components that will be looked at to assess the outer model are convergent validity, discriminant validity and composite reliability (CR).

Verification of Convergent
Convergent verification can be seen from the values of outer loading and Average Variance Extracted (AVE). Outer loading describes the contribution of indicators to latent variables. The expected outer loading value for the indicator to be declared valid converges is beyond 0.6 (Hair, et al., 2013).

Table 4: Convergent Validity Outer Model

Latent Variable	Indikator	Outer Loading
Economic Factors	$X_1.1$	0.674
	$X_1.2$	0.843
	$X_1.3$	0.853
	$X_1.4$	0.773
	$X_1.5$	0.754
Work Factor	$X_2.1$	0.782
	$X_2.2$	0.851
	$X_2.3$	0.750
	$X_2.4$	0.850
	$X_2.5$	0.900
Social Factors	$X_3.1$	0.886
	$X_3.2$	0.713
	$X_3.3$	0.817
	$X_3.4$	0.963
Wellbeing	Y_1	0.842
	Y_2	0.655
	Y_3	0.858
	Y_4	0.854
	Y_5	0.726

Based on the results obtained, all indicators meet the outer loading criteria maintained in the model.

Then, the Average Variance Extracted (AVE) value will be identified. The required AVE value is more than 0.5 (Hair, et al., 2013). If the AVE value is smaller than 0.5, this indicates that the construct cannot explain the indicator difference well. Here is the AVE value for each latent variable.
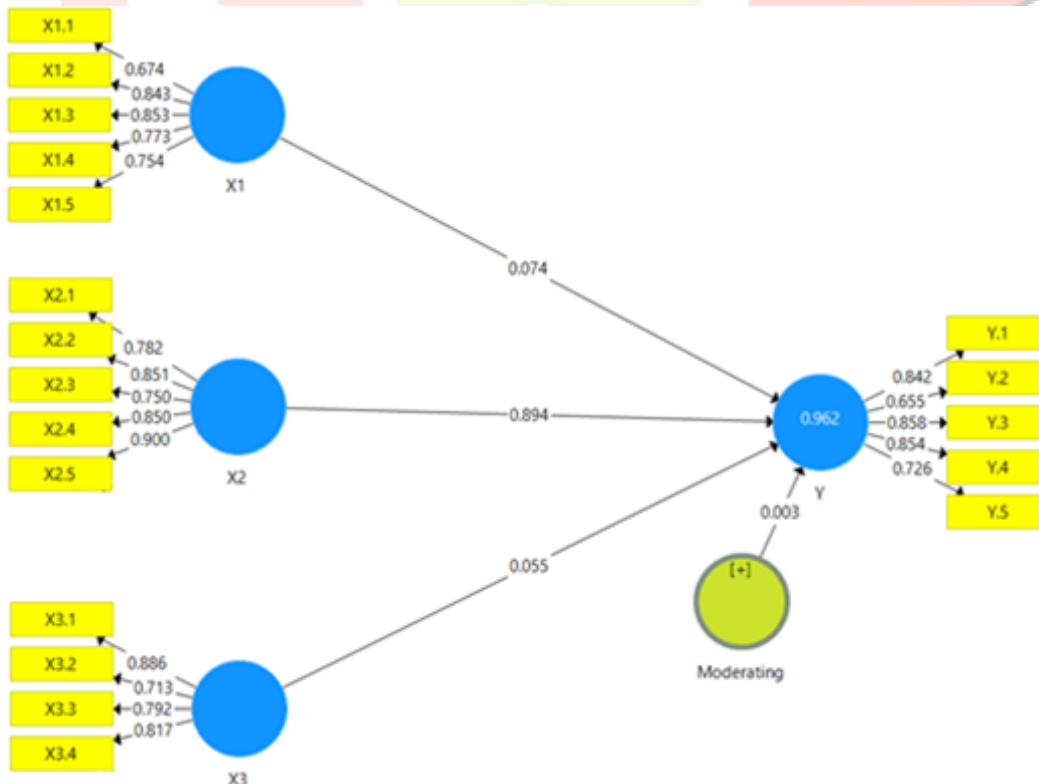

Figure 4: PLS-SEM Analysis Model with Path Coefficient

Through Table 5, it can be seen that all variables have an AVE value of > 0.5. Thus, based on the value of outer loading and AVE, it can be stated that the outer model on the model has met the convergent validity.

