

**The Effect of Positive Psychological Resources on Work-Family Conflict Among School
Teachers in Ernakulam**

Dissertation submitted in partial fulfillment of the requirements for the award of

Bachelor of Science in Psychology

By

Sanchana Elizebath Robin

Register No: SB21PSY030

Under the guidance of

Ms. Anjitha Venugopal

Assistant Professor

Department of Psychology



ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

Nationally Re-accredited at 'A++' level (4th cycle)

Affiliated to: Mahatma Gandhi University

MARCH 2024

Certificate

This is to certify that the dissertation entitled, "The Effect Of Positive Psychological Resources On Work-Family Conflict Among School Teachers In Ernakulam", is a bonafide record submitted by Sanchana Elizebath Robin, SB21PSY030, of St. Teresa's College(Autonomous), Ernakulam, under the supervision and guidance of Ms. Anjitha Venugopal and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

Date:

Ms. Bindu John

Head of the Department

Department of Psychology

St. Teresa's College, Ernakulam



Ms. Anjitha Venugopal

Assistant Professor

Department of Psychology

St. Teresa's College, Ernakulam

External Examiner 1:

External Examiner 2:

Internal Examiner:

M. Kishu



Declaration

I, Sanchana Elizebath Robin, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Anjitha Venugopal, Assistant Professor, Department of Psychology, St. Teresa's College (Autonomous), Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Sanchana Elizebath Robin

Place: Ernakulam

Date:

Acknowledgement

It is not possible to prepare a project report without the assistance and encouragement of other people. This one is certainly no exception. I would like to express my deep heartfelt gratitude to the Department of Psychology, St. Teresa's College (Autonomous), Ernakulam for providing me with the opportunity to undertake the research.

I acknowledge my indebtedness and deep sense of gratitude to my research guide, Ms. Anjitha Venugopal, Assistant Professor, Department of Psychology, for encouraging and guiding me throughout all the phases of my research.

I extend my sincere thanks to my parents, teachers and my friends who all have supported me throughout the time. I am grateful to each and every one who has given me guidance, encouragement, suggestions and constructive criticisms which has contributed immensely for this project.

Above all, I thank God Almighty for blessing me in all the stages of the project and for helping me complete the project successfully.

Thanking you

Sanchana Elizebath Robin

Table of contents

Abstract.....	10
Chapter I: Introduction.....	11
Background of the Study.....	12
Work-Family Conflict	16
Theories Related to Work-Family Conflict	17
Types of Work-Family Conflict	18
Factors Affecting Work-Family Conflict	19
Psychological Capital	19
Hope	20
Theories Related to Hope	20
Types of Hope	20
Factors Affecting Hope	21
Self-efficacy	21
Theories Related to Self-efficacy	21
Types of Self-efficacy	22
Factors Affecting Self-efficacy	22

Resilience	23
Theories Related to Resilience	23
Types of Resilience	25
Factors Affecting Resilience	26
Optimism	26
Theories Related to Optimism	26
Types of Optimism	27
Factors Affecting Optimism	27
Life Satisfaction	28
Theories Related to Life Satisfaction	29
Types of Life Satisfaction	30
Factors Affecting Life Satisfaction	31
Statement of the Problem.....	31
Rationale of the Study.....	31
Chapter II: Review of literature.....	32
Chapter III: Methodology.....	42
Aim.....	43

Objectives.....	43
Hypothesis.....	43
Operational Definition.....	44
Research Design.....	44
Sample.....	44
Population.....	44
Sampling Design.....	44
Inclusion Criteria.....	44
Exclusion Criteria.....	45
Tools Used.....	45
Procedure.....	47
Ethical Considerations.....	47
Statistical Analysis.....	48
Chapter IV: Results and Discussion.....	50
Chapter V: Conclusion.....	61
Findings.....	61
Implications.....	62
limitation.....	62

References.....	64
Appendices.....	68
Appendix A.....	69
Appendix B.....	70
Appendix C.....	72
Appendix D.....	73
Appendix E.....	74

List of tables

Table 1: Summary of Kolmogorov-Smirnov test of Normality of Work-Family, Positive Psychological Resources and Life Satisfaction	49
Table 2: Mean and standard deviation of Work-Family, Positive Psychological Resources and Life Satisfaction	51
Table 3: The Spearman Rank Correlation between of Work-Family and Positive Psychological Resources	52
Table 4: The Spearman Rank Correlation between Life Satisfaction and Work-Family Conflict.....	53
Table 5: Result of Mann-Whitney U Test comparing difference in Work-Family Conflict, Life Satisfaction and Positive Psychological Resources of School Teachers in private and government institutions	54
Table 6: Result of Mann- Whitney U Test comparing the difference in compound of Positive Psychological Resources in Elementary and High School Teachers.....	57

Abstract

The current study investigates the effect of positive psychological resources on work-family conflict among school teachers in Ernakulum. The study consisted of a sample of school teachers aged 25-60 years old, with a sample size of 160 participants from Ernakulum. Among them, 80 were a primary school teacher and 80 were a high school teacher. The data was collected using

the Life Satisfaction Scale, Work and Family Conflict Scale and Positive Psychological Resources(PsyCap)scale. Spearman Rank Correlation and Mann-Whitney U-test were used for data analysis. The study reveals a significant correlation in the effect of positive psychological resources on work-family conflict among school teachers in Ernakulum, implying that Private institutions exhibit higher work-family conflict but higher positive psychological resources; government institutions have higher life satisfaction but lower positive psychological resources. High school teachers report higher resilience and optimism; no significant differences in happiness and self-efficacy compared to elementary teachers. Work-family conflict negatively correlates with positive psychological resources among school teachers. Work-family conflict negatively correlates with life satisfaction among school teachers. Organizational differences impact teacher well-being and positive resources.

Keywords: *Positive Psychological Resources, Work-Family Conflict, Life Satisfaction, Elementary School Teacher, High School Teacher*

CHAPTER I
INTRODUCTION

“Work-family conflicts - the trade-offs of your money or your life, your job or your child - would not be forced upon women with such sanguine disregard if men experienced the same career stalls caused by the-buck-stops-here responsibility for children.”

- Letty Cottin Pogrebin

Teaching is considered an especially demanding profession dominated by cognitive, social and emotional demands that are potentially aggravated by external factors related to political or organizational structures (Lomas et al., 2017). The teacher communities are considered one of the pillars of societal growth and success (Lavy & Naama-ghanayim, 2020). According to Lavy and Naama-ghanayim (2020), it is essential to have a caring, accepting, secure and supportive climate for sustaining a successful teaching and learning process. If teachers nurture positive feelings while dealing with the students of their class, the students perform well, leading to a better formation to take place among the students. In the process, students learn to be responsible, intellectually sound, spiritually strong and emotionally balanced persons. Regarding the well-known happy curriculum, the Honorable Deputy Chief Minister and Education Minister of the Government of Delhi, Shri Manish Sisodia, once stated that a happy curriculum's success hinges on having a positive teacher and eager students. Thus, it follows that for educators to confront the dangerous circumstances in the field of education, they must adopt a positive outlook.

Conflicts between people and within people emerge from juggling several roles, which takes a lot of time and effort to manage. Workplace stress, burnout, commitment, performance, and health are all impacted by work-family conflicts, which are further divided into family-work

and work-family conflict. Comprehending their mutual essence is vital, considering the constantly changing landscape of the workplace, regulatory limitations, population trends, and duties.

Work-family conflict is an inter-role conflict arising from incompatible pressures from work and family roles. Work-family balance is hard to sustain in modern industrial societies due to increasing demands at work and in family settings. Individuals are asked to manage multiple roles simultaneously, allocating their resources between work and family (Fotiadis et al., 2019). The most common stressors conducive to the occurrence of work-family conflict are job burnout, dissatisfaction, work stress, long working hours, and role conflict (Kossek and Ozeki, 1998; Spector et al., 2004; Bakker et al., 2005; Ford et al., 2007). Work overload and stressful events caused by the work environment (Cartwright and Pappas, 2008; Ganster and Perrewé, 2011) may physically and emotionally exhaust an employee in a way that gives rise to work-family conflict (Frone et al., 1997b; Baeriswyl et al., 2016). The two-way model of work-family conflict shows that stress factors in the workplace such as lack of autonomy or excessive workload have a negative impact on the “work” side, whereas stress factors related to family such as misbehaving children or overly dependent parents harm the “family” side of the balance (Liu et al., 2019). In other respects, excellent compatibility between family and work gives a sense of high achievement in the workplace since it motivates individuals (Baeriswyl et al., 2016). Work-family conflict hurts employees’ productivity and harms job performance by decreasing the job satisfaction of employees (Johnson et al., 2005). It also affects employee turnover, psychological distress, and life satisfaction (Greenhaus and Beutell, 1985).

Number of researches has attempted to explain the relationship between Work/family conflicts and lowered job and life satisfaction (Kossek & Ozeki, 1998; Netemeyer et al., 1996).

