THE INFLUENCE OF WORK LIFE BALANCE, WORK LOAD, AND WORK ENVIRONMENT ON THE PERFORMANCE OF WOMEN TEACHERS WITH JOB STRESS AS A MEDIATION STUDY OF FEMALE TEACHERS AT GOLEWA RAYA DISTRICT HIGH SCHOOL

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ABSTRACT

This study aims to determine: (1) the direct influence of work – life balance on female teacher perfomance, (2) the direct influence of workload on female teacher perfomance, (3) the direct influence of work environment on female teacher perfomance, (4) the influence of work – life balance on female teacher perfomance mediated by work stress, (5) the influence of workload on female teacher perfomance mediated by work stress, (6) the influence of work environment on female teacher perfomance mediated by work stress. The sampling technique used non – probability sampling. Data were obtained by distributing questionnaires about work – life balance, workload, work environment, work stress, and teacher perfomance to 74 married female teachers in Senior High Schools in Golewa Raya District. Data analysis was conducted using SmartPLS 4.0. The result of the study indicate that: (1) work – life balance directly positively influences female teacher perfomance, (2) workload directly negatively influences female teacher perfomance, (3) work environment positively influences female teacher perfomance, (4) work – life balance does not to influence female teacher perfomance mediated by work stress, (5) workload does not influence female teacher perfomance mediated by work stress, (6) work environment does not influence female teacher perfomance mediated by work stress.
Keywords: work – life balance, workload, work environment, work stress, teacher perfomance

1. Intoduction

Education plays a crucial role in shaping human character, knowledge, personality, and ethics, as well as enhancing the quality of human resources. Teachers, as a key aspect of academic success, bear significant responsibility in the learning process and assisting students in achieving their educational goals. Teachers play a vital role in developing the potential of the nation's future generations, in accordance with Law Number 14 of 2005 concerning Teachers and Lecturers. Married female teachers face additional challenges, such as the responsibility of caring for children and spouses, as well as managing household duties. Moreover, they must balance between work and family and confront demands from both family and society. These high responsibilities and demands can affect the performance of a female teacher. There are several variables considered to affect the performance of female teachers, either directly or indirectly. These variables include work-life balance, workload, and work environment. If the results of this study show that any or all of these variables influence performance, whether directly or mediated by work stress, then schools should ensure that they

assign reasonable workloads to female teachers and improve the work environment in schools.

The best approach for female teachers themselves is to enhance their work-life balance to avoid conflicts between family and work. The measures mentioned above aim to improve performance by assigning reasonable workloads and enhancing the work environment and work-life balance.However, over time and with the advancement of the era, the responsibilities of being an educator have grown significantly. Increasing job demands and rising livelihood needs compel teachers to work harder to achieve optimal results. There are many new challenges in learning programs and ways of educating students' character, particularly for high school teachers. From the research conducted by Pradnyani & Rahyuda (2022), it was concluded that work-life balance has a positive effect on performance and a negative effect on work stress. This means that the better the work-life balance experienced by workers, the lower the work stress they will encounter. The research conducted by Yuzalmi (2023) shows that the workload variable has a significant partial effect on teacher performance. The research conducted by Rezeki, Pasaribu, & Bahri (2023) shows that the work environment has a significant direct effect on nurse performance. The research conducted by Pradnyani & Rahyuda (2022) found that work stress affects performance and that reducing work stress will improve performance. Based on the background above and the results of research conducted by several researchers, the author is interested in conducting a study titled "The Influence of Work-Life Balance, Workload, and Work Environment on the Performance of Female Teachers with Work Stress as Mediation." Based on the research problem above, the research questions are as follows, does work-life balance have a directly effect on the performance of female teachers? Does workload have a directly effect on the performance of female teachers? Does the work environment have a directly effect on the performance of female teachers? Does work-life balance affect the performance of female teachersmediated by work stress? Does workload affect the performance of female teachers mediated by work stress? Does the work environment affect the performance of female teachersmediated by work stress?

