

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 was studied as a moderator. It was hypothesized that work-family conflict would have a 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 The Work-Family Conflict Scale (Haslam, Sanders & Morwaska, 2012), psychological well-being by Flourishing Scale (Diener et al., 2009), self-esteem by Rosenberg Scale (Rosenberg, 1965) and Social support was measured by Perceived Social Support Scale (Zimet et al., 1965). For the study, 307 school teachers from public and private sector were selected by using a purposive sampling from different schools of Pakistan. All the scales showed high internal consistency. Findings supported the hypotheses of study. The correlation matrix indicated that there were significant inverse relationships of work-family conflict with 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.