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Work flexibility arrangements for educators: which one is best for whom? Insights from Indonesia

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Work Flexibility Arrangements for Educators: Which One is Best for Whom? Insights from Indonesia

Abstract

Purpose: Despite all the complications COVID-19 brought to the education sector, the pandemic has indirectly created various work flexibility arrangements for educators. This paper investigates the impact of different work flexibility arrangements on educators' emotional exhaustion while taking educators' backgrounds (gender, tenure, and age) into consideration. This paper explores which work flexibility arrangements fit best for particular educators.

Design/Methodology/Approach: This study employs a quantitative approach to investigate the effect of different work flexibility arrangements (low, medium, and high) on educators' emotional exhaustion. In total, 462 educators from various educational levels in Indonesia participated as the respondents.

Findings: In general, the findings suggest that female educators are more prone to experience emotional exhaustion than their male counterparts. This study also finds that educators' age negatively relates to emotional exhaustion, and the longer-tenured educators might not be suitable for highly flexible work arrangements. In addition, different degrees of work flexibility have various impacts on educators, depending on their gender, tenure, and age. These results are potentially helpful for educational institutions to design the best work arrangements for educators.

Originality: It is crucial for educational administrators to determine how much work flexibility should be given to educators from different backgrounds. This study is among the first to empirically examine the impact of different work flexibilities on educators' well-being.

Keywords: Work Flexibility; Work Arrangement; Educator Management

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Introduction

The COVID-19 pandemic has led to unprecedented disruption of education systems worldwide, forcing the adaptation of educational institutions globally. For instance, many educational institutions currently apply remote education to ensure that students still have learning spaces despite the stay-at-home orders (Ali, 2020). These sudden adaptive methods following the pandemic have brought about multiple challenges in teaching and learning processes. Such a case is also a concern in Indonesia, where more than 80 million children and adolescents struggle to access education (UNICEF, 2021) and find difficulties maintaining their well-being (Kusumaningrum et al., 2021).

However, the present remote education format is not a novel notion. More than 40 years ago, Moore (1973) separated education processes into two. The first is a 'normal' process (face-to-face), where educators prepare the materials apart from the students and then present them later in person. The second is the distance education format, where material preparation and delivery are done apart from students. Beyond the pros and cons of the latter format, distance education brings more flexibility for educators to manage their own time and teaching preferences (Keegan, 1980). In the teaching and learning context, flexibility is multifaceted and enormously context-bounded (Kirkpatrick, 1997). The extant education literature provides discourses on flexibility, particularly in the context of courses (Morrison & Pitfield, 2006), flipped and hybrid settings (Dowling et al., 2003; Wanner & Palmer, 2015), and material delivery method (Doppelt, 2003). Nevertheless, to the best of the authors' knowledge, no studies investigated whether or not the higher work flexibility will positively impact educators' well-being.

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As one of the most important actors in the teaching and learning process, the authors argue that educators' well-being should become a vital concern for educational institutions. This study seeks to fill the existing gap by examining the relationship between work flexibility and educators' well-being. In particular, this study tests emotional exhaustion as the variable representing educators' well-being. Furthermore, this study examines the impact of different work flexibility settings on educators' emotional exhaustion from various age, gender, and tenure groups. Therefore, the authors expect the findings to shed light on the degree of work flexibility that is most suitable for educators with particular demographical backgrounds.

COVID-19 has indirectly enabled this study's design. Following the pandemic, regions in Indonesia implement various local restriction policies (Siregar, 2021), which consequently create various work flexibility arrangements among educators within the country. Some regions fully apply Work-from-home (WFH) policy, while others are more flexible and let the educators come to the office. Despite all the drawbacks of the COVID-19 pandemic, the authors identify the current situation as an excellent momentum to test whether the variety of work flexibility arrangements has different impacts on educators' emotional exhaustion, considering their age, gender, and tenure.