2. Literature Review
2.1 Empirical Literature
2.1.1 Human Resource Management

According to Sidabutar, Amini, Banurea, Nasution & Sadikin (2023:1886), management is a process that utilizes both science and art to organize and direct a group of people and other resources effectively and efficiently to achieve organizational goals. Damanik, Situmorang, Nisa, Khotimah & Nur (2023:3696) state that management is a series of activities carried out to organize and utilize resources to achieve organizational goals. Meanwhile, according to Tarigan, Setiawam & Panjaitan (2023:2), human resources generally refer to individuals of working age, whether they have entered the workforce or are already employed. Simply put, human resources are individuals working in a company or institution and are commonly referred to by various terms such as employees, assistants, laborers, workers, or staff. The management of human resources in educational institutions is key to success in improving the quality of education. This is because human resources are the most important factor in the educational process. According to Tiara, Supriyadi & Martini (2023:450), human resource management in an organization is a strategy for managing the workforce to support the achievement of organizational goals by developing human resource competencies. This means that educational organizations or schools must ensure that their human resource management focuses on developing specific competencies relevant to the duties and responsibilities of a teacher. These competencies include training programs that support work-life balance and appropriate workload management to effectively carry out teaching duties. Thus, human resource management can help improve teacher performance in achieving school goals. The functions of human resource management according to Zohriah & Diba (2023:5453-5454) are

as follows: a) Planning is a management function related to future planning by educational institutions to achieve goals. b) Organizing is an action taken by an educational institution to implement plans that have been formulated to achieve goals. c) Actuating is the activity carried out by a manager to initiate and carry out activities in accordance with planning and organizing, to achieve predetermined goals. d) Controlling is a continuing management task aimed at ensuring that activities are carried out according to the plans that have been made.

2.1.1 Teacher Perfomance

Syahputra, Pristiani, Siregar, Budiarta, & Hasyim (2023:158) suggest that teacher performance is the achievement or outcome of their duties and responsibilities, with a primary focus on their ability to transform learners from a state of ignorance to knowledge, from dependency to independence, and from incompetence to competence. According to Syabarrudin (2023:126), a teacher's performance reflects their abilities as educators who fulfill various competencies such as creativity, innovation, and active engagement in teaching and learning activities, which in turn can lead to optimal student achievement in accordance with school standards. Based on the two definitions above, it can be concluded that teacher performance is their ability to transform learners into independent and competent individuals through creativity, innovation, and active teaching, and to achieve standards-based achievement. According to Supardi (2013:40), there are six indicators of teacher performance as follows: a. Ability to develop lesson plans and programs b. Ability to establish personal relationships c. Ability to establish interpersonal relationships d. Ability to conduct assessments e. Ability to implement enrichment programs f. Ability to implement remedial programs

2.1.2 Work Life Balance

The decline in teacher performance is often attributed to the lack of balance between personal life and work, resulting in teachers losing focus in their teaching activities. Rahardjo (2023:1796) explains that work-life balance is the condition in which an individual can evenly distribute their roles between work at the workplace and their roles as individuals, partners, parents, or family members. According to Fauzi & Ekhsan (2023:451-452), work-life balance refers to the extent to which an individual is involved and balanced in the allocation of time and emotional involvement between their roles in personal life and work, without experiencing conflicts between these roles. Pranindhita & Wibowo (2020:573) state that work-life balance has four indicators, including work interference with personal life, personal life interference with work, personal life enhancement of work, and work enhancement of personal life. By optimizing work-life balance, teacher performance can improve as they can carry out teaching tasks more effectively, avoid stress, and maintain a high level of focus.