Table 5: AVE Values for Each Latent Variable

Latent Variable	Average Variance Extracted (AVE)
Economic Factors	0.612
Workplace Factor	0.697
Social Factors	0.703
Wellbeing	0.626

Discriminant Validity

An indicator is said to be discriminant if the outer loading value is greater than the cross-loading value with other variables. Outer models that meet discriminant validity show that indicators on the model are not highly correlated with other latent variables, other than the latent variables it measures. Discriminant validity can be seen through cross loading values. The full result of cross loading the model is as found in Table 6.

Table 6: Cross Loading Model Results

	X1	X2	X3	Y
$X_1.1$	0.674	0.405	0.428	0.396
$X_1.2$	0.843	0.565	0.6	0.59
$X_1.3$	0.853	0.686	0.582	0.713
$X_1.4$	0.773	0.601	0.468	0.632
$X_1.5$	0.754	0.49	0.404	0.502
$X_2.1$	0.566	0.782	0.539	0.742
$X_2.2$	0.618	0.851	0.625	0.821
$X_2.3$	0.542	0.75	0.597	0.753
$X_2.4$	0.66	0.85	0.659	0.858
$X_2.5$	0.608	0.9	0.607	0.867
$X_3.1$	0.53	0.62	0.886	0.646
$X_3.2$	0.435	0.472	0.713	0.488
$X_3.3$	0.614	0.617	0.792	0.614
$X_3.4$	0.469	0.604	0.817	0.625
Y_1	0.634	0.843	0.617	0.842
Y_2	0.469	0.629	0.524	0.655
Y_3	0.66	0.85	0.659	0.858
Y_4	0.603	0.881	0.591	0.854
Y_5	0.562	0.62	0.537	0.726

Based on these results, it can be seen that the outer loading value (marked with color) on all indicators is greater than the cross loading value with other variables. Therefore, the construct in the model is expressed as a discriminant validity.

Composite Reliability (CR)

Composite Reliability (CR) is a value that measures internal consistency in latent variables (Sanchez, 2013). The minimum value required is 0.7 (Hair, et al., 2014). Here is the composite reliability value for the model that is as found in Table 7.

Table 7: Composite Reliability Values for the Model

Latent Variable	*Composite Reliability*
Economic Factors	0.887
Workplace Factors	0.932
Social Factors	0.921
Wellbeing	0.892

Since all composite reliability values are > 0.7, the entire construct of the model is consistently internal. Thus, the three measurements above (convergent validity, discriminant validity, and composite reliability) have been met, so the outer model is reliable and valid. Therefore, the next can be carried out that is the assessment of the inner model.

Inner Model Assessment

The inner assessment of the model is done by looking at the significant path coefficient of the bootstrap method. With a significant stage of 0.05, if the p-value of the path coefficient $< \alpha = 0.05$, then the relationship that occurs in that path is significant. Here is the p-value of the path coefficient obtained from the model.

Table 8: The p-value of the Model Path Coefficient

Variable	Path Coefficient	T-Statistic	p-value
Economic Factors x Wellbeing	0.074	3.397	0.001
Workplace Factors x Wellbeing	0.894	36.860	0.000
Social Factors x Wellbeing	0.055	2.751	0.006
Moderating	0.003	0.191	0.849

Based on the results obtained, the conclusions and actions that can be taken are as follows:
   a. The Variable of Economic Factors, Employment Factors and Social Factors will still be maintained in the model.
   b. The simplification of the variables is that the time balance is removed from the model because it has no significant effect.