Finally, this paper contributes to three discourses: demographic differences among educators (gender, age, tenure); the impact of various flexible work arrangements in the education sector; and educators' well-being as represented by emotional exhaustion.

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Literature Review

Gender and Emotional Exhaustion

Studies have documented the gender gap in various aspects of work. For example, there is a gender gap in job satisfaction (e.g., Feng & Savani, 2020), innovation (e.g., Agnete Alsos et al., 2013), entrepreneurship (e.g., Sullivan & Meek, 2012), and leadership roles (e.g., Vasconcelos, 2018). Previous studies, particularly on emotional exhaustion, record conflicting findings. Some studies found that males are more prone to experience emotional exhaustion than females (i.e., Bekker, Croon, and Bressers 2005), while others found that females are more prone to experience emotional exhaustion than males (i.e., Posig and Kickul 2004).

For this study context, the authors tend to lean toward the latter—that females are more disposed to experience emotional exhaustion than males. Work as an educator is particularly challenging as it demands the worker to professionally perform their duties and play a role as the ideal role model for the students (Loughran & Berry, 2005). Within such a tense demand, female educators still need to balance their work and life matters as, in general, compared to working males, working females tend to take a larger part of family chores and childcare work (Rusconi & Solga, 2008). Those educators working from home face "additional family demands resulting from greater proximity and accessibility" (Golden et al., 2006, p. 1340). Studies (e.g., Mattingly & Bianchi, 2003) show that, ceteris paribus, females generally do more work than males, frequently at the loss of their leisure time. A case like the COVID-19 outbreak disrupts female educators' ability to maintain office work and household duties, making female educators' mental health somewhat more challenging to maintain than male educators. In addition, married working females typically spend more time on family chores and childcare than their working husbands (Heilman, 2012).

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This situation potentially exacerbates female educators' mental health because they must work while also taking care of their children at home during working hours, as most schools and childcare facilities are closed during COVID-19 lockdowns.

Compared to the male educators, female educators may experience more emotional exhaustion as a result of these challenges.

H1: Female educators have a higher level of emotional exhaustion than male educators

Tenure and Emotional Exhaustion

Past studies (e.g., Karatepe & Karatepe, 2009; Kraemer & Gouthier, 2014) have attempted to investigate the relationship between organizational tenure and the level of emotional exhaustion. Particularly on educational sector, a growing body of work suggests that educators with a shorter tenure experience a higher level of emotional exhaustion than those with a longer one (for a more detailed review, see, e.g., Sabagh, Hall, and Saroyan 2018). For instance, a study from Tümkaya (2007) found that full professors tend to experience the lowest level of exhaustion compared to lecturers and assistant professors, where the professors also have the longest tenure.

Regarding school teachers, empirical evidence also points to the same conclusion. For instance, Schaack et al. (2020) conclude that teachers with at least ten years of teaching experience are less likely to be emotionally exhausted than a novice. This study further suggests that this striking difference is associated with their level of occupational stability, with the junior more likely to feel dissatisfied with their job rewards. In general, the longer-tenured teachers have a high ability to handle their students' behavior (Friedman-Krauss et al., 2014), which potentially shields them from emotional exhaustion. In addition, evidence shows that new teachers with less than five years

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of experience tend to leave their jobs due to emotional exhaustion (Wells, 2015), while senior teachers are more satisfied with their work and less emotionally exhausted (Manlove, 1994).

Overall, the authors expect longer-tenured educators to experience less emotional exhaustion than their novice counterparts even when work arrangements change due to the pandemic. Regardless of the changes, the seniors are generally more satisfied with their jobs and have better-coping strategies. At the same time, new educators still lack classroom management skills and are also prone to experience job instability.