2.1.3 Workload

One of the challenges encountered by teachers in enhancing their performance is workload. When the workload becomes overwhelming, it creates an uncomfortable work atmosphere for teachers and can swiftly induce work-related stress. Dawam & Setiawan (2022:77) define workload as the situation where a worker confronts a set of tasks that must be completed within specified time constraints, becoming their responsibility and burden. Hasibuan & Munasib (2020:250) elaborate on workload as the tasks individuals must accomplish within a particular job or role, usually within defined timeframes, which can impact employee performance under normal conditions. It's crucial for school management to comprehend teachers' workload and ensure that assigned tasks align with individual capabilities and allotted timeframes, aiming to preserve workload equilibrium for optimal and productive teacher performance. Following the aforementioned definitions, workload refers to a set of tasks that a worker must fulfill within a specific job or role, within predetermined time

limits, with these tasks becoming the individual's responsibility and potentially influencing teacher performance if carried out under normal conditions. Workload indicators, as proposed by Putra (2012, in Jalil 2019:121), encompass targets to be achieved, job conditions, and job standards. Additionally, workload indicators as per Hernawan (2022:102) include the pursuit of continuous improvement in work and the completion of challenging tasks, signifying individuals' commitment and competence in handling tasks effectively amidst varying work demands.

2.1.4 Work Environment

Creating a comfortable work environment is essential for enhancing job satisfaction and ultimately impacting teacher performance positively. Nabawi (2019:173) defines the workplace as encompassing all elements surrounding employees, visible or not, that influence how they execute their tasks. A supportive work environment can elevate employee morale and job satisfaction. When teachers operate within a conducive teaching environment, equipped with adequate facilities, supported by colleagues and school management, and nurtured by a positive atmosphere, they tend to deliver quality education to students more effectively. In essence, a favorable work environment assists teachers in improving their performance in fulfilling their duties at school. Referring to Rio et al. (2023:5181), the work environment encompasses all factors surrounding workers that can impact how they perform their tasks and responsibilities. Based on these understandings, the work environment includes visible and invisible elements that affect task execution and responsibility fulfillment. A supportive work environment boosts employee or teacher morale, job satisfaction, and contributes to their ability to provide quality services or education. Elements influencing the physical conditions of the work environment, proposed by Nitisemito (1992) (in Lukito & Alriani, 2019:27-28), include coloration, illumination, air quality, noise, workspace, security, and cleanliness. Sedarmayanti (2007) (in Sampurno & Wibowo, 2015:170) identifies workplace environment indicators such as illumination, air temperature, air circulation, and noise. Additionally, Nitisemito (1992) (in Jalil, 2019:125) suggests workplace environment indicators such as work atmosphere, relationships with colleagues, and the availability of employee facilities. Each of these aspects collectively shapes the work environment, influencing teacher satisfaction and performance.

2.1.5 Work Stress

Work-related stress poses a significant challenge, potentially leading to employee dissatisfaction and a subsequent decline in performance. Lukito & Alriani (2019:28) characterize work-related stress as an excess of psychological and physical pressure stemming from workplace actions and situations, often including demands that surpass an individual's capabilities. In the case of teachers, such stress can manifest as heavy burdens, negatively impacting their well-being and effectiveness. Muhbar & Rochmawati (2019:82) further elaborate that work-related stress among teachers arises from the pressure of meeting job demands, compounded by family issues, excessive workload, and other unavoidable factors. From these definitions, it's evident that work-related stress encompasses both psychological and physical strains resulting from workplace dynamics, potentially exacerbated by external factors. Robbins (2006) (in Jalil, 2019:122-123) identifies five key indicators of work-related stress: task demands, role demands, interpersonal demands, organizational structure, and leadership styles. Each of these factors contributes to the overall stress experienced by employees, including teachers, affecting their job satisfaction and performance. Thus, addressing work-related stress is crucial for maintaining a conducive work environment and sustaining employee well-being and productivity.

2.2 Hypothesis
1. Work-life balance directly effect the performance of female teachers
2. Workload directlyeffect the performance of female teachers
3. The work environment directly effect the performance of female teachers
4. Work life balance affects the performance of female teachers mediated by work stress
5. Workload affects the performance of female teachers mediated by work stress
6. Work environment affect the performance of female teachers mediated by work stress?

