EMPIRICAL INVESTIGATION OF WORK-FAMILY CONFLICT AND TEACHERS' HAPPINESS: THROUGH EMPLOYEE ASSISTANCE PROGRAMS IN YUNNAN MIDDLE SCHOOLS

LI XIAO

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
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Author	Li XIAO
Major	Master of Arts (Education and Society)
Advisor	Assistant Professor Dr. Saifon Songsiengchai

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Approved by the Institute of Science Innovation and Culture
Rajamangala University of Technology Krungthep in Partial Fulfillment
of the Requirements for the Master's Degree

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Director of the Institute of Science Innovation and Culture
Date……Month……..Year…..…

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ABSTRACT

Teachers are vital in fostering student development but face challenges such as work-family conflict. Balancing work demands and family obligations, their happiness is crucial as it affects teaching effectiveness and educational quality. This study investigates (1) the impact of work-family conflict on middle school teachers' happiness in Yunnan province, China. (2) the effect of an Employee Assistance Program (EAP) on teachers' happiness in Yunnan province, China. A quantitative research approach with a sample of 242 teachers in Yunnan province, China, was employed using two questionnaires: The Work-Family Conflict Scale and the Employee Assistance Program Scale. Results revealed that work-family conflict had a mean influence of 3.41 on teachers' happiness, with an S.D. of 1.13, rated "unsure." The EAP's moderating effect had a mean value of 3.20 and an S.D. of 1.10, also rated "unsure." The study concludes that work-family conflict significantly impacts middle school teachers' happiness, and EAPs have a crucial moderating effect. However, limitations include focusing on middle school teachers and lacking comprehensive analysis encompassing different EAP dimensions and aspects of work-family conflict. Findings may not apply to other educational levels. Future research could examine specific EAP dimensions and implementation measures for middle school teachers, identifying key concerns related to work, life, and health. This may improve the work environment and learning atmosphere for teachers and students.

Keywords: Employee Assistance Program, Teachers' Happiness, Work-family Conflict

ACKNOWLEDGEMENTS

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

1.1 Background and Statement of the Problem

1.1.1 Background of the Study

In modern society, teachers, as professionals, play an important and vital role in the education and development of students (Li, 2022). However, the teaching profession is facing more and more challenges and pressures. Among them, work-family conflict is a common source of stress, especially for occupations such as teachers with high work requirements and time commitments (Zhang, 2022).

Work-family conflict refers to the conflict and stress between professional and family roles. Teachers must invest much time and energy at work and take on housework and family responsibilities at home. This occupational family conflict may cause teachers to face conflicts between work and family, unable to effectively balance their needs and responsibilities, thus negatively affecting their well-being (Xiong, 2022).

Teachers' happiness has important implications for their job performance and the quality of education. Happiness can be understood as the degree of satisfaction and happiness subjectively felt by an individual, involving personal emotions, mental health, and life satisfaction (Su, 2023). teachers' happiness affects their personal quality of life and positively or negatively affects their work attitude, teaching effectiveness, and relationship with students and colleagues (Wu, 2022).

1.1.2 Motivation of the Study

Therefore, it is of great practical significance to understand the impact of occupational family conflict on teachers' happiness. Through empirical research, we can deeply explore the occupational family conflicts teachers face, the level of happiness, and the relationship between them. Such research could provide educational institutions and administrators with targeted interventions and support to promote teacher well-being and job satisfaction, improving the quality of their education and student learning outcomes.

Many scholars have pointed out that due to the established impression of the public on the role of teachers, teachers have to make changes in order to meet the expectations of the public in order to have rich professional knowledge, diverse teaching skills, and a sense of love and responsibility, the problems faced by teachers and their inner thoughts are also less likely to be noticed by others (Miller, 2008; Cheng, Lin, and Hu, 2001). Education should not be just a blind dedication and sacrifice because the happiness of teachers will not only affect the quality of teaching but also have a direct and indirect profound impact on the personality education of most students. Hence, teachers' happiness and physical and mental health are even more important. It cannot be ignored, so only teachers feel the happiness of education, and then they can pass it on to the next generation. Education happiness is not just a slogan but a goal that can be achieved.

In traditional society, male-dominated outside and female-dominated domestically have always been the norm for family division of labor. Under social needs and pressure from the living economy, many women have left their families and entered the workplace. The roles played in the family have not changed significantly. However, this concept of marriage as a family, under the influence of Western culture and undergoing the evolution process of modernization and industrialization, the union of marriage has evolved from the words of matchmakers to the form of free love, and the traditional family structure has gradually changed (Wang, 2006), which caused a great impact on the marriage and family values of Yunnan families, so the phenomenon of the integration of Eastern and Western cultures gradually appeared. In addition, the role of men in the family in today's society is no longer to make money to support the family. Instead, it is expected that men can share housework and take care of their families. Therefore, men and women in today's society must play multiple roles in work and family, which also consumes limited time and energy due to mutual influence. When the roles of work and family cannot be balanced, there will be conflicts, and the conflicts that arise in this situation will be referred to as work-family conflicts for short.