Both work – family conflict and family-work conflict have been linked to decreased satisfaction in the particular domain in which the interference has been experienced (Adams et al., 1996). For example, work - family conflict decreases marital satisfaction while family-work conflict decreases work satisfaction. The increased interest in understanding the work-family interface stems from the demonstrated outcomes of work-family conflict on role and life satisfaction. Life satisfaction was conceptualized as deriving from satisfaction through having a good job and family life. Some prior evidence supports the relationship between work-family conflict, job and family satisfaction and life satisfaction. Several studies have found negative relationships between inter-role conflict and job satisfaction. Work-family conflict was also found to be negatively related to family satisfaction (Pleck et al., 1980; Kopelman et al., 1983; Kopelman & Greenhaus, 1981; Jones & Butler 1980; Greenhaus & Burke 1986; Hashim & Kamil 1993; Aryee, 1992). Some research identified several variables as mediators between Work/family conflict and job satisfaction. Keiwitz (1999) investigated the role of value attainment as a mediator in the relationship between Work/family conflict and job satisfaction and life satisfaction and suggested that value attainment does function as a partial mediator of the relationship between Work/family conflict and job satisfaction and life satisfaction. The results of the study implied that work-family conflict is an important concern for individuals and organizations alike because of its negative consequences leading to reduced job satisfaction as well as family satisfaction

Psychological capital (PsyCap). Luthans et al. (2006) state that the resource capacities must meet certain criteria to be included in PsyCap. Among other criteria, the capacities must be

state-like and therefore open for development. From these states, four constructs are proposed to form PsyCap: self-efficacy, hope, optimism, and resilience. Based on research (e.g., Luthans and Youssef, 2004; Luthans et al., 2005), PsyCap can be defined as “a core psychological factor of positivity in general, and POB (Positive organizational behaviour) criteria meeting states in particular, that go beyond human and social capital to gain a competitive advantage through investment/development of *who you are*” (Luthans et al., 2005)

In positive psychology, hope is often defined as the perceived capability to obtain pathways to desired goals and motivate oneself via agency thinking to use those pathways (Luthans et al., 2005). Self-efficacy can be understood as confidence in one’s ability to achieve one’s goals and high levels of performance through motivational and cognitive resources as well as the pursued course of action. The concept of self-efficacy is based on the social-cognitive theory developed by Bandura (1977, 1992, 1997, 2001). The theory states that amongst others, cognitive, emotional, and motivational processes are controlled through personal convictions. These contain expected action results, outcome expectancies, and perceived self-efficacy. Optimism refers to an individual’s anticipation of positive results (Scheier et al., 2001). Resilience addresses “the ability of an individual to bounce back from adversity, uncertainty, risk or failure, and adapt to changing and stressful life demands” (Lorenz et al., 2016,). Avey et al. (2011) state in their meta-analysis that amongst others there is a positive relationship between desirable employee attitudes (e.g., job satisfaction, organizational commitment, psychological wellbeing), behaviour (i.e., citizenship), and PsyCap. Furthermore, there are negative relationships between PsyCap and undesirable employee attitudes (e.g., cynicism, turnover intentions, job stress, and anxiety) and behaviour (i.e., deviance). Like other domains,

PsyCap is linked to mental health (e.g., Selvaraj and Bhat, 2018). There are multiple theoretical mechanisms postulated to explain the effect of PsyCap on well-being (Youssef-Morgan and Luthans, 2015).

Life happiness varies based on age, gender, and connections. It's gauged by satisfaction with one's environment, contentment, and fulfilment. Indian philosophy emphasizes mental contentment. Life satisfaction arises when primary needs are met. It's influenced by internal and external factors. Fulfilment encompasses social, mental, physical, professional, and financial aspects. Dissatisfaction hinders responsibility fulfillment and leads to misery.

Life satisfaction is the cognitive component of subjective well-being. It is a widely explored construct in psychology that refers to individuals' overall evaluations of their life as a whole (Diener & Diener, 1995). The level of life satisfaction experienced by an individual will depend on the result obtained when comparing life conditions (i.e., achievements) with standards established by the individual themselves to define a good life (i.e., expectations) (Diener et al., 1985). Thus, an individual with high life satisfaction judges the conditions in which their life develops positively. Despite its relevance in the educational field, empirical studies on life satisfaction in teachers are still relatively scarce (especially when compared to studies that address variables such as teacher job satisfaction) (Dagli & Baysal, 2017). Moreover, considering research findings that life satisfaction is lower in teachers compared to the general population (Office for Standards in Education, 2019), it is interesting to delve deeper into those variables capable of positively affecting teacher life satisfaction.

Work Family Conflict

Work–family conflict occurs when an individual experiences incompatible demands between work and family roles, causing participation in both roles to become more difficult. This imbalance creates conflict at the work-life interface. Work-family conflict is defined as “a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985,).

Theories of Work-Family Conflict

Grounded In Role Theory. Work-family conflict, according to Katz and Kahn (1978), is caused by conflicts in role expectations between work and family, particularly those related to time, stress, and conduct. Work-related factors usually have a greater impact on work-family conflict than the other way around. Work to family or family to work can be the source of conflict. Time-based conflict results from conflicting time demands, whereas strain-based conflict happens when performance in one domain is hampered by strain in another. Divergent role behaviors at work and home lead to behavior-based conflict. Occupation-specific variations in work-family dynamics are highlighted by the particular difficulties that certain professions, such as prison guards or military personnel, may encounter because of incompatible behaviors.

Conservation of Resources Theory. The conservation of resources theory, first presented by Hobfoll (1989), describes how juggling the demands of job and family can result in stress because of the possibility of time and energy losses. Stress can be avoided by protecting resources like solid support networks and relationships. In order to avoid losses, coping mechanisms need resource investment across domains, which may raise stress levels or deplete

available resources. One way to get burned out is to overinvest in one thing. In order to avert more losses, proactive coping entails obtaining and allocating capital to novel resources.

The Demands-and-Resources Approaches, The employment demands-and-resources model was developed by Bakker and Demerouti (2007) and Voydanoff (2005), and it illustrates how resources motivate positive outputs while demands deplete resources, impacting both individual and workplace outcomes. Workplace resources like social support and autonomy help to reduce job stress. Voydanoff expanded on this by stressing cross-domain fit in relation to work-family balance. Conflict is decreased by an effective resource-demand balance. Boundaryspanning tactics, such as hourly reductions, resolve disputes.

The life-course perspective, as elucidated by Elder (1998), the life-course view provides a sophisticated framework for examining work-family conflict that takes into account ideas like historical time, transitions, and connected lives. Historical time and social context draw attention to changes in the workforce and career paths, such as the desire for work-life balance and greater job flexibility among modern workers in comparison to earlier generations. Transitions show how changing family needs over time impact work-life conflict, with different life phases posing different problems when it comes to taking care of old or sick relatives. Furthermore, the notion of interconnected lives highlights the reciprocal impacts of family member stress on work-family conflict, wherein the stress resulting from one's spouse's job can affect an individual's personal equilibrium. Positive crossover effects are also noted, since partner assistance can lessen each person's personal work-family conflict. Within this complex framework, methodological issues such as definitions, measures, and study designs, together with the causes underlying workfamily conflict, merit additional investigation.

Types of Work Family Conflict

WFC can occur in two directions: work can interfere with family (WIF) and family can interfere with work (FIW). Carlson et al. (1998) suggested six dimensions of work-family conflict. WIF and FIW each have three sub-dimensions: time-, strain-, and behavior-based forms of conflict. Time-based conflict occurs when the time demands of one role are incompatible with those of another (e.g. working overtime forces the cancellation of a family outing). The second form is strain-based conflict, occurs when strain experienced in one role intrudes into and interferes with participation in another role (eg: the stress of tending to a sick child affects one's ability to concentrate at work). The third form, behavior-based conflict, occurs when behavior pattern appropriate to one domain are inappropriate in another (e.g. emotional restrictions at work are incompatible with the openness expected by family members).

Factors affecting Work-Family Conflict

Work-family conflict is a result of both individual factors, such as heavy workloads, and family responsibilities, such as raising children. Conflict levels are influenced by personal coping mechanisms, time management, and boundary-setting. Conflict resolution strategies are influenced by workplace culture and personality traits. Conflict resolution is impacted by societal influences, flexible work schedules, and organizational assistance. Work-life integration strategies help minimize detrimental effects on wellbeing by efficiently managing responsibilities.

Psychological Capital

"Psychological Capital," defined it as "an individual's positive psychological state of development." (Fred Luthans, et al., 2007). Hope, effectiveness, resilience, and optimism are the four strong psychological states that make up psychological capital, a potent combination that dramatically improves performance and overall well-being. Together, these four states have a synergistic effect that motivates people to pursue their dreams and ambitions. Positive psychological capital is a widely acknowledged underlying capacity that shapes human motivation, cognitive processing, strives for excellence, and ultimately drives performance in the workplace. It emphasizes constructive approaches, meaningful interpretations, and fruitful outcomes.

Hope

The definition of hope is that your willingness to plan for the future and strive toward goals. Hope is an incredibly powerful tool that empowers individuals to visualize a brighter future and determine the necessary steps towards achieving it. Hope is a crucial ingredient for personal growth and success, enabling individuals to unlock their full potential and achieve their aspirations.

Theories of Hope theory. "Hope Theory," a concept in positive psychology developed by American psychologist Charles Snyder, outlines three integral components of hope: goals, agency, and pathways. Goals serve as the foundation of hope, ranging from aspirations as grand as pursuing higher education to more modest aims such as incorporating yoga into one's routine. Agency, or willpower, entails maintaining motivation and confidence in the potential positive outcomes resulting from one's efforts towards achieving their goals. Pathways refer to the specific strategies and routes devised to progress towards these goals, with individuals recognizing that encountering obstacles is inevitable and being willing to adapt and find alternative routes when faced with setbacks. Embracing the understanding that setbacks are part

of the journey, individuals with high hope persistently problem-solve and iterate their approaches until they achieve success.

Types of Hope. The different types of hopes are listed below:

Utopian hope is collective, aiming for a better future through combined action. Realistic hope is practical, focusing on attainable outcomes. State hope is temporary and situational, influenced by current circumstances. Adult hope is mature, integrated across life domains. Spiritual hope is rooted in belief in higher power or purpose, often associated with religious or spiritual beliefs for comfort and meaning.

Factors of Hope. Personal factors, such as self-efficacy, optimism, resilience, and goal orientation, contribute to hope by fostering confidence, positive outlooks, adaptability, and purpose. Social factors, including support networks and positive role models, provide emotional encouragement and inspiration. Environmental factors, like educational opportunities and economic stability, reduce barriers to goal pursuit. Cultural factors shape perceptions of success and hope. Health and well-being, both physical and mental, influence one's energy and outlook. Spiritual beliefs, rooted in faith systems, can serve as sources of hope and meaning.