3. Research Methods

The research methodology adopted for this study involves the utilization of a Likert scale for measurement, a method widely recognized for assessing attitudes and opinions. As elucidated by Fauzi, Dencik, & Asiati (2019:64), the Likert scale offers respondents a range of options to express their level of agreement or disagreement with statements, spanning from strongly positive to strongly negative. In this investigation, respondents are tasked with using a five-point Likert scale, ranging from "strongly disagree (SD)" to "strongly agree (SA)," to provide nuanced insights across various research variables, particularly focusing on the dynamics of work-life balance, workload, and the working environment. The data collection process encompasses both primary and secondary sources, providing a comprehensive understanding of the factors under scrutiny. Primary data is acquired through the distribution of questionnaires among married female high school teachers in the Golewa Raya District, offering firsthand insights into their perceptions and experiences. Meanwhile, secondary data comprises information obtained from school records, relevant literature, and previous studies, supplementing the primary data with additional context and insights. A key aspect of the data collection process is the utilization of online questionnaires administered via Google Forms.

This methodological approach aligns with Sugiarto's assertion (2017:185) that questionnaire techniques facilitate data collection independent of the physical presence of researchers, allowing for remote participation and enhanced accessibility. Furthermore, instrument testing procedures, including validity and reliability testing, are seamlessly integrated into the subsequent Partial Least Square (PLS) analysis phase. Validity testing, as outlined by Kasmir (2022:259), serves as an initial assessment of the measurement tools' accuracy and effectiveness in capturing the intended constructs. It ensures that the questionnaire items effectively measure the targeted variables, thereby enhancing the robustness and credibility of the research findings. Concurrently, reliability testing, as expounded by Sugiarto (2017:209), evaluates the consistency and stability of the measurement instruments across multiple administrations, ensuring reliable and replicable data outcomes. The analytical framework employed in this study revolves around Partial Least Squares (PLS) analysis, a versatile modeling technique widely used in Structural Equation Modeling (SEM). This approach, as detailed by Kasmir (2022:270), enables the simultaneous examination of multiple variables and their interrelationships, offering a nuanced understanding of complex phenomena. PLS analysis comprises two primary sub-models: the inner model, which assesses the direct effects between variables, and the outer model, which evaluates validity and reliability. Additionally, the research formulates and tests hypotheses concerning the direct effects of work-life balance, workload, and the working environment on female teachers' performance. These hypotheses are rigorously examined, considering a significance level of 0.05, to ascertain the statistical validity of the proposed relationships. Moreover, mediation hypotheses are explored, examining the mediating role of stress between the aforementioned variables, thus providing deeper insights into the underlying mechanisms shaping teacher performance outcomes. Overall, the meticulous execution of this multifaceted research methodology aims to provide comprehensive insights into the intricate interplay between work-

life dynamics, workload management, the quality of the working environment, and their collective impact on the performance of female teachers in the Golewa Raya District.

4. Research Findings and Discussion

4.1 Measurement Model Testing

4.1.1 Outer Model

Abdilah & Hartono (201:196) stated that in the PLS measurement model, parameters for testing convergent validity include factor loading, AVE, and communality. In this study, particularly in data analysis using the SmartPLS application, the researcher used loading factor parameters expected to be > 0.7 and AVE > 0.5. After distributing questionnaires to 74 respondents, namely female teachers at SMA Golewa Raya District, the data were processed using PLS 4.0. The results showed the loading factor values as follows