Work-Family Conflict is a role conflict caused by the inability to balance multiple roles. Modern people, regardless of gender, often need to balance family and work roles. Due to limited personal time, energy, and resources, they cannot

simultaneously consider conflicts, making individuals feel stressed and affecting family and personal well-being. Work-family conflict in this study refers to the mutual interference or conflict between work and family roles (Greenhaus & Beutell, 1985), which is bidirectional, including work-family Conflict (work-family Conflict, WFC) and family-to-work conflict (Family-to-Work Conflict, FWC) (Carlson et al.,2000; Frone et al., 1992). In recent years, domestic research has also found that in the bi-directionality of work-family conflict, the conflict between work and family is greater than the conflict between family and work (Frone, 2003; Lu et al., 2005), so this study will focus on work-family conflict (WFC) as the research focus.

A comprehensive review of literature on work-family conflicts reveals that in recent years, due to the impact of declining birthrates, teachers in middle schools have to play more diverse roles. In addition to teaching subjects, there has also been a phenomenon of multiple responsibilities in teaching and administration (Zhou & Chen, 2016). Therefore, in addition to the increase in teaching hours, teachers are also under pressure from parents, students, and supervisors. In addition to the role of a teacher, an individual also has his own family. Therefore, besides work, he must also take on the responsibility and role of educating the children in the family and caring for the elders. However, in today's social families, most couples are double-income. Children are usually entrusted to the elders or nannies in the family. In addition, because the characteristics of teachers' occupations are quite different from those of ordinary office workers, to avoid affecting students' learning, they cannot let go of teaching work and care for their children or family members. Therefore, teachers often cannot ask for leave at any time to deal with personal affairs (Wang, 2017), thus causing family members to be unable to get complete care, resulting in the situation of work-family conflict. Most studies have used role theory to discuss work-family conflict in the past literature. However, in recent years, scholars have begun to pay attention to research from the perspective of resources and adopted Hobfoll's (1989) resource conservation theory (conservation of resource theory, COR) to explain such phenomena as work-family conflict, emotional labor, and feelings of stress (Grandey & Cropanzano, 1999; Hobfoll et al., 2003; Wu & Zheng; Zhang & Lu, 2009) Through the current literature, the researchers found that there is still a lack of resource conservation theory to explore the negative and significant impact between work-

family conflict and well-being of middle school teachers. This is one of the motivations for this study.

Employee Assistance Programs (EAPs) originated from a program developed in the American industry in 1970. Its purpose is to assist employees in the company in solving health, psychological, social, and economic problems. However, the main content of the employee assistance program in the country can be divided into the following three items: health, work, and life (Ministry of Labor, 2001). To retain excellent employees, enterprises have formulated many welfare systems related to assisting employees' families to reduce the occurrence of conflicts between employees and their families.

To further explain from the perspective of resource preservation theory, reviewing the research literature, Li (2015) pointed out that when companies provide assistance programs such as health checks, nursing care, and other benefits, employees can work with peace of mind and facilitate turnover—lower rates, resulting in higher commitment to the organization. Among them, taking care of family members is the most important. This assistance program enables teachers to reduce the occurrence of conflicts between work and family when they are busy at work. Yang (2008) found that the satisfaction of employee assistance programs will significantly affect work engagement, work-life balance, and positive enhancement of personal life. In addition, according to previous studies, it has been found that the research objects of employee assistance programs are mostly general company employees or employees of public agencies. So far, the relevant research has only evaluated the implementation items of teacher Employee assistance programs and carried out statistical analysis in the form of implementation. (Chen,2016), there is still a lack of a large amount of data to support and prove that the content of the research meets the actual needs of most middle school teachers. At the same time, there is still a lack of research to prove whether middle school teachers themselves can feel more at ease through the implementation of the Employee assistance program when they have work-family conflicts, thereby creating a sense of happiness, making the implementation of the Employee assistance program a positive Moderating effect, this is the second research motivation of the executors of this study.

As a teacher in Yunnan Province, the researcher has observed that numerous colleagues and friends grapple with the challenges of work-family conflict. This pervasive issue impairs their professional performance and intrudes upon their personal lives, leading to various difficulties. The impetus behind this research stems from a fervent hope to uncover effective strategies to alleviate these conflicts through diligent study. The ultimate goal is to enhance the overall well-being and happiness of the researcher's peers, creating a more harmonious balance between their professional and family obligations.

1.2 Research Questions

The research questions are listed as follows:

1. How does work-family conflict influence middle school teachers' happiness in Yunnan province, China.?

2. How does implementing the Employee Assistance Program (EAP) influence middle school teachers' happiness in Yunnan province, China.?

1.3 Research Objectives

Based on the above, this study will focus on the impact of work-family conflict on middle school teachers' happiness and use the Employee assistance program as the moderating variable to explore whether implementing the Employee assistance program can improve work-family conflict and induce happiness for middle school teachers. The research objectives are listed as follows:

1. To explore how work-family conflict influences middle school teachers' happiness in Yunnan province, China.

2. To investigate whether the implementation of the Employee Assistance Program (EAP) has a moderating effect on middle school teachers' happiness in Yunnan province, China.

1.4 Scope of the Research Study

This study mainly takes two public and private middle schools in Yunnan province, China.

The study period is from December 2023 to June 2024.

1.5 Research Framework

The research frame is shown in the figure below:

Independent Variable
