

Abstract

The aim of present research was to study the role of work-family conflict in self-esteem and psychological well-being of school teachers. Social Support played the role of moderator. It was hypothesized that work-family conflict would have significant negative relationship with psychological well-being and self-esteem. It was also hypothesized that social support would moderate the relationship between work-family conflict and psychological well-being in such a manner that the negative relationship between work-family conflict, psychological well-being and self-esteem would be stronger with low social support. Work-family conflict was measured by scale developed by Haslam, Rosenberg scale was used for measuring self-esteem, for assessing well-being Diener's well-being scale was used and for social support the perceived social support scale was used. For study (N=307) school teachers were selected by using purposive sampling from different schools of Pakistan. They were from both public and private sectors. Psychometric properties showed that they have high internal consistency. Findings supported the hypotheses of study. The correlation matrix indicated that there is significant inverse relationship among work-family conflict, psychological well-being and self-esteem. Findings further indicated that social support significantly moderated the relationship between work-family conflict and psychological well-being and social support significantly moderated the relationship between work-family conflict and psychological well-being as well.

Key word; work-family conflict, self-esteem, psychological well-being, social support, school teachers.