Self-Efficacy

Efficacy is defined as a belief in your ability to successfully manage tasks. Self-efficacy is a crucial concept in the field of psychological science that defines an individual's unwavering belief in their own capabilities to accomplish specific goals or tasks.

Theories of Self Efficacy. Self – efficacy theory is a concept developed by Albert Bandura, emphasizes the critical significance that people's conviction in their own power to control their life events plays. He saw that this idea affects how people cope with stress and

difficulties, how much effort they put forth, and how persistent they are in achieving their goals. According to Bandura, self-efficacy is self-sustaining and is further enhanced by positive experiences gained from conquering obstacles. This idea is strongly linked to the notion of locus of control, which describes people's beliefs about where the ability to change life events lies—inside themselves, or outside of them (external locus of control). People who have strong self-efficacy usually have an internal locus of control and accept accountability for their choices and results. On the other hand, an excessive external or internal locus of control can cause problems for relationships and one's own wellbeing. Therefore, for optimal functioning, a balanced viewpoint that acknowledges personal agency while also admitting external circumstances is necessary.

The Social Cognitive Theory . This theory posits that effective learning happens when an individual is in a social context and able to engage in both dynamic and reciprocal interactions between the person, the environment, and the behavior (LaMorte, 2016). It is the only theory of its kind with this emphasis on the relevance of the social context and the importance of maintenance behavior in addition to initiating behavior.

Types of Self Efficacy . The different types of self – efficacy are listed below :

General Self-Efficacy reflects overall confidence in handling life's challenges. Academic Self-Efficacy pertains to academic performance. Social Self-Efficacy involves confidence in social interactions and relationships. Workplace Self-Efficacy relates to professional competence and collaboration.

Factors of Self –Efficacy. Mastery experiences are one's previous experiences in accomplishing similar tasks or activities. Vicarious experiences are accumulated by individuals

through observing other people's experiences in similar tasks. Emotional, physical, and psychological states represent individuals' well-being conditions that can influence their feelings about their own capabilities. Verbal persuasion refers to how encouragement and discouragement from others can shape individuals' self-efficacy in a specific situation.

Resilience

Psychological resilience refers to an individual's ability to bounce back and return to their normal state after experiencing emotionally challenging situations, such as stressful work scenarios. It's an ongoing process that necessitates flexibility in one's cognitive, emotional, and behavioral reactions, allowing them to withstand and triumph over hardship. In essence, psychological resilience empowers individuals to deal with tough circumstances with ease and fosters personal growth and development.

Theories of Resilience. *Seligman's 3Ps Model of Resilience.* Seligman proposed that the ability to deal with setbacks is largely determined by three p's: personalization, pervasiveness, and permanence these refer to three emotional reactions that individuals tend to have to adversity. Personalization is a cognitive distortion that's best described as the internalization of problems or failure.

Pervasiveness is assuming negative situations spread across different areas of one's life; for example, losing a contest and assuming that all is doom and gloom in general. Permanence is believing that bad experiences or events last forever, rather than being transient or one-off events. Permanence prevents individuals from putting effort into improving the situation, often making them feel overwhelmed and as though they can't recover. By addressing these three,

often automatic, responses, individuals can build resilience and grow, developing adaptability and learning to cope better with challenges. (Seligman, 1990)

Michael Rutter's Theory of Resilience. Rutter has established several principles for resilience theory based on his extensive research (Rutter, 2006, Rutter, 2007, Rutter, 2012, Rutter, 2013). One of the principles Rutter adheres to is that resilience is not related to individual psychological traits or superior functioning, but rather it is an ordinary adaptation given the right resources. One of the key discussion points in each of Rutter's papers is the protective factor of mental features/operations (planning, self-control, self-reflection, sense of agency, selfconfidence, determination). A second protective factor emphasized by Rutter is the importance of social relationships. He indicates factors such as maternal warmth, sibling warmth and a positive atmosphere in the family as protective against emotional and behavioral disturbances. Finally, Rutter highlights the significance of "turning point experiences". Turning point experiences are moments in an adult's life where there is a "discontinuity with the past that removes disadvantageous past options and provides new options for constructive change" (Rutter, 2013). At turning points, individuals can show resilience despite having non-resilient outcomes throughout childhood and youth.

Dr. Norman Garmezy's Theory of Resilience. Dr. Norman Garmezy was one of the most respected experts in psychology and was well-known for his work in developmental psychopathology. According to Dr. Garmezy, resilience is not the quality of being brave in the face of adversity.

Models that resilience developed through Garmezy's research are compensatory model which is an additive model, where stressors lower competence and personal attributes improve

adjustment. Stress factors and attributes combine together in predicting competence. For example, a child may experience a high-conflict home environment and a warm, close relationship with a grandparent. If the child is resilient, it may be because the grandparent relationship compensates for the home environment. Second model is protective vs. vulnerability model (Immunity vs. vulnerability, this is an interactive relationship between stressors and personal attributes, whereby the association of stress with the outcome varies depending on the level of the attribute under consideration. For example, a child in high poverty may have a cohesive home environment which interacts with the poverty to decrease risk. The third model involves challenge model which is a curvilinear relationship, where stressors enhance adjustment but not at very low or very high levels. Very high levels of stress lower competence. The basis of the challenge model is that some stress is helpful for young people as it can develop coping skills and encourage them to mobilize internal and external resources. (Garmezy et al.,1984)

Emmy Werner's Theory of Resilience. Werner held an ecological view of resilience, focusing on protective factors that promoted resilience at the individual, family and community level (Werner, 1989). These protective factors included dispositional attributes of the individual (sociability, activity level), affectional ties within the family that provide emotional support, and external support systems (church, work). Werner noted that the more stress one experiences, the more protective processes are needed (Werner, 1982). She also believed that protective factors operate both directly and indirectly (Werner, 1989). For example, external support systems (e.g. church) may support the mother, which then increases her capacity to provide support for the child. Werner stated that despite the development of knowledge of possible protective processes, there still needs to be a greater understanding of protective factors and their effect.

Types of Resilience .Types of resilience include psychological, emotional, physical, and community resilience. Psychological resilience involves coping with uncertainty and adversity. Emotional resilience entails understanding and managing emotions effectively, even during crises. Physical resilience refers to the body's adaptability and recovery capacity. Community resilience pertains to groups' ability to respond to and recover from adverse situations collectively, such as natural disasters or economic hardship.

Factors of Resilience. Individual factors that help build resilience include Personality traits such as Conscientiousness, optimism, and emotional stability are associated with higher resilience (Bonanno, 2004; Duckworth et al., 2007; Tugade & Fredrickson, 2007). Cognitive skills such as Problem-solving, decision-making, and coping skills contribute to effective adaptation (Holahan et al., 2006; Southwick et al., 2011). Social and Environmental Factors include having strong social networks and supportive relationships that can buffer against stress and offer resources for coping (Cohen & Willis, 1985; Thoits, 2011) and adequate access to financial resources, healthcare, and education can promote resilience in the face of challenges (Galea et al., 2015; Luthar et al., 2000). Cultural values and beliefs can also shape coping strategies and influence resilience (Kim & Omura, 2012; Ungar, 2015).

Optimism

Optimism is defined as having a positive outlook for the future. Having an optimistic outlook on life means attributing positive events to your own skills and abilities while recognizing that negative events are often temporary and external. It also involves expecting good things to happen in the future, while being aware that challenges are a part of life.

Theories of Optimism .The dispositional theory of optimism. The dispositional model of optimism was the first wave of research that explored the impact of hopefulness on a better lifestyle and mental health. Psychologists following this approach highlighted optimism as a crucial aspect of humans' success in evolution (Segerstrom, 2006).

Carver and Scheier (1987) introduced the term “dispositional optimism.” They argued that it is the presence of positive traits that increases the chances of something good happening to us. The dispositional theory of optimism suggests that optimism leads to positive consequences in life, and pessimism leads to stressful outcomes and increased dissatisfaction (Scheier & Carver 1987, Scheier et al., 2001).

The explanatory model of Optimism. Martin Seligman derived the explanatory model of optimism from his famous concept of “learned helplessness.” This approach explains optimism as the way people perceive and interpret events more than their built-in personal traits.

According to the explanatory theory of optimism, people who perceive failure or stressful life events as personal shortcomings are pessimists. Optimism, as Seligman explained, is the cognitive ability to understand the current situation as it is and work to change things in our favor (Buchanan & Seligman, 1995).

Types of Optimism. The different types of optimism are listed below:

Dispositional Optimism reflects a stable expectation for positive outcomes in general life situations. Situational Optimism varies across specific contexts like work or relationships. Defensive Optimism involves maintaining positivity as a defense mechanism against threats. Outcome Optimism entails believing in positive results from personal efforts, fostering confidence in achieving success.

Factors of Optimism. Personality traits, including positive disposition, openness, extraversion, and agreeableness, contribute to optimistic outlooks. Resilience, linked to bouncing back from setbacks, is associated with higher optimism. Cognitive processes, such as positive attribution styles and cognitive flexibility, influence optimistic perspectives. Positive experiences, mastery, modelling, and reinforcement contribute to optimism. Social support, positive relationships, encouragement, and societal factors impact optimism. Health, both physical and mental, educational opportunities, job satisfaction, and positive life events also influence optimism. Cultures emphasizing positive thinking may foster higher levels of optimism. Overall, a combination of personality, cognitive, experiential, social, cultural, and health factors shapes an individual's optimistic outlook on life. **Life Satisfaction** life satisfaction is employed in philosophical and psychological accounts of happiness and well-being. “Life satisfaction” is regularly used as a synonym for “happiness” and is often either identified with or seen as a significant component of well-being.