After issuing changes that are in accordance with the budget, assessment and decision above, the modified model obtained is as follows:
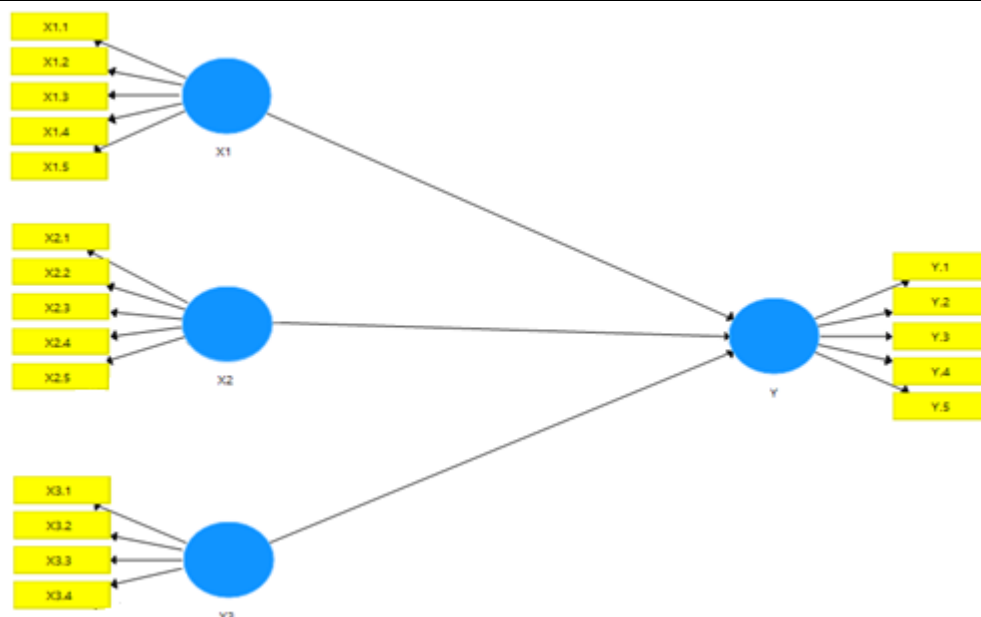
Figure 5: The results of the analysis of the modified model

Then, it will be reassessed by conducting an inner assessment of the model to ascertain the importance of each variable as found in Table 9.

Table 9: The Importance of Inner Evaluation of the Model

Variable	Path Coefficient	T-Statistic	p-value
Economic Factors x Wellbeing	0.074	3.285	0.001
Workplace Factors x Wellbeing	0.894	39.969	0.000
Social Factors x Wellbeing	0.055	2.443	0.015

Then, the final model or model without simplification will be reassessed outer model through convergent validity, discriminant validity and composite reliability.

Outer Model Assessment (No Simplification)
Convergent Validity
The outer loading value obtained from the final model is as found in Schedule 4.26.

Table 9: The outer-loading of measurement model

Latent Variable	Indicator	Outer Loading
Economic Factors	$X_1.1$	0.674
	$X_1.2$	0.843
	$X_1.3$	0.853
	$X_1.4$	0.773
	$X_1.5$	0.754
Workplace Factors	$X_2.1$	0.782
	$X_2.2$	0.851
	$X_2.3$	0.750
	$X_2.4$	0.850
	$X_2.5$	0.900
	$X_2.6$	0.867
Social Factors	$X_3.1$	0.886
	$X_3.2$	0.713
	$X_3.3$	0.792
	$X_3.4$	0.817

	$X_3.5$	0.963
Wellbeing	Y_1	0.842
	Y_2	0.655
	Y_3	0.858
	Y_4	0.854
	Y_5	0.726

Based on the results obtained, all indicators meet the outer loading criteria where > 0.6. Next, it will be assessed based on the Average Variance Extracted (AVE) value, as found in Table 10.

Table 10: Average Variance Extracted (AVE)

Latent Variable	Average Variance Extracted (AVE)
Economic Factors	0.612
Workplace Factors	0.697
Social Factors	0.703
Wellbeing	0.626

Each indicator in the modified end result model has an outer loading > 0.6 and its variable has an AVE value of > 0.5, hence it can be said that the outer model on the final model is legitimately convergent.