Table 1. Loading Factor Values Before Deletion

No	Statement	Loading Factor Value	Status
1	WLB 1	0.942	Valid
2	WLB 2	0.928	Valid
3	WLB 3	0.927	Valid
4	WLB 4	0.929	Valid
5	BK 1	0.962	Valid
6	BK 2	0.968	Valid
7	BK 3	0.964	Valid
8	BK 4	0.968	Valid
9	BK 5	0.964	Valid
10	SK 1	0.754	Valid
11	SK 2	0.803	Valid
12	SK 3	0.694	Not Valid
13	SK 4	0,741	Valid
14	SK 5	0.743	Valid
15	LK 1	0.674	Not Valid
16	LK 2	0.679	Not Valid
17	LK 3	0.674	Not Valid
18	LK 4	0.979	Valid
19	LK 5	0.694	Not Valid
20	LK 6	0,992	Valid
21	LK 7	0,971	Valid
22	KG 1	0,838	Valid
23	KG 2	0,656	Not Valid
24	KG 3	0,625	Not Valid
25	KG 4	0,885	Valid
26	KG 5	0,827	Valid
27	KG 6	0,616	Not Valid

Source: Data processed using SmartPLS 4.0

Based on Table IV.8 above, it shows that there are statements that are not valid, namely SK3, LK1, LK2, LK3, LK5, KG2, KG3, and KG6 because they have loading factor values < 0.7, so these statements must be deleted. Here are the loading factor values after removing the invalid statements."

Table 2. The Loading Factor Values After Deletion

No	Statement	Loading Factor Value	Status
1	WLB 1	0.942	Valid
2	WLB 2	0.928	Valid
3	WLB 3	0.927	Valid
4	WLB 4	0.928	Valid
5	BK 1	0.962	Valid
6	BK 2	0.968	Valid
7	BK 3	0.964	Valid
8	BK 4	0.968	Valid
9	BK 5	0.964	Valid
10	SK 1	0.729	Valid
11	SK 2	0.761	Valid
12	SK 4	0.783	Valid
13	SK 5	0,770	Valid
14	LK 4	0,986	Valid
15	LK 6	0,993	Valid
16	LK 7	0,978	Valid
17	KG 1	0,862	Valid
18	KG 4	0,902	Valid
19	KG 5	0,880	Valid

Source: Data processed using SmartPLS 4.0

Based on the table above, it can be seen that the loading factor values are > 0.7, thus it can be concluded that the indicators of these variables already have good convergent validity. Among these five variables, measurement items LK 4 and LK 6 have the highest outer loading (0.986) and (0.993), indicating that both measurement items are related to supportive work environment conditions in the school environment. Furthermore, another parameter to measure convergent validity is Average Variance Extracted (AVE) 0.5. Below are the AVE values presented in the table.

Table 3. Average Variance Extracted Value

No	Variable	Value (AVE)	Status
1	Work Life Balance	0,867	Valid
2	Workload	0,932	Valid
3	Work Environment	0,971	Valid
4	Work Stress	0,579	Valid
5	Teacher Perfomance	0,777	Valid

Source: Data processed using SmartPLS 4.0

Based on the table above, it can be seen that the Average Variance Extracted (AVE) > 0.5, indicating that these indicators have good convergent validity.

4.1.2 Discriminant validity test

Table 4. The Square Root of AVE Values and Latent Variable Correlations

Variable	Work Life Balance	Workload	Work Environment	Work Stress	Teacher Perfomance

Work Life Balance	0,931				
Workload	0,839	0,965			
Work Environment	0,728	0,747	0,986		
Work Stress	0,225	0,320	0,366	0,761	
Teacher Perfomance	0,391	0,343	0,474	0,603	0,882

Source: Data processed using SmartPLS 4.0

Based on the table above, the variable work-life balance has a square root of AVE (0.931) greater than its correlation with workload (0.839), work environment (0.728), work stress (0.225), and teacher performance (0.391). This indicates that the discriminant validity of the work-life balance variable is fulfilled. Similarly, the validity of workload, work environment, work stress, and teacher performance is also satisfied, as the square root of AVE is greater than the correlations between variables.