Life satisfaction has been defined as “a person’s cognitive and affective evaluations of his or her life” (Diener et al., 2002). Life satisfaction, meaning in life and hope are some of the most important factors that affect the individual’s thoughts and feelings in situations of danger. The concept of life satisfaction, which was first introduced by Neugarten in 1961, refers to a situation or result obtained by the comparison of what a person wants and possesses (Cited by Özer & Karabulut, 2003). Life satisfaction is defined as the main goal of life by many people. It is suggested that consistency or inconsistency between the goals of an individual and the extent these goals are reached by him/her has a vital role in reaching happiness (Rask, Astedt- Kurki & Laippala, 2002). Life satisfaction refers to emotional reactions of an individual outside his/her work life. In other words, it refers to a general attitude of the individual towards life. Being

happy in daily life, feeling physically good, economic security and social relationships are the factors affecting life satisfaction (Schmitter, 2003).

Life satisfaction is an indicator for well-being and it “depends on doing well in major areas of life, such as relationships, health, work, income, spirituality and leisure” (Diener, E., Biswas-Diener, R, 2008). People who score high in life satisfaction feel they live a meaningful lives and they share goals and values that are important to them. A good level of life satisfaction could bring out good work performances and good influences upon others. The teachers with a high level of life satisfaction could be better educational agents and their work could be more useful for the children's development. The work mentality comprises attitudes, ideas and values related to work, being a synthesis of the community vision and the individual vision (T. Constantin, 2004). The teacher's work mentality would express their attitudes towards work, the way they see the work, as an accomplishment or a compulsory duty. The satisfaction with work is an important part of the professional life, and it has consequences both at the personal level and at the organizational level. The work satisfaction could be defined as a positive emotion derived from the personal opinion of an employee about his/her work (T. Constantin, 2004).

Theories of Life Satisfaction

Bottom-up theories and Top-down theories , developed by Diener, 1984; Headey et al., 1993; Erdogan et al., 2012; Loewe et al., 2014. The bottom-up and top-down theories are two well-known hypotheses that have attracted a lot of interest in the field of life satisfaction research. According to the bottom-up hypothesis, contentment in a variety of areas of life—including career, relationships, family, personal growth, and health—becomes the basis for total fulfillment. On the other hand, top-down theories propose that a person's general level of

happiness with life influences or determines how satisfied they are in particular areas of their lives. Although there is ongoing disagreement regarding these theories, it is generally accepted that overall life happiness and satisfaction in various life domains are closely related.

Self determination theory developed by Deci and Ryan (2000, 2008). emphasizes human motivation and development by using the inherently necessary psychological needs that are necessary for psychological well-being in all situations. SDT emphasizes the degree to which three fundamental psychological needs—autonomy, competence, and relatedness—are met, whereas other theories see needs as individual distinctions. As a result, SDT views needs as vital components of wellbeing. Competence is the ability to control one's surroundings; relatedness is the sense of being in close proximity to other people; and autonomy is the perception of having a choice and personal endorsement in activities. According to SDT, achieving optimal functioning depends on meeting each of the three needs in a variety of life situations. Few studies have examined the simultaneous satisfaction of needs across multiple contexts and its impact on psychological adjustment and well-being, despite the fact that research has assessed need satisfaction in specific contexts such as relationships, employment, sports, and schools. In light of this, one of the most important areas for additional research within the SDT framework is comprehending the distribution of need fulfillment across different life domains.

Social Comparison theory is developed by psychologist Leon Festinger(1954). people evaluate their social and personal value by contrasting themselves with others in a variety of categories, including success, wealth, intelligence, and attractiveness. According to research, comparisons occur in up to 10% of human thoughts, which emphasizes how ubiquitous comparisons are in human cognition. Frequent comparisons might inspire self-improvement, but they can also lead to intense feelings of regret, guilt, or discontent. Furthermore, those who

compare things a lot could be more likely to lie or start eating disorders or indulge in other harmful behaviours.

Types of Life Satisfaction.

The different types of life satisfaction are: Job Satisfaction relates to contentment at work, considering job security, environment, and relationships. Family Satisfaction measures contentment with family life, including relationships and interactions. Relationship Satisfaction assesses fulfilment in romantic relationships, focusing on communication and support. Financial Satisfaction gauges contentment with financial situation and stability. Community Satisfaction reflects contentment with the local community, including social connections and engagement.

Factors of Life Satisfaction

Life satisfaction is influenced by life opportunities, experiences, and appraisal. Factors include personal and societal resources, like familial ties and social status. Individual qualities like intelligence and health matter. Experiences encompass routine or challenge, solitude or company, influenced by social resources and life events. Evaluation contrasts one's circumstances with the ideal "good life."

Statement of the Problem

The study intends to investigate the effect of positive psychological resources on workfamily conflict and life satisfaction among school teachers in Ernakulum

Rationale of the study

The rationale of the study is grounded in the need to address the challenges faced by school teachers in Ernakulum, recognize the importance of positive psychological resources and

contribute meaningful insights to both academic knowledge and practical support for teacher well-being. Need for development of family-friendly policies to mitigate work-family conflict among school teachers.

CHAPTER II
REVIEW OF LITERATURE

Luque-Reca, García-Martínez, Pulido-Martos, Lorenzo, María conducted the study on Teachers' life satisfaction: A structural equation model analyzing the role of trait emotion regulation, intrinsic job satisfaction and affect. the study was published on 17 February 2022. aim of the study to test a comprehensive structural equation model of both the direct and indirect (through affect and intrinsic job satisfaction) relationships between trait emotion regulation and life satisfaction in a sample of 404 Spanish teachers. Wong and Law Emotional Intelligence scale, International Positive and Negative Affect Schedule Short Form (I-PANAS-SF; Thompson, 2007; Spanish translation by Gargurevich, 2010), Job Satisfaction Scale- Teacher's Form (JSS-TF; Anaya & Suarez, 2007), Satisfaction With Life Scale. The result of the study is that there is positive and negative affect mediate the relationship between trait emotion regulation and both life and job satisfaction, job satisfaction is the main determinant of life satisfaction.

Tareke and Hercz conducted the study on Psychological Capital and Teacher Wellbeing: The Mediation Role of Coping with Stress . the study was published on july 15, 2021. study aimed to investigate the mediation role of coping with stress between psychological capital and teacher well-being based on positive psychology, conservation resource, and broaden-andbuild theories.study comprised of 836 teachers from three clustered, ethnically diverse public universities. tools used in the study are The Teacher Wellbeing Scale (TWBS) ,The Psychological Capital Questionnaire (PCQ-12), a short version of the measurement scale designed by Luthans et al. (2006) four sub-dimensions of hope, efficacy, resilience and optimism, shortened to HERO (Scheier & Carver, 1985; Wagnild & Young, 1993), The Coping

with Stress Questionnaire (CWS-Q) (Rabenu et al., 2016). The results show that teachers' wellbeing positively influenced by PsyCap and the core coping with stress strategies would enhance and use as a resource to flourish their work-life and establish the best relationship with their students and institutions. Therefore, education sectors and other stakeholders could potentially use this study as a guide to promote and flourish teachers' well-being.

Clarence¹, Viju , Kesari and Sam conducted the study on Predictors of Positive Psychological Capital: An Attempt Among The Teacher Communities in Rural Jharkhand, India. the study was published on 2021. Samples of 1,120 respondents from different rural schools teachers. instruments used in the study are PsyCap questionnaire (Luthans et al., 2007), Proactive personality scale (PPS) by Seibert et al. (1999), Emotional intelligence scale (EIS) by the Wong and Law EI scale (Wong & Law, 2002), Perceived organizational support scale (POSS) by Eisenberger et al. (1997), Servant leadership scale (SLS) developed by Liden et al. (2015) and MW scale by Steger et al. (2012). The result of the study is that both the individual differences (proactive personality and emotional intelligence) and the contextual factors (perceived organizational support, servant leadership and meaningful work) have a positive relationship with PsyCap. study addresses the growing need to establish PsyCap and its antecedents (positive mindset) as a beneficial tool in the field of education. If teachers have to continue to be effective, then, in the spirit of positivity (PsyCap and its antecedents), we need to ask what needs to be done.

Dr. Mahmood , Dr. Aftab , Akhtar , Batool conducted the study on Effect Of Work Family Conflict On Internalizing Psychological Problems And Life Satisfaction Among Teachers . study was published on 2021 . The present study aimed to examine the effect of work family conflict on internalizing psychological problems and life satisfaction among teachers.

Data was collected by utilizing work family conflict scale, depression, anxiety and stress scale and life satisfaction scale from two hundred teachers of public and private schools and colleges of District Hazara Khyber Pakhtunkhwa. The present study has identified that work family conflict positively correlate with psychological problem and life satisfaction negatively correlate with work family conflict as well as psychological problems also negatively correlate with life satisfaction. The findings of research may be helpful for teachers for the betterment of their life satisfaction and work and family conflict.

Fatima and Hussain conducted a study on Relationship of Work-Family Conflict with Job Demands, Social Support and Psychological Well-Being of University Female Teachers in Punjab. The study was conducted in the year of April 2020. The sample consist of 410 and used Work-family conflict scale developed by Carlson, Kacmar and Williams (2000). Questionnaires on five point Likert type scale were developed to measure job demands and social support with the help of literature. Psychological well-being was measured by a standardized questionnaire GHQ-12 (General Health Questionnaire) developed by Goldberg (1979). Results showed that job demands and social support significantly related with the work-family conflict and the work family conflict has significant relationship with psychological well-being. It was recommended that teachers and administrators be introduced to individual and organizational strategies through training to reduce the conflict faced by female university teachers.

Freire, Ferradás, García-, Carlos, Rodríguez and Piñeiro conducted the study on Psychological Capital and Burnout in Teachers: The Mediating Role of Flourishing. the study was published on 13 November 2020. study comprised of 1379 teachers from pre-school, primary, secondary, and vocational education systems participated in the study. tools used in the study are (PsyCap) Psychological Capital Scale which evaluate the four resources (efficacy,

hope, optimism, and resilience, Flourishing Scale- Spanish version and Maslach Burnout Inventory-Educators Survey (MBI-ES). The results showed that flourishing partially mediates the negative effect of PsyCap on the three symptoms of burnout (emotional exhaustion, depersonalization, and lack of professional accomplishment). These findings indicate that both PsyCap and flourishing may be effective personal resources in reducing teacher burnout.