Discriminant Validity

Table 11: Cross Loading Model

	X_1	X_2	X_3	Y
$X_1.1$	0.674	0.405	0.428	0.396
$X_1.2$	0.843	0.565	0.6	0.59
$X_1.3$	0.853	0.686	0.582	0.713
$X_1.4$	0.773	0.601	0.468	0.632
$X_1.5$	0.754	0.49	0.404	0.502
$X_2.1$	0.566	0.782	0.539	0.742
$X_2.2$	0.618	0.851	0.625	0.821
$X_2.3$	0.542	0.75	0.597	0.753
$X_2.4$	0.66	0.85	0.659	0.858
$X_2.5$	0.608	0.9	0.607	0.867
$X_2.6$	0.599	0.867	0.595	0.851
$X_3.1$	0.53	0.62	0.886	0.646
$X_3.2$	0.435	0.472	0.713	0.488
$X_3.3$	0.614	0.617	0.792	0.614
$X_3.4$	0.469	0.604	0.817	0.625
$X_3.5$	0.627	0.697	0.963	0.712
Y_1	0.634	0.843	0.617	0.842
Y_2	0.469	0.629	0.524	0.655
Y_3	0.66	0.85	0.659	0.858
Y_4	0.603	0.881	0.591	0.854
Y_5	0.562	0.62	0.537	0.726

From the cross loading schedule above, it can be proven that all indicators have an outer loading value that is greater than the cross loading value. Therefore, the construct on the final model is declared discriminant validity.

Composite Reliability

The composite reliability value of the variable in the final model is as follows. Composite reliability, as found in Table 12, shows that all variables in the final model are worth more than 0.7. Therefore, all constructs in the final model are declared internally consistent.

Table 12: Composite Reliability

Latent Variable	Composite Reliability
Economic Factors	0.887
Workplace Factors	0.932
Social Factors	0.921
Wellbeing	0.892

Based on the results obtained, it can be formulated that:
a) The effect of economic factors (X1) on wellbeing.
   The results showed that the variable economic factors were significant in affecting wellbeing by 7.4 percent. This showed that the level of wellbeing of female teachers was affected by economic factors by 7.4 percent.

b) Effect of the Workplace Factors (X2) on wellbeing.
   The results showed that the variable of the Employment Factor was significant in affecting wellbeing by 89.4 percent. This showed that the level of wellbeing of female teachers was affected by the Employment Factor by 89.4 percent. This can also show the Workplace Factor is the biggest contributor to the wellbeing of female teachers.

c) The effect of social factors (X3) on wellbeing.
   The results showed that the variable of Social Factors was significant in affecting wellbeing by 5.5 percent. This showed that the level of wellbeing of female teachers was influenced by Social Factors by 5.5 percent.

Conclusion

The work-care balance can be seen to the level of religiousness of female teachers. This is because female teachers have to take care of childcare at once. Every job will affect the child's care and so will the opposite circumstances. The study found that the childcare work balance for female teachers was influenced by economic, occupational and social factors. However, it was found that occupational factors were the factors that most affected the level of wellbeing of female teachers in balancing workload and care compared to economic and social factors.

It can be formulated that the work balance of child care does not divide the time equally between children and career, or shorten work time. It's different for each individual because we have different interests, lifestyles and are at different levels of life. The balance will change over time. The key is to decide what's important to us now and adjust our career and family life accordingly.

A female teacher who is great at career and successfully educates a brilliant generation needs support from other factors such as economic factors and social factors. The solid support provided by various parties is able to have a big impact on schools and so on to the economic development of the country generally when female teachers can devote their expertise in the given task. In addition, brilliant female teachers are also able to educate and give birth to a brilliant generation as a layer of the country in the future.

It is very important that a special female teacher can balance her role and responsibilities as a mother and her duties as an employee. Without all that support, the happiness of a family is difficult to achieve. In other words, the happiness and harmony of a family will have a positive impact directly on the organization as well as the country.

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