Table 5. Cronbach's Alpha and Composite Reliability

No	Variable	Cronbach's Alpha	Composite Reliability	Status
1	Work Life Balance	0,949	0,949	Reliabel
2	Workload	0,982	0,982	Reliabel
3	Work Environment	0,985	0,988	Reliabel
4	Work Stress	0,768	0,789	Reliabel
5	Teacher Perfomance	0,857	0,861	Reliabel

Source: Data processed using SmartPLS 4.0

Based on the table, the overall reliability of Cronbach's alpha and composite is fulfilled, as all values are > 0.7. The highest Cronbach's alpha value is 0.985 for the work environment variable, while the lowest value is 0.768 for the work stress variable. Similarly, composite reliability also indicates a highest value of 0.988 for the work environment variable, and a lowest value of 0.789 for the work stress variable.

4.1.3 Inner Model

Table 6. R2 Value

No	Variable	R^2
1	Work Stress	0,632
2	Teacher Perfomance	0,417

Source: Data processed using SmartPLS 4.0

Based on the table above, it can be concluded that 63.2% of the variability in work stress can be explained by factors such as work-life balance, workload, and work environment. Meanwhile, the remaining 36.8% may be influenced by other variables not examined in this study. Additionally, approximately 4.17% of the variability in teacher performance can be explained by factors such as work-life balance, workload, and work environment, while 58.3% is likely influenced by other factors not considered in this research.

4.1.4 Hypothesis Testing 1 – 6

In this study, the relationship between variables can be understood through the estimation results of path coefficients and their significance levels (p-value), which were analyzed using the SmartPLS 4.0 program.
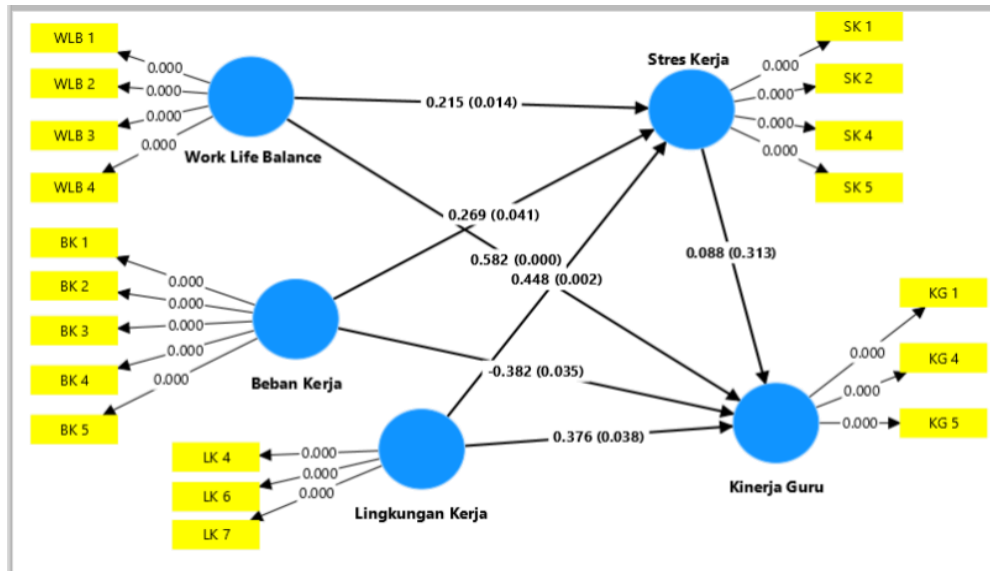

Figure 1. Testing Direct Effect Model with SmartPLS 4.0
Source: Data processed using SmartPLS 4.0

"In hypothesis testing, the assessment is based on the p-value. When the p-value > 0.05, H0 is accepted, indicating that the influence is not significant. However, if the p-value < 0.05, H0 is rejected, and Ha is accepted, indicating a significant influence. Additionally, the path coefficient is used to evaluate the strength of the influence between these variables. Below is the table of test results processed using SmartPLS 4.0."