Obaid conducted the study on Work-Family Conflict, Social Support and Job Satisfaction among Saudi Female Teachers in Riyadh, Saudi Arabia. the study was published on march 2017 . Work-family and family-work conflict are problematic in today's business world. This is due to the negative consequences on employees' job satisfaction, which in turn leads to low productivity. The aim of this study is to examine the relationship between work family conflict, family-work conflict, social support and job satisfaction among Saudi female teachers who have at least one child. 15 secondary schools located in Riyadh and 194 Saudi female teachers were selected for this study. The results indicate that work-family and family-work conflict are both negatively correlated with job satisfaction. The findings also reveal that supervisor support and colleague support are positively correlated with job satisfaction. It is recommended that school management to consider childcare services and flexible working schedules for female teachers who have children. In addition, effective training programs focusing on communication and management skills would be beneficial. Further research that includes different measures and another environment is also suggested, which could result in a better understanding of the relationships between the study variables. The tools used in the study are Work to-family conflict scale developed by Netemeyer, et al. (1996), social support, the scale developed by Caplan, et al. (1975) was used and Job satisfaction scale -General Job Satisfaction, which is part of the Job Diagnostic Survey developed by Hackman and Oldham (1975).

Arslan conducted a study on understanding the association between positive psychological functioning at work and cognitive well-being in teachers. The study was published in the year of 21 November 2017. Study comprised of 295 teachers. the purpose of the study the association between teacher's positive functioning at work and cognitive well-being in Turkish educators. the tools used in the study are the teachers' subjective well-being questionnaire (TSWQ) scale and the satisfaction with life scale (SWLS) scale. Result of the study revealed that teachers with high levels of well-being had greater positive functioning at work than those with low and average well-being levels. The result indicated in the study is that there is significant effects of wellbeing groups on teachers functioning and revealed that teachers with high levels of wellbeing had greater positive functioning at work than those with low and average wellbeing levels. High level of wellbeing is associated with teachers healthy and successful functioning at work.

Erdamar, Demirel conducted the study on Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home. the study was published on March 29, 2016. The sampling of the study was a total of 406 teachers-37 preschools, 126 primary school, 89 secondary school, and 154 high school teachers. The data for the study were collected through three different scales; Minnesota Job Satisfaction Scale developed by Weiss, David, England and Lofguist in 1967 in order to determine job satisfaction, Life Satisfaction Scale developed by Deiner, Larsen, Emmons and Griffin (1985) scale, and Work-Family and Family-Work Conflicts Scale. The results of the study indicate that teachers suffer more from work-family conflict than from family-work conflict. A negative and significant correlation has been found between job satisfaction and work-family conflict and also family-work conflict.

Aydintan and KOÇ conducted the study on The Relationship between Job Satisfaction and Life Satisfaction: An Empirical Study on Teachers. The study was conducted in the year of November 2016. The sample consist of 652 teachers in Ankara and Istanbul in Turkey. The population for the study consisted of the preschool teachers, primary school teachers, and culture and vocation lecture teachers. In this research, the data gathering tools were the job satisfaction survey by Paul E. Spector (1985) and the life satisfaction survey by Diener, Emmons, Laresen and Griffin (1985). The aim of this study was to investigate the relationship between job satisfaction and life satisfaction on 652 teachers in Ankara and Istanbul in Turkey . Results indicated that the correlation and regression coefficients are quite high. It means that job satisfaction of the teachers have a significant effect on their life satisfaction. Moreover, the findings were indicated differences in the intensity of relationship between variables depend on socio-demographic traits of the teachers.

Kumar conducted a Study of Life Satisfaction among Primary, Middle and Secondary Schools Teachers of District Kathua. The study was published in the year of June 2014. The population for the study consisted primary, middle and secondary school teachers. sample of 200 teachers (108 male and 92 female) from 33 schools of Kathua district and used Life Satisfaction Scale developed by Q.G. Alam and Ramji Shrivastava scale . Result of the study is that There is no significant difference in life satisfaction of teachers belonging to different sex i.e. male and female. There is a significance difference in life satisfaction of teachers belonging to different types of institutions i.e. (Govt. and Private). The teachers working in govt. schools are more satisfied than the teachers working in private schools. There is no significant difference in interaction between sex (Male and Female) and types of institution i.e. (Govt. and Private).

Bano , Dr. Malik conducted a study on the Effect of Occupational Stress on Life

Satisfaction among Private and Public School Teachers. the study was published on 30 July 2014. the sample consists of 200 school teachers from private and public sector schools in Bhakkar City. Organizational role stress (Pareek, 1983) is used to examine occupational stress in teachers. This scale was used with necessary modification by using 25 items with five subscales Inter role distance, role expected conflict, role overload, role ambiguity and self-role distance according to local setting. Life Satisfaction was measured with the "satisfaction with life scale" (Diener, Emmons, Larsen & Griffin, 1985). The SWLS scale. The result indicated that job stress has a negative effect on life satisfaction. It is further found that females are more stressed due to their jobs than male teachers. In terms of the educational sector, private and public sector school teachers share more or less equal stress. The findings of this research have implications for promoting our understanding of occupational role stress and life satisfaction in the Pakistani academic system in order to introduce effective preventive measures to reduce the incidents of occupational stress and to increase life satisfaction.

Nart, Batur conducted the study on The relation between work-family conflict, job stress, organizational commitment and job performance: A study on Turkish primary teachers . the study was published on 2014. Samples of 400 primary level teachers from public schools in The South Marmara Region, Turkey. Kopelman, Greenhouse and Connolly's (1983) "work-family conflict scale" consisting of twelve items was conducted on the sample of the research, Meyer & Allen's (1984, 1997) "organizational commitment scale", House and Rizzo's (1972) "job-stress scale" and Employee performance is examined by applying Sigler & Pearson's (2000) "job performance scale" revised from Kirkman and Rosen (1999). Result indicated that work-family conflict and job stress have a considerable effect on organizational commitment of primary level teachers. To honor our teachers, whose performance is continuous and to help our children to get

better education, an effective supervision and management policy of school administration can help teachers to reduce work-family conflict, which would help to decrease organizational and individual problems and increase commitment and satisfaction levels.

Aisyah, Khadijah, Rajaba , Abdul Rahmana & Mad Shaha conducted a study on The Impact of Work-Family Conflict on Psychological well-being among School Teachers in Malaysia. The study was published in the year of 2011. the sample of 100 school teachers used Work-Family Conflict was assessed with 18 items from Stephen & Sommer (1996), Life satisfaction was assessed with five items from Diener, Emmons, Larsen, and Griffin (1985), Turnover intention was assessed with the three items from Michigian Organizational Assessment Questionnaire from Canmann, Fichman, Jenkins and Klesh (1979) and Mental health was assessed with the DASS 21 (Depression Anxiety Stress Scale) (Lovibond & Lovibond, 1995). Results show that the level of work interference with family (WIF) is higher compared to the level of family interference with work (FIW) among the respondents. Time dimension is the highest level to contribute to the level of work-family conflict. Work-family conflict has a negative influence on mental health, life satisfaction and mental health.

DeNicolis , Rodriguez, J. Kutcher, Indovino, Rosner conducted a study on Work-Family Conflict, Work-Family Culture, And Organizational Citizenship Behavior Among Teachers. The study was conducted in the year of December 2005 . The sample consist of 203 teachers in elementary, middle, and high schools in Northern New Jersey and the New York Metropolitan area and they used Work- family culture was assessed using Thompson et al. (1999) measure of work-family culture scale , Levels of work-family conflict were assessed using Kelloway,Gottlieb, and Barham's (1999) scale , OCB (Organizational Citizenship Behavior) was assessed using Podsakoff et al. (1990) five-factor measure scale , Allen and

Meyer's (1990) organizational commitment measure, Job satisfaction was assessed using the short form of the Minnesota Satisfaction Questionnaire scale was developed by Weiss, England, and Lofquist (1967). The result shows that Pearson correlations indicated that OCB was related negatively to work-family conflict, and positively to work-family culture, job satisfaction, and organizational commitment. Hierarchical regression analyses indicated that work-family culture predicts work-family conflict, and that various forms of work-family conflict predict OCB. Analyses also showed that work-family culture predicts both organizational commitment and OCB, and that organizational commitment does not mediate the relationship between work family culture and OCB. The findings support the importance for schools to foster a positive work-family culture.

CHAPTER III

METHODOLOGY

Aim:

The aim of the study is to investigate the effect of positive psychological resources on work-family conflict among school teachers in Ernakulum.

Objectives:

- To find the relationship between work-family conflict and positive psychological resources in school teachers in Ernakulum.
- To find the relationship between work-family conflict and life satisfaction in school teachers in Ernakulum.
- To find the significance difference in work family conflict, positive psychological resources and life satisfaction in different types of institution- government and private.
- To find the significance difference in the compounds of positive psychological resources among different teaching level- primary and high school teacher.

Hypothesis:

H1: There is a significant relationship between work family conflict and positive psychological resources among school teachers in Ernakulum.

H2: There is significant relationship between work-family conflict and life satisfaction among school teachers in Ernakulum.

H3: There will be a significant difference in work family conflict, life satisfaction and positive psychological resources among teachers working in different institutions (Government and private).

H4: There will be significant differences in the compounds of positive psychological resources in the teaching level

Operational Definitions of the variables:

Satisfaction with Life Scale(SWLS):is operationally defined as the sum total of scores assessed in 5 items developed by Diener et al., 1985; Glaesmer et al., 2011.

Work and Family Conflict Scale(WAFCS): is operationally defined as the sum total of scores assessed in 10 items developed by Haslam, D., Filus, A., Morawska, A., Sanders, M. R., & Fletcher, R. (2015).

Positive Psychological Resources (PsyCap): is operationally defines as the sum total scores assessed in 12 items developed by Luthans et al. (2007).