H2: Tenure negatively impacts emotional exhaustion. The educators with longer tenure will experience less emotional exhaustion

Age and Emotional Exhaustion

Previous research explained that age affects how individuals respond to work arrangements carried out in the workplace (Bal & Lange, 2015; Rudolph & Baltes, 2017). Rudolph and Baltes (2017) suggest that policies implemented by institutions have different effects at different ages. The life span theory elucidates this notion by stating that the allocation and distribution of resources will differ based on a person's age (Innocenti et al., 2013). Older workers tend to have higher levels of job involvement (Bal & Lange, 2015) and have a more consistent working pattern than younger workers. In contrast, younger workers tend to be more sporadic in performing their work than older workers (Freund & Baltes, 2002).

Mauno, Ruokolainen, and Kinnunen's (2013) study on service sector employees, nurses, and academia explains that older workers, compared to younger workers, have better emotional regulation when the workload is high. Such finding is reasonable as older workers generally have

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psychosocial competencies, coping, and adaptive experiences (Ng and Law 2014). The same pattern also occurs in teachers. Younger teachers tend to experience higher levels of emotional exhaustion and stress than their seniors. The high level of emotional exhaustion is potentially triggered by various internal factors, like the focus on achieving work targets (Byrne, 1991), and the adaptation ability (van Dick & Wagner, 2001), as well as external factors like demands from the surrounding environment (Pines & Aronson, 1988). Overall, the authors expect older educators to cope with emotional exhaustion better than their younger counterparts.

H3: Educators' age negatively impacts emotional exhaustion. The older the educators, the less emotional exhaustion they will experience, and vice versa

Moderating Roles of Work Arrangements

According to *Badan Pusat Statistik* (Indonesian Central Agency on Statistics), three working arrangements are presently applied in the Indonesian education sector during the COVID-19 pandemic. The applied working arrangements are: stay working from the office (WFO), working from home (WFH), and a hybrid of WFH and WFO (Badan Pusat Statistik, 2020). In reality, WFH and WFO practices are not always mutually exclusive. Hence, for the sake of accuracy, rather than firmly asking whether the respondents do WFH, WFO, or hybrid work during the pandemic, this study asks about the intensity of WFH instead. The ratings given by the respondents were further classified as various categories of work flexibility.

In the extant literature, the term 'flexibility' is usually categorized into the standard and the nonstandard (also commonly known as 'alternative' or 'flexible') work arrangements. Standard work arrangement occurs during fixed working hours where the business is run under the employer's regulation with mutual expectations from the employers and the employees (Kalleberg

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et al., 2000). The WFO practices amid the pandemic commonly only add health protocols yet do not alter essential work elements, making WFO represent standard work arrangement. On the other hand, WFH and Hybrid belong to nonstandard work arrangements as both formats lack one or more of the abovementioned attributes. WFH rates higher than Hybrid in terms of flexibility as WFH fulfills fewer elements of standard work arrangements.

Broschak and Davis-Blake (2006) investigated the different impacts of work arrangements on several outcome variables and discovered that different work arrangements bear different outputs. Spreitzer, Cameron, and Garrett (2017) argue that highly skilled workers will be more inclined to choose more flexible work arrangements than standard work arrangements. Educators have their place in the highly skilled workers' category; however, it would be premature to assume that all educators will choose higher flexibility arrangements over lower ones.

To bridge the inconclusive arguments of whether or not flexible work arrangements are suitable for educators, the authors will take demographic variables into account. Bloom (2021) reports that females will favor more flexibility in work arrangements than males. This notion relates to our previous argument. Since, in general, female educators do more household work than male educators, female educators might want to have more work flexibility than their male counterparts. The higher work arrangement flexibilities will provide more spaces for female educators to arrange their work and family demands. Consequently, such extra spaces will prevent them from experiencing emotional exhaustion.

In relation to age and work flexibilities, Rudolph and Baltes (2017) found that younger workers tend to choose more flexible work arrangements. This notion is based on the customs that existed when each educator was growing up. Older educators tend to know only a rigid scheme of working,

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where the working hours and all other arrangements are fixed. On the contrary, younger educators grew up with many technologies surrounding them, making remote workings, flexible workings, and other nonstandard working arrangements become a common phenomenon in their understanding. Accordingly, younger educators might be able to adapt easily when given more flexibility, and emotional exhaustion supposedly will not be an issue for them.