Table 7. Estimation Results of Path Coefficients

No	Variable	*Original Sample* (O)	*Sampel Mean*	*P - value*	Description
		Direct Effect			
1	WLB -> KG	0,582	0,561	0,000	Significant
2	BK -> KG	-0,382	-0,378	0,035	Significant
3	LK -> KG	0,376	0,392	0,038	Significant
4	WLB -> SK	0,215	0,246	0,014	Significant
5	BK -> SK	0,269	0,248	0,041	Significant
6	LK -> SK	0,448	0,431	0,002	Significant
7	SK -> KG	0,088	0,102	0,313	Not Significant

Source: Data processed using SmartPLS 4.0

Table 8. The Results of Path Coefficient Estimation

No	Variable	*Original Sample* (O)	*Sampel Mean*	*P - value*	Description
		Indirect Effect			
1	WLB -> SK -> KG	0,019	0,024	0,343	Not Significant
2	BK -> SK -> KG	0,024	0,025	0,345	Not Significant
3	LK -> SK -> KG	0,039	0,043	0,317	Not Significant

Source: Data processed using SmartPLS 4.0

Based on the table above, the hypothesis testing results for hypotheses 1 – 6 are as follows:

i. Hypothesis Testing 1
   a) Hypothesis
   $H0_1$: Work-life balance does not have a direct effect on the performance of female teachers.
   Ha_1: Work-life balance has a direct effect on the performance of female teachers.
   b) Decision Basis
   P-value $\leq$ 0.05 H01 rejected Ha1 accepted
   P-value > 0.05 H01 accepted Ha1 rejected
   c) Decision
   P-value = 0.000 means H01 rejected Ha1 accepted
   d) Explanation
   Based on Table IV.7, the effect of work-life balance on the performance of teachers is indicated by a path coefficient of 0.582 with a p-value of 0.000 < 0.05, so $H0_1$ is rejected and Ha_1 is accepted, which means work-life balance directly affects the performance of teachers positively. In this study, it means that the better the work-life balance, the higher the performance, and vice versa, the worse the work-life balance, the lower the performance.

ii. Hypothesis Testing 2
   a) Hypothesis
   H02: Workload does not have a direct effect on the performance of female teachers.
   Ha2: Workload has a direct effect on the performance of female teachers.
   b) Decision Basis
   P-value $\leq$ 0.05 $H0_2$ rejected Ha2 accepted
   P-value > 0.05 $H0_2$ accepted Ha2 rejected
   c) Decision
   P-value = 0.035 means H02 rejected Ha2 accepted
   d) Explanation
   Based on Table IV.7, the effect of workload on teacher performance is indicated by a path coefficient of - 0.378 (negative) with a p-value of 0.035 < 0.05, so H02 is rejected and Ha2 is accepted, which means workload directly affects the performance of teachers negatively. In this study, it means that the higher the workload, thelower the performance, and vice versa, the lower the workload, the higher the teacher's performance.

iii. Hypothesis Testing 3
   a) Hypothesis
   H03: Work environment does not have a direct effect on the performance of female teachers.
   Ha3: Work environment has a direct effect on the performance of female teachers.

b) Decision Basis
    P-value $\leq$ 0.05 $H0_3$ rejected Ha3 accepted
    P-value > 0.05 $H0_3$ accepted Ha3 rejected
c) Decision
    P-value = 0.038 means H03 rejected Ha3 accepted
d) Explanation
    Based on Table IV.7, the effect of the work environment on teacher performance is indicated by a path coefficient of 0.376 with a p-value of $0.038 < 0.05$, so $H0_3$ is rejected and Ha_3 is accepted, which means the work environment directly affects the performance of teachers positively. In this study, it means that the more conducive the work environment, the higher the performance, and vice versa, the less conducive the work environment, the lower the performance.