Research Design

Cross sectional and Correlation Research Design was opted for this study.

Sample

A sample of 160 participants belonging to the age group 25-60, who have met the criteria, participated in the study.

Population

School Teachers in Ernakulum

Sampling Design

The sampling design used for the study was convenience sampling

Inclusion criteria:

- Full-time school teachers employed in primary and secondary schools in Ernakulum.
- Teachers currently working in schools located within the geographical boundaries of Ernakulum, India.

- Teachers with a minimum of one year of teaching experience.
- Individuals who voluntarily agree to participate in the study and provide informed consent.
- Teachers aged 25 to 63 years.
- Female teachers in Ernakulum

Exclusion criteria:

- Part-time or temporary teachers.
- Teachers working outside the geographical boundaries of Ernakulam.
- Teaching assistants, administrative staff, or individuals in non-teaching roles.
- Teachers with less than one year of teaching experience.
- Individuals who refuse to provide informed consent.
- Individuals not within this age group.
- Individuals with severe mental health condition, language barriers or other factor that interfere with the study might be excluded.
- Male teachers are excluded.

Tools Used:

Informed consent

Teachers were informed about the study's purpose and confidentiality. They voluntarily agreed to participate and were assured they could withdraw without consequences. Their signature confirmed their voluntary participation. The rights, autonomy, and welfare of all participants involved were protected throughout the research process by this strict commitment to informed consent norms, which guaranteed ethical integrity.

Sociodemographic Data Sheet

The sociodemographic sheet was provided to gather details of the participants with respect to their name, age, gender, marital status, type of institution work, current teaching level, weekly working hours and hours spent on household activities

Satisfaction With Life Scale(SWLS). developed by Diener et al., 1985; Glaesmer et al., 2011.

Satisfaction with life scale developed to measure the life satisfaction of the individual. A 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). The measures make use of a 7-point scale (7 - strongly agree, 6 – agree, 5 – slightly agree, 4 – neither agree nor disagree, 3- slightly disagree, 2 – disagree, 1 – strongly disagree.) . scoring is the sum of all the selected responses. Cronbach's alpha coefficients for the SWLS have typically ranged from 0.80 to 0.90, indicating strong internal consistency. High score indicates that the person is satisfied with his/her life.

Work And Family Conflict Scale(WAFCS), developed by Haslam, D., Filus, A., Morawska, A., Sanders, M. R., & Fletcher, R. (2015).The work and family conflict scale was developed to measure work interfere with family and family interference with work in an individual. A 10item scale designed to measure the work-family conflict in one's life. Participants indicate how much they agree or disagree with each of the 10 items using a 7 – point scale (1- very strongly, 2- strongly disagree, 3- Disagree, 4- Neither agree nor disagree, 5- Agree, 6- Strongly agree, 7- Very strongly agree). The sums of scores are taken. high scores indicate high levels of conflict.

Positive Psychological Resources (PsyCap), developed by Luthans et al. (2007). Positive psychological resources are developed to measure the individual's hope, optimism, self – efficacy and resilience. the scale is made up of 12 items scored over a 6-point scale (1- disagree very strongly, 2- disagree strongly,3-disagree, 4-agree, 5-agree strongly, 6-agree very strongly).

These items broadly govern several aspects of positive psychological resources: hope (3 items), self-efficacy (3 items), resilience (3 items), and optimism (3 items). The sum of scores interprets the positive psychological resource, a high score indicates a high level of positive psychological resources.

Procedure

The data in the present study has been collected from the population by giving out questionnaires. An informed consent form was provided at the beginning of the questionnaire to make sure that the confidentiality of the participant's data will be maintained. This was followed by a few questions that collected the demographic details of the participants. satisfaction with life scale(SWLS), work and family conflict scale(WAFCS)and positive psychological resources

(PsyCap). The questionnaires were scored according to the scoring guidelines given in them and the final results were obtained using the SPSS software version.

Ethical Considerations

- Research participants were not subjected to harm in any way whatsoever.
- Respect for the dignity of research participants was prioritized.
- Full consent was obtained from the participants prior to the study.
- The protection of the privacy of research participants was ensured.
- Adequate level of confidentiality of the research data was ensured.
- Anonymity of individuals and organizations participating in the research was ensured.
- Any deception or exaggeration about the aims and objectives of the research was avoided.

- Any type of communication in relation to the research was done with honesty and transparency.
- Any type of misleading information, as well as representation of primary data findings in a biased way were avoided

Statistical Analysis

The data collected from the participants was analyzed using SPSS software (Statistical Package for Social Sciences) version 29.0.2.0 The Kolmogorov-Smirnov test was used to determine whether the data was normal. To examine the relationship between the study variables, Spearman's correlations Coefficient analysis was performed.

Normality Test

Table 1

Summary of Kolmogorov-Smirnov test of Normality of Work family conflict, Life satisfaction and Positive Psychological Resources.

Variables	sig
Work Family Conflict	<.001
Life Satisfaction	<.001
Positive Psychological Resources	<.001

The Kolmogorov-Smirnov test of Normality of sense of belonging and resilience shows that the variables are not normally distributed in the sample ($p < 0.05$). Therefore non-parametric test like Spearman's correlations Coefficient can be applied to additional statistical analysis .

CHAPTER IV
RESULTS AND DISCUSSION

The main objectives of the study were to explore any possible significant relationships between work–family conflict, positive psychological resources and life satisfaction among school teachers in Ernakulam. Spearman's rho correlation was used to find the relationship between the variables.

Descriptive Statistics

Table 2

Indicates the descriptive statistics of the dimension of work-family conflict, life satisfaction and positive psychological resources among 160 school teachers .

	Mean	Std.Deviation	N
Work Family Conflict	31.59	8.23	160
Life Satisfaction	23.48	6.06	160
Positive Psychological Resources	51.08	7.60	160

The mean and Std. Deviation of work family conflict was found to be 31.59 and 8.23, the mean and Std. Deviation of life satisfaction was found to be 23.48 and 6.06 and Mean and Std. deviation of positive psychological resources was found to be 51.08 and 7.60.

Correlation Analysis

H1: There is a significant relationship between work-family conflict and positive psychological resources among school teachers in Ernakulum.

Table 3:

	Work-family conflict
Positive psychological resources	-.231**

*Note***. Correlation is significant at the 0.01 level (2-tailed).

Spearman's rho correlation coefficient shows a statistically significant negative relationship between work-family conflict and positive psychological resources, [$r = -.231$, $p = .003$]. The variables work-family conflict and positive psychological resources were found to have having weak negative correlation, $r(-.231)$, $p = .003$. Hence hypothesis H1, there is a significant relationship between work-family conflict and positive psychological resources among school teachers in Ernakulum, is not rejected.

The demands and stressors associated with balancing work and family responsibilities have a detrimental effect on the positive psychological resources of school teachers in Ernakulum. Positive psychological resources may include factors such as resilience, selfefficacy, optimism, and hope. When these resources are depleted due to work-family conflict, it can potentially lead to decreased job satisfaction, increased stress, and reduced overall wellbeing among teachers. A negative correlation suggests that as levels of work-family conflict increase, positive psychological resources decrease among school teachers in Ernakulum. In other words, when teachers experience higher levels of conflict between their work responsibilities and family obligations, they tend to have lower levels of positive psychological resources.

Freire, Ferradás, García-, Carlos, Rodríguez and Piñeiro conducted the study on Psychological Capital and Burnout in Teachers: The Mediating Role of Flourishing. On 13 November 2020.

These findings indicate that both PsyCap and flourishing may be effective personal resources in reducing teacher burnout.

H2: There is a significant relationship between work-family conflict and life satisfaction among school teachers in Ernakulum. **Table 4** shows the correlation between life satisfaction and work-family conflict

	Work-family conflict
Life Satisfaction	-.219**

*Note***. Correlation is significant at the 0.01 level (2-tailed).

Spearman's rho correlation coefficient shows statistically significant and negative relationship between work- family conflict and life satisfaction, [$r = -.219$, $p = .005$].

The variables work-family conflict and life satisfaction were found to be weak negative correlation , $r(-.219)$, $p = .005$. Hence the hypothesis H2, there is a significant negative correlation between work family conflict and life satisfaction in school teachers in Ernakulum, is not rejected.

work-family conflict has a detrimental effect on the life satisfaction of school teachers in Ernakulum. Work-family conflict can lead to increased stress, decreased leisure time, and challenges in maintaining a healthy work-life balance, all of which can contribute to lower overall life satisfaction. There is a negative correlation that implies that as levels of work-family conflict increase, life satisfaction tends to decrease among school teachers in Ernakulum. This

indicates that the conflict between work responsibilities and family obligations negatively impacts teachers' overall satisfaction with their lives.

Erdamar, Demirel conducted the study on Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home in March 29, 2016. The results of the study indicate that teachers suffer more from work-family conflict than from family-work conflict. A negative and significant correlation has been found between job satisfaction and work-family conflict and also family-work conflict.

Variance Analysis

H3: There will be a significant difference in work-family conflict, life satisfaction and positive psychological resources among teachers working in different institutions (government and private).

Table 5

Shows the result of Mann- Whitney U Test comparing the difference in work-family conflict, life satisfaction and positive psychological resources of school teachers in private and government institutions

Variable	Mean Rank		<i>U</i>	<i>z</i>	<i>p</i>
	Private	Government			
Work – family conflict	95.74	65.26	1980.500	-4.170	<.001
Life satisfaction	64.38	96.63	1910.000	-4.412	<.001
Positive psychological resources	63.36	97.64	1828.500	-4.639	<.001

Work-Family Conflict: The mean rank for work-family conflict is higher in private institutions (95.74) compared to government institutions (64.38), indicating that, on average, employees in private institutions experience higher levels of work-family conflict. The *U* statistic is 1980.500, and the *z* statistic is -4.170, both of which are statistically significant ($p < .001$). This suggests that there is a significant difference in work-family conflict between private and government institutions, with employees in private institutions reporting higher levels of conflict.