The same is true for tenure and work flexibility preferences. Generally, older educators are those that have longer tenure. In general, although age and tenure were hypothesized to be negatively related to emotional exhaustion, the interaction with high work arrangement flexibilities will decrease the relationship of age and tenure with emotional exhaustion.

H4a. The higher work arrangement flexibilities, the lower female educators experience emotional exhaustion

H4b. The higher work arrangement flexibilities, the lower the relationship between age and emotional exhaustion

H4c. The higher work arrangement flexibilities, the lower the relationship between work tenure and emotional exhaustion

Method

Sample and Procedures

The authors circulated online questionnaires to gather the respondents. The authors applied convenience sampling; anyone within the authors' reach could participate as the respondents. In accordance with the study's purpose, the only applied filter is that the respondents must currently be working as educators. In total, the authors obtained 426 usable data, consisting of 52.2% working in a high flexibility setting, 34.8% working in a medium flexibility setting, and 13%

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working in a low flexibility setting during the COVID-19 pandemic. Most of the respondents work as elementary school (33.8%) and junior high school (27.7%) educators. As mentioned earlier, the COVID-19 has created various teaching and learning restriction arrangements across Indonesia. The respondents come from various islands, with the majority of them living in Jawa (Java, 49.4%), followed by Sumatera (21.6%), Bali and Nusa Tenggara (18.4%), and so forth. A few of the respondents did not specify their working location; for instance, they just mentioned working in a *Bimbingan Belajar* (an extra tutoring facility), leaving it unclear on which island the facility is located. A few others teach a non-formal education, such as *Taman Pendidikan Al-Qur'an* (Al-Qur'an learning facility). For these types of responses, the authors categorized them in the 'others' category in terms of work location and educational level, respectively. Table 1 shows these demographic data in detail.

--- Insert Table 1 around here ---

Measures

This study measures emotional exhaustion using Maslach and Jackson's nine-item emotional exhaustion scale (Maslach & Jackson, 1981). Respondents reflected their condition as represented by 5-point ratings, where higher values indicated high emotional exhaustion. For translation accuracy, the questions were translated with the help of a professional translation institution named the Centre for International Language and Cultural Studies (Cilacs). As this study focuses on the current work arrangements impacted by the pandemic, the authors added 'after the COVID-19 pandemic…' before each emotional exhaustion question. The scale displayed good internal reliability consistency as measured by composite reliability, shown in Table 2.

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For gender, the questionnaire gave two options (male or female), following the common customary accepted in Indonesian society. To obtain information about the respondent's age and tenure, the questionnaire asked the respondents to fill in their current age (in years) and their working years as educators. To compare the different effects of various work arrangements, the authors set three groups to represent three degrees of work arrangements flexibility. In the questionnaire, the authors asked the respondents about the intensity of WFH. The scale ranges from 1–10; one means 'never' or the respondents always worked from the office; ten represents 'always,' which means the respondents always worked from home during the pandemic. The authors then categorized 1–3 as low work flexibility, 4–7 as medium work flexibility, and 8–10 as high work flexibility.

Data Analysis and Results

The overall analyses were conducted in three stages:

(i) the construct measurement validation tests as well as its invariance across categories;

(ii) hypotheses tests; and

(iii) an investigation of work flexibility arrangements as the categorical moderation.

First, to confirm the measurement validation, the authors employed confirmatory factor analysis (CFA). Following Anderson and Gerbing's (1988) suggestion, construct reliability and validity were first established before other tests (see Table 2). The results of the initial test show that the average variance extracted (AVE) values for all categories (emotional exhaustion at low, medium, and high work flexibilities) fulfilled the standard (AVE > 0.50). The same applies to the composite reliability (CR) values (CR > 0.70).