iv. Hypothesis Testing 4 with Mediation Effect
  a) Hypothesis
      H04: Work-life balance does not have an effect on the performance of female teachers mediated by work stress.
      Ha4: Work-life balance has an effect on the performance of female teachers mediated by work stress.
  b) Decision Basis
      P-value $\leq$ 0.05 $H0_4$ rejected Ha_4 accepted
      P-value > 0.05 $H0_4$ accepted Ha_4 rejected
  c) Decision
      P-value = 0.343 >0.05, meaning $H0_4$ accepted Ha_4 rejected
  d) Explanation
      Based on Table IV.8, the effect of work-life balance on the performance of teachers mediated by work stress is indicated by a path coefficient (original sample) of 0.019 with a p-value of $0.343 > 0.05$, so $H0_4$ is accepted and Ha_4 is rejected, meaning work-life balance does not affect the performance of teachers mediated by work stress. In this study, it means that neither good nor bad work-life balance leads to an increase or decrease in work stress and teacher performance.

v. Hypothesis Testing 5 with Mediation Effect
  a) Hypothesis
      $H0_5$: Workload does not have an effect on the performance of female teachers mediated by work stress.
      Ha_5: Workload has an effect on the performance of female teachers mediated by work stress.
  b) Decision Basis
      P-value $\leq$ 0.05 $H0_5$ rejected Ha_5 accepted
      P-value > 0.05 $H0_5$ accepted Ha_5 rejected
  c) Decision
      P-value = 0.345 > 0.05, meaning $H0_5$ accepted Ha_5 rejected
  d) Explanation
      Based on Table IV.8, the effect of workload on the performance of teachers mediated by work stress is indicated by a path coefficient (original sample) of 0.024 with a p-value of $0.345 > 0.05$, so $H0_5$ is accepted   and Ha_5 is rejected, meaning workload does not affect the performance of teachers mediated by work stress. In this study, it means that neither high nor low workload leads to an increase or decrease in work stress and teacher performance.

vi. Hypothesis Testing 6 with Mediation Effect
  a) Hypothesis
  $H0_6$: Work environment does not have an effect on the performance of female teachers mediated by work stress.
  Ha_6: Work environment has an effect on the performance of female teachers mediated by work stress.
  b) Decision Basis
  P-value ≤ 0.05 $H0_6$ rejected Ha_6 accepted
  P-value > 0.05 $H0_6$ accepted Ha_6 rejected
  c) Decision
  P-value = 0.317 > 0.05, meaning $H0_6$ accepted Ha_6 rejected
  d) Explanation
  Based on Table IV.8, the effect of the work environment on the performance of teachers mediated by work stress is indicated by a path coefficient (original sample) of 0.039 with a p-value of 0.317 > 0.05, so $H0_6$ is accepted and Ha_6 is rejected, meaning the work environment does not affect the performance of teachers mediated by work stress. In this study, it means that neither conducive nor non-conducive work environment leads to an increase or decrease in work stress.

4.1.5 A summary of the hypothesis testing results overall is shown in the following table

Table 9. Overall Hypothesis Testing Results

No	Hypothesis	Outcome
1	H1	Proven
2	H2	Proven
3	H3	Proven
4	H4	Unproven
5	H5	Unproven
6	H6	Unproven

Source: Data processed using SmartPLS 4.0

5. Conclucion

This research focuses on the influence of work-life balance, workload, and work environment on the performance of female teachers, mediated by work stress, among female teachers in high schools in the Golewa Raya District. The study involved a sample of 74 respondents, consisting of married female teachers in high schools in the Golewa Raya District. The research findings conclude that:
  a. Work-life balance has a direct positive effect on the performance of female teachers.
  b. Workload has a direct negative effect on the performance of female teachers.
  c. The work environment has a direct positive effect on the performance of female teachers.
  d. Work-life balance does not affect the performance of female teachers when mediated by work stress.
  e. Workload does not affect the performance of female teachers when mediated by work stress.
  f. The work environment does not affect the performance of female teachers when mediated by work stress.

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