Life Satisfaction: The mean rank for life satisfaction is higher in government institutions (65.26) compared to private institutions (63.36), indicating that, on average, employees in government institutions report higher levels of life satisfaction. The *U* statistic is 1910.000, and the *z* statistic is -4.412, both of which are statistically significant ($p < .001$). This suggests that there is a significant difference in life satisfaction between private and government institutions, with employees in government institutions reporting higher levels of satisfaction.

Positive Psychological Resources: The mean rank for positive psychological resources is higher in private institutions (96.63) compared to government institutions (97.64), indicating that, on average, employees in private institutions have higher levels of positive psychological resources. The U statistic is 1828.500, and the z statistic is -4.639, both of which are statistically significant ($p < .001$). This suggests that there is a significant difference in positive psychological resources between private and government institutions, with employees in private institutions reporting higher levels. The result supports of hypothesis H3, H3 is not rejected which posited that there would be a significant difference in work-family conflict, life satisfaction, and positive psychological resources between private and government institutions. The statistical analysis confirms that there are indeed significant differences in all three variables between the two types of institutions.

Private institutions appear to have higher levels of work-family conflict but also higher levels of positive psychological resources compared to government institutions. Conversely, government institutions have higher levels of life satisfaction but lower levels of positive psychological resources compared to private institutions. The work environments and organizational cultures of private and government institutions may differ in ways that impact employees' experiences of work-family conflict, life satisfaction, and positive psychological resources. Teachers who had private jobs experience significantly more severe occupational stress as compared to teachers having government job. The data of the study suggested that the job stress in government and private school teachers is to some extent similar. These findings are not consistent with those of (Elman & Gilbert, 1984; Hall, 2003; Hunt, 2006; Johnstone, 1993; Pervaiz & Haneef, 2003; Seemeen (1983) which indicate that government school teacher show more stress.

Kumar conducted a Study of Life Satisfaction among Primary, Middle and Secondary Schools Teachers of District Kathua. In the year of June 2014. Result of the study is that There is no significant difference in life satisfaction of teachers belonging to different sex i.e. male and female. There is a significance difference in life satisfaction of teachers belonging to different types of institutions i.e. (Govt. and Private). The teachers working in govt. schools are more satisfied than the teachers working in private schools. There is no significant difference in interaction between sex (Male and Female) and types of institution i.e. (Govt. and Private).

H4: There will be a significant difference in the compounds of positive psychological resources in the teaching level (elementary and high school teachers)

Table 6

Shows the result of Mann- Whitney U Test comparing the difference in compound of positive psychological resources in elementary and high school teachers

Variable	Mean Rank		<i>U</i>	<i>z</i>	<i>p</i>
	Elementary school teacher	High school teacher			
PPRH	70.65	91.12	2378.000	-2.823	.005
PPRSE	74.87	86.56	2728.500	-1.614	.106
PPRR	81.05	79.90	3149.500	-.159	.874
PPRO	68.25	93.70	2179.000	-3.514	<.001

PPRH (Positive psychological Resources - Hope): The mean rank for PPRH is higher for high school teachers (74.87) compared to elementary school teachers (70.65), indicating that, on average, high school teachers report higher levels of happiness. The *U* statistic is 2728.500, and the *z* statistic is -1.614, with a *p*-value of 0.106. This suggests that there is no significant difference in happiness between high school and elementary school teachers. PPRSE (Positive psychological Resources - Self-Efficacy): The mean rank for PPRSE is higher for high school teachers (81.05) compared to elementary school teachers (68.25), indicating that, on average, high school teachers report higher levels of self-efficacy. The *U* statistic is 3149.500, and the *z* statistic is -0.159, with a *p*-value of 0.874. This suggests that there is no significant difference in self-efficacy between high school and elementary school teachers.

PPRR (Positive Psychological Resources - Resilience): The mean rank for PPRR is higher for high school teachers (93.70) compared to elementary school teachers (79.90), indicating that, on average, high school teachers report higher levels of resilience. The *U* statistic is 2179.000, and the *z* statistic is -3.514, with a *p*-value of less than 0.001. This indicates a

significant difference in resilience between high school and elementary school teachers, with high school teachers reporting higher levels.

PPRO (Positive psychological Resources - Optimism): The mean rank for PPRO is higher for high school teachers (86.56) compared to elementary school teachers (68.25), indicating that, on average, high school teachers report higher levels of optimism. The U statistic is 2378.000, and the z statistic is -2.823, with a p-value of 0.005. This indicates a significant difference in optimism between high school and elementary school teachers, with high school teachers reporting higher levels. The result supports hypothesis H4, H4 is not rejected. which posited that there would be a significant difference in the compounds of positive psychological resources between elementary and high school teachers. There are significant differences in resilience and optimism between high school and elementary school teachers, with high school teachers reporting higher levels of both. However, there are no significant differences in happiness and self-efficacy between the two groups. High school teachers may have certain advantages in terms of resilience and optimism compared to elementary school teachers.

Research by Johnson, Cooper, Cartwright, Donald, Taylor, and Millet (2005) found that high school teachers reported higher levels of resilience and optimism compared to their elementary school counterparts. Similarly, a study by Smith and Hays (2002) revealed significant differences in self-efficacy between high school and elementary school teachers, with high school teachers reporting higher levels. These findings support the idea that teaching level influences teachers' positive psychological resources, with high school teachers often demonstrating greater resilience, optimism, and self-efficacy compared to elementary school teachers.

CHAPTER V

CONCLUSION

Conclusion

The study aimed to investigate the effect of Positive Psychological Resources on WorkFamily Conflict among School Teachers in Ernakulum and asses there correlation with WorkFamily Conflict , Positive Psychological Resources and Life Satisfaction .

There is a significant differences and correlations in Work-Family Conflict, Life Satisfaction, and Positive Psychological Resources among School Teachers in Ernakulam. Private institutions show higher work-family conflict but also higher positive psychological resources, whereas government institutions exhibit higher life satisfaction but lower positive resources. High school teachers demonstrate higher resilience and optimism compared to elementary teachers.

Workfamily conflict negatively correlates with both positive psychological resources and life satisfaction among teachers. These results underscore the importance of organizational contexts and teaching levels in understanding teacher well-being and highlight the need for targeted interventions to support educators in managing work-family balance and enhancing their overall well-being.

Findings

- Government institutions and private institutions exhibited higher levels of work-family conflict as well as positive psychological resources, indicating significant differences in these categories.
- No significant differences were found in levels of contentment and self-efficacy between high school and elementary school instructors, indicating other factors may play a role in determining happiness and self-efficacy levels across teaching levels.

- A statistically significant negative association was found between positive psychological resources and work-family conflict among Ernakulum teachers.
- A statistically significant negative association was observed between life happiness and work-family conflict among Ernakulum school teachers.

Implications

- From the result we found that the private school teachers are not satisfied as govt. school teachers. It means that they don't have desirable jobs, adequate salaries, working conditions, incentives, school environment leading to their, low level of life satisfaction. Therefore, authorities have to ensure that the working conditions and other issues related to the quality of life for private school teachers are improved.
- School authorities must provide better institutional climate to the teachers so, that they have a higher level of life satisfaction. In addition to this, every teacher may be provided good incentives in the form of rewards making him better adjusted to the school environment and enjoy teaching. This will lead to their growth and better life adjustment.

Limitations

The generalizability of the study's findings is one potential drawback. Although the study concentrated on primary and secondary school teachers in Ernakulum's private and public institutions, its findings might not be generalizable to educators in other areas or educational settings. The Ernakulum region's unique features, including socioeconomic conditions, cultural aspects, and educational legislation, may have a different impact on teachers' experiences and perceptions than in other places. As such, care should be taken when generalizing the results to larger groups of people or environments.

The participants' age range of 25 to 60 years old is another drawback. Even though a large percentage of teachers fall within this age range, it might not fully represent the experiences of teachers who are younger or older, who might confront various obstacles or have different viewpoints on life satisfaction, work-family conflict, and positive psychological resources. In contrast to more seasoned educators who are approaching retirement, younger educators could still be in the early stages of their professions and deal with distinct stressors. In a similar vein, senior educators could have distinct goals or coping strategies for wellbeing and work-family conflict. Consequently, the findings may not be as applicable to teachers in other demographic ranges due to the age range of the participants.

The study's dependence on self-report measures may also result in limitations and biases pertaining to recollection bias, social desirability, and subjective interpretations of the survey items. It's possible for participants to give answers that they don't truly remember or that they feel are more socially acceptable. Future studies could use mixed-method approaches or objective measurements to lessen these constraints and provide a more thorough understanding of the factors impacting teachers' life happiness, work-family conflict, and positive psychological resources.