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Hypotheses Testing

The hypotheses stated that female educators will have a higher level of emotional exhaustion than male educators (H1); that there is a negative relationship between educator's age and emotional exhaustion (H2); and that there is a negative relationship between educator's tenure and emotional exhaustion (H3). The finding supports hypothesis 1, that female educators are more emotionally exhausted ($\beta = 0.182$, $p < .01$) compared to their male counterparts ($\beta = -0.182$, $p < .01$).

The path analysis from age to emotional exhaustion reveals a negative relationship and is statistically significant ($\beta = -0.292$, $p < .001$), supporting hypothesis 2. Nevertheless, hypothesis 3 is not supported ($\beta = 0.058$, $p > 0.05$), which means that, generally, work tenure does not significantly relate to emotional exhaustion. Apart from the number of children, none of the other control variables (education, educator, location, and marital status) significantly correlated with emotional exhaustion. Table 3 summarizes the results of regression and multigroup model comparison tests.

--- Insert Table 3 around here ---

As shown in Table 3, the multigroup analysis was undertaken on the low, medium, and high work flexibility arrangement subsamples to test the fourth (H4a-H4c) hypothesis. The statistical significance of the path differences was further investigated. For female (Gender[b]) subsamples, the path coefficients to emotional exhaustion do not perform a linear pattern: In the low (flexibility) setting, the β value is significant at 0.271; in the medium setting, the β value is significant at -0.130; and in the high setting, the β value is insignificant at -0.004. This finding remarks that H4a is not supported. Similar to H4a, H4b is also not supported. While old age relates to low emotional exhaustion, the pattern does not show a linear form (low setting: β value -0.565, significant; medium setting: β value -0.683, significant; high setting: β value -0.137, insignificant). Also, the

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findings do not support H4c as tenure and emotional exhaustion do not correlate linearly (low setting: β value is insignificant at -0.016; medium setting: β value is insignificant at -0.116; high setting β value is significant at 0.154).

While the findings reveal that H4a, H4b, and H4c were not supported, there are several remarkable points from these findings, such as: 1) female educators work best in medium work flexibility settings; 2) older educators also work best in medium work flexibility; 3) experienced educators even feel emotionally exhausted at high flexibility sets. The following section discusses the rationale of these findings.

Discussion

The different results on each work flexibility setting produce interesting discussions. Male educators work best at low work flexibility. In a setting where everything (i.e., working hours, working location) are regulated, they tend to maintain their well-being better, as proven by the negative relationship with emotional exhaustion. On the other hand, medium work flexibility settings (a hybrid between WFH and WFO) make male educators feel emotionally exhausted. The opposite occurs in female educators. Female educators work best at medium work flexibility and tend to experience emotional exhaustion in low flexibility settings. The authors argue that work flexibility plays an essential job resource role for female educators.

The findings seem plausible as the more an individual works, the less amount of time he/she has for the family, hence potentially triggering more work-life conflict (Hofäcker & König, 2013; Tausig & Fenwick, 2001). The gender role division in Indonesia may also explain those findings. Most Indonesians expect females to be more active in managing domestic matters, while males, by default, should be the breadwinner within the family (Utomo, 2015). These principles explain

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why low flexibility settings fit with the male gender. In a less-flexible setting, male educators can fully focus on work-related matters and fulfill their gender role demands as prescribed within the society. This finding is consistent with Mannheim's (1993), who finds that males generally tend to have a high work-centrality. Such condition makes the male workers more focused on achieving their work target using the usual work settings and avoiding unnecessary distractions that might arise following the shift on work flexibility arrangements.

In comparison, the working females may face a more dilemmatic encounter as they need to keep up with work demands and also manage their household-related demands (Wolor et al., 2020). The medium work flexibility might help female educators to manage their role transition demands (work-to-home and home-to-work transitions). Such a setting creates distinct boundaries between work and home matters, hence helping female educators to maintain the balance of their work and life demands and, consequently, sparing them from emotional exhaustion. The results also suggest that female educators do not fit well with high work flexibility arrangements. This note completes previous studies' (e.g., Cech & Blair-Loy, 2014; Correll et al., 2007) assertion that flexible work arrangements could also produce counterproductive outcomes for female workers. The present study asserts that female educators work best at medium work flexibility, not at high work flexibility.

The findings of work flexibility's moderating effects on the relationship between tenure, age, and emotional exhaustion also stimulate intriguing discourses. While tenure and age generally go hand in hand (i.e., the older the workers, the higher their tenure), the findings suggest that these two variables bear different patterns in their relationship with work flexibility. Regarding tenure, the longer an individual works as an educator, the more they will encounter emotional exhaustion in high work flexibility settings. Meanwhile, all work flexibility settings suggest that the older the

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educators, the better they manage emotional exhaustion. Yet, only low and medium work flexibility settings have significant results. The authors argue that tenure here relates to habit, and age relates to emotional maturity.

The findings on age and emotional exhaustion are consistent with other studies (i.e., Byrne 1991; Mauno, Ruokolainen, and Kinnunen 2013); age negatively relates to emotional exhaustion. Lawton et al. (1992) suggest that elderly workers have a higher emotional control, mood stability, and emotional maturity, features that are potentially helpful in keeping oneself away from emotional exhaustion during teaching encounters. Meanwhile, the findings on tenure and emotional exhaustion are somewhat surprising. While previous studies (e.g., Ng and Feldman 2013) found that age and tenure usually have similar effects on particular variables, this study found the opposite. To rationalize the finding, the authors cite Ford and Gioia's (2000) assertion that long-tenured employees tend to be satisfied with the status quo and are accustomed to familiar routines. The occurrence of COVID-19 changes the status quo, breaking the long-running face-to-face teaching custom for long-tenured educators, making them prone to emotional exhaustion in the new work settings. Hence, such distress might expose long-tenured educators to emotional exhaustion. Nevertheless, since the results show that only the relationship between age and emotional exhaustion bears significant remark, one may conclude that age, rather than tenure, plays a more substantial role in managing emotional exhaustion.

Conclusion, Limitations, and Suggestions

Beyond the COVID-19 context, this study reveals important points that might be useful for educational institutions to best design the work settings for educators. Firstly, female educators will be best suited to work in medium flexibility settings, and their male counterparts tend to work

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better in low flexibility settings. Secondly, educational institutions need to pay attention to the younger educators as the finding suggests they are more prone to experience emotional exhaustion at work than the older educators. Thirdly, long-tenured educators might not be suited for radical work setting changes. The finding also suggests that institutions should consider the number of children when making changes to work setting flexibilities as it will impact the degree of emotional exhaustion felt by the educators.

While the overall findings may be constrained to the Indonesian context, the authors argue that the gender-related findings potentially reach broader generalizability as studies in other societal contexts propose similar points. Other studies (i.e., Lott 2020; Hill, Jackson, and Martinengo 2006; Jacob et al. 2008) beyond the Indonesian and Asian contexts (hence assumed to have different gender role presumptions) confirmed that female workers would have more positive outlooks (i.e., more satisfied, less stressed) when given more work flexibility.

Nevertheless, to firmly ensure which work flexibility settings work best for educators with particular backgrounds in another societal context, the authors suggest future studies replicate this research model in another country. In addition, the authors also suggest future studies to run a similar model after the COVID-19 pandemic is over to see whether or not the pandemic interfered with this study's findings. Lastly, this study does not differentiate the educational level where the respondents teach. In order to obtain more precise results, future studies might consider testing each educational level and see whether different patterns appear in the findings.

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Table 1. Demographic variables

Respondent profile		N	%
Gender	Male	156	33.8
	Female	306	66.2
Age	less than 20	35	7.6
	21–30 years	197	42.6
	31–40 years	134	29.0
	41–50 years	62	13.4
	51–60 years	34	7.4
Educational Background	High school	39	8.4
	Diploma	7	1.5
	Bachelor	341	73.8
	Master	73	15.8
	Doctor	2	0.4
Marital	Single	188	40.7
	Married	266	57.6
	Divorced	8	1.7
Children	0 child	217	47.0
	1 child	72	15.6
	2 children	101	21.9
	3 children	52	11.3
	4 children	18	3.9
	5 children	2	0.4
Tenure	1–5 years	209	45.2
	6–10 years	116	25.1
	11–15 years	52	11.3
	16–20 years	42	9.1
	Above 20 years	43	9.3
Work Location	Jawa	228	49.4
	Sumatera	100	21.6
	Kalimantan	19	4.1
	Sulawesi	18	3.9
	Bali and Nusa Tenggara	85	18.4
	Papua Maluku	9	1.9
	Others	3	0.6
Educational Level	Early childhood	36	7.8
	Elementary school	156	33.8
	Junior high school	128	27.7
	Senior high school	88	19.0
	Higher education	46	10.0
	Others	8	1.7
Work Flexibility	Low	60	13.0
	Medium	161	34.8
	High	241	52.2

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Table 2. Summary of mean, standard deviation, and inter-variable correlations

	AVE	CR	M	SD	1	2	3	4	5	6	7	8	9	10
1. Gender	–	–	1.66	0.47	1									
2. Age (years)	–	–	32.90	9.91	-.19**	1								
3. Tenure	–	–	8.66	8.03	-.13**	.90**	1							
4. Educator	–	–	2.95	1.18	-.23**	.01	-.07	1						
5. Education	–	–	2.98	0.73	-.17**	.41**	.29**	.35**	1					
6. Child	–	–	1.11	1.25	-.20**	.68**	.62**	-.01	.27**	1				
7. Marital	–	–	1.61	0.52	-.13**	.61**	.54**	.00	.33**	.71**	1			
8. Location	–	–	2.29	1.66	-.13**	-.05	-.07	.17**	.07	.01	.01	1		
9. Work-flex	–	–	2.39	0.71	-.13**	.07	.07	.07	.06	.11*	.04	.09	1	
10. EE	.59	.93	3.23	1.17	-.13**	-.36**	.33**	.04	.10*	.29**	.23**	.00	.69**	1
11. EE[1]	.60	.93	–	–	–	–	–	–	–	–	–	–	–	–
12. EE[2]	.61	.93												
13 EE[3]	.57	.92												

Notes: **Correlation is significant at < 0.01; *Correlation is significant at < 0.05; M = mean; SD = standard deviation; AVE = average variance extracted; CR = construct reliability; Work-flex = Work Flexibility; EE = Emotional exhaustion.
EE[1] = Emotional exhaustion at low work flexibility; EE[2] = Emotional exhaustion at medium work flexibility; EE[3] = Emotional exhaustion at high work flexibility.

Table 3. Summary of regression results and multigroup model comparison tests

	Regression Path (*β* & *p values*)			
	Emotional Exhaustion	Emotional Exhaustion[1]	Emotional Exhaustion[2]	Emotional Exhaustion[3]
Gender[a]	-0.182**	-.271***	.130**	.004
Gender[b]	0.182**	.271***	-.130**	-.004
Tenure	.058	-.016	-.116	.154*
Age	-.292***	-.565*	-.683***	-.137
Control variables	–	–	–	–
Children	.255***	–	–	–
Education	-.002	–	–	–
Educator	.044	–	–	–
Location	-.008	–	–	–
Marital	.046	–	–	–
R² (R-square)	.126	.276	.361	.069

Note: Significance of estimation; *** p <0.01, ** p <0.05, * p <0.1; Gender[a] = male; Gender[b] = Female; Emotional exhaustion[1] = at low work flexibility; Emotional exhaustion[2] = at medium work flexibility; Emotional exhaustion[3] = at high work flexibility.

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