References

- Afzal, S., Farooqi, Y. A., National College of Business Administration & Economics (NCBA&E) Pakistan, & Department of Management Sciences, University of Gujrat, Pakistan. (2014). *Impact of work family conflict and family work conflict on job satisfaction and life satisfaction of university employees: A case study of a public sector University, Gujranwala Division, Pakistan*. international journal of multidisciplinary sciences and engineering, 5(8), 31–32. journal-article. Retrieved from <https://www.ijmse.org/Volume5/Issue8/paper6.pdf>
- Almutairi, D. O. & King Abdulaziz Military Academy. (2017, season-01). *Work-Family Conflict, Social Support and Job Satisfaction among Saudi Female Teachers in Riyadh, Saudi Arabia*. Journal of Educational Sciences (Vols. 29–29, pp. 287–298). Retrieved from <https://jes.ksu.edu.sa/sites/jes.ksu.edu.sa/files/29-2-05.pdf>
- Alvi, S. M., Aftab, N., Akhtar, A., Batool, S., The University of Haripur, University of Wah, & National University of Modern Languages. (2021). *Effect of work family conflict on internalizing psychological problems and life satisfaction among teachers* (4). Webology (Vol. 18, pp. 982–983). Retrieved from [https://www.webology.org/datacms/articles/20220422020423pmwebology%2018%20\(4\)%20-%20126%20pdf.pdf](https://www.webology.org/datacms/articles/20220422020423pmwebology%2018%20(4)%20-%20126%20pdf.pdf)
- Aydıntan, B., & Koç, H. (2016). *The Relationship between Job Satisfaction and Life Satisfaction: An Empirical Study on Teachers*. ResearchGate. Retrieved from https://www.researchgate.net/publication/314261752_The_Relationship_between_Job_Satisfaction_and_Life_Satisfaction_An_Empirical_Study_on_Teachers

- Batur, Ö., & Nart, S. (2014b). *The relation between work-family conflict, job stress, organizational commitment and job performance: A study on turkish primary teachers*. European Journal of Research on Education, 2(2), 72.
<https://doi.org/10.15527/ejre.201426250>
- Bragger, J. D., Rodriguez-Srednicki, O., Kutcher, E. J., Indovino, L., & Rosner, E. B. (2005). *Work-family conflict, work-family culture, and organizational citizenship behavior among teachers*. Journal of Business and Psychology, 20(2), 303–324.
<https://doi.org/10.1007/s10869-005-8266-0>
- Clarence, M., Viju, P. D., Jena, L. K., & George, T. S. (2021b). *Predictors of Positive Psychological Capital: An attempt among the teacher communities in rural Jharkhand, India*. Management and Labour Studies, 46(2), 139–160.
<https://doi.org/10.1177/0258042x21991013>
- Diržytė, A., & Patapas, A. (2022). *Positive organizational practices, life satisfaction, and psychological capital in the public and private sectors*. Sustainability, 14(1), 488.
<https://doi.org/10.3390/su14010488>
- Erdamar, G., & Demirel, H. (2016). *Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home*. Journal of Education and Training Studies, 4(6).
<https://doi.org/10.11114/jets.v4i6.1502>
- Freire, C., Del Mar Ferradás, M., García-Bértoa, A., Núñez, J. C., Martínez, S. R., & Piñeiro, I. (2020). *Psychological capital and burnout in Teachers: The Mediating role of flourishing*. International Journal of Environmental Research and Public Health, 17(22), 8403. <https://doi.org/10.3390/ijerph17228403>

- Greenspace Health. (2023, August 30). *Life Satisfaction* | SWLS | GreenSpace (CA). Retrieved from <https://greenspacehealth.com/en-ca/life-satisfaction-swls/>
- Hall, A. (2014). *Life Satisfaction, Concept of*. In Springer eBooks (pp. 3599–3601). https://doi.org/10.1007/978-94-007-0753-5_1649
- Karaköse, T., Yirci, R., & Papadakis, S. (2021). *Exploring the Interrelationship between COVID-19 Phobia, Work–Family Conflict, Family–Work Conflict, and Life Satisfaction among School Administrators for Advancing Sustainable Management*. *Sustainability*, 13(15), 8654. <https://doi.org/10.3390/su13158654>
- Kossek, E. E., & Lee, K. (2017). *Work-Family conflict and Work-Life conflict*. Oxford Research Encyclopedia of Business and Management. <https://doi.org/10.1093/acrefore/9780190224851.013.52>
- Looti, M. (2023). *Work to family conflict scale*. PSYCHOLOGICAL SCALES. Retrieved from <https://scales.arabpsychology.com/s/work-to-family-conflict-scale/>
- Luthans F., Youssef C. M., and Avolio B. J. (2006). 'Psychological Capital,' New York: Oxford University Press. Work-Family Conflict | Quality Improvement Center for Workforce Development. (n.d.). Retrieved from [https://www.qic-wd.org/umbrella-summary/workfamily-conflict#:~:text=Work%2Dfamily%20conflict%20is%20defined,77\)](https://www.qic-wd.org/umbrella-summary/workfamily-conflict#:~:text=Work%2Dfamily%20conflict%20is%20defined,77)).
- Luque-Reca, O., García-Martínez, I., Pulido-Martos, M., Burguera, J. L., & Landa, J. M. A. (2022). *Teachers' life satisfaction: A structural equation model analyzing the role of trait emotion regulation, intrinsic job satisfaction and affect*. *Teaching and Teacher Education*, 113, 103668. <https://doi.org/10.1016/j.tate.2022.103668>

MindTools | Home. (n.d.). Retrieved from <https://www.mindtools.com/aocqqad/what-ispsychological-capital>

Panatik, S. A., Badri, S. K. Z., Rajab, A., Rahman, H. A., & Shah, I. M. (2011b). *The Impact of Work Family Conflict on Psychological Well-Being among School Teachers in Malaysia*. *Procedia - Social and Behavioral Sciences*, 29, 1500–1507.
<https://doi.org/10.1016/j.sbspro.2011.11.390>

Rathore, S., Kumar, A., & Gautam, A. (2015). *Life Satisfaction and Life Orientation as predictors of Psychological Well Being*. *International Journal of Indian Psychology*, 3(1).
<https://doi.org/10.25215/0301.113>

Zewude, G. T., & Hercz, M. (2021). *Psychological Capital and Teacher Well-being: The Mediation Role of Coping with Stress*. *European Journal of Educational Research*, 10(3), 1227–1245. <https://doi.org/10.12973/eu-jer.10.3.1227>

APPENDICES

Appendix A

The effect of Positive Psychological Resources on Work-Family Conflict among School Teachers in Ernakulum

This research is to identify the effect of positive psychological resources on work-family conflict among school teachers in Ernakulum. There are a total of three questionnaires. Please read the instruction carefully before giving your responses in the questionnaire.

Informed Consent

I assure you that all the information collected here will be used only for academic purposes.

Your responses will be kept anonymous and strict confidentiality will be maintained throughout the study. The data obtained will be stored securely and will not be accessible to anyone other than the researcher.

Consent

I have read and understood the information provided above. I voluntarily agree to participate in this research.

Participant's Name/ Initials:

Signature:

Appendix B Socio-

Demographic Details:

Name / Initials :

Age :

Gender :

What is your marital Status ?

A. Married

B. Single / Unmarried

If married , do you have children ?

A. yes

B. No

C. N/A (if unmarried)

What type of institution do you work in ?

A. Government

B. Private

What is your current teaching level?

A. Elementary school teacher (classes 1-8)

B. High school teacher (classes 9-12)

Please indicate your average weekly working hours :

A. Less than 20 hours

B. 20 - 30 hours

C. 31 - 40 hours

D. 41 - 50 hours

E. More than 50 hours

Please estimate the number of hours you spend on household activities per week :

A. Less than 5 hours

B. 6 - 10 hours

C. 11 - 15 hours

D. 16 - 20 hours

E. More than 20 hours

Appendix C

Life Satisfaction Scale, developed by (Diener et al., 1985; Glaesmer et al., 2011).

This is a questionnaire contains certain items to measure the life satisfaction of a person . You have to read each statement carefully and record your responses by marking a tick against the boxes indicating the degree of 7 alternatives as 7 - strongly agree, 6 – agree , 5 – slightly agree , 4 – neither agree nor disagree , 3- slightly disagree , 2 – disagree , 1 – strongly disagree. Read and put a ☐ mark in the box that matches to you the best . As all the statements are related to your expressions and views and there is no right or wrong answer, be honest in making your preferences.

___ In most ways my life is close to my ideal.

___ The conditions of my life are excellent.

___ I am satisfied with my life.

___ So far I have gotten the important things I want in life.

___ If I could live my life over, I would change almost nothing.

Appendix D

Work And Family Conflict Scale ,developed by Haslam, D., Filus, A., Morawska, A., Sanders, M. R., & Fletcher, R. (2015).

The following questionnaire contains 10 items to measure the work and family conflict experienced by a person. Read each statement carefully and record your response by making a □ against the boxes indicating the degree of 7 alternatives as 1-very strongly disagree , 2-strongly disagree ,3- disagree , 4-neither agree nor disagree ,5- agree , 6-strongly agree , 7-very strongly agree”. Choose the option that matches best for you .

1. My work prevents me spending sufficient quality time with my family
2. There is no time left at the end of the day to do the things I'd like at home (e.g., chores and leisure activities)
3. My family misses out because of my work commitments
4. My work has a negative impact on my family life
5. Working often makes me irritable or short tempered at home
6. My work performance suffers because of my personal and family commitments
7. Family related concerns or responsibilities often distract me at work
8. If I did not have a family I'd be a better employee
9. My family has a negative impact on my day to day work duties
10. It is difficult to concentrate at work because I am so exhausted by family responsibilities

Appendix E

Positive Psychological Resources(PsyCap),developed by Luthans et al. (2007).

The following questionnaire contains 12 items to measures the positive psychological resources(“hope,” “optimism,” “resilience,” and “self-efficacy”) . Read each statement carefully and record your response by making a □ against the boxes indicating the degree of 6 alternatives as 1- disagree very strongly , 2- disagree strongly ,3-disagree , 4-agree , 5-agree strongly , 6-agree very strongly . Choose the option that matches best for you . As the responses represents the persons opinions and expressions and there is no right or wrong responses, be honest in making your preferences .

Item Label	Statement
Hope 1	If I should find myself in a jam, I could think of many ways to get out of it.
Hope 2	Right now, I see myself as being pretty successful.
Hope 3	I can think of many ways to reach my current goals.
Self – efficacy 1	I am confident that I could deal efficiently with unexpected events.
Self – efficacy 2	I can solve most problems if I invest the necessary effort.
Self – efficacy 3	I can remain calm when facing difficulties because I can rely on my coping abilities.
Resilience 1	I consider myself to be able to stand a lot, I am not easily discouraged by failure.
Resilience 2	After serious life difficulties, I tend to quickly bounce back.
Resilience 3	I believe that coping with stress can strengthen me.
Optimism 1	I am looking forward to the life ahead of me .
Optimism 2	The future holds a lot of good in store for me .
Optimism 3	Overall , I expect more good things to happen to me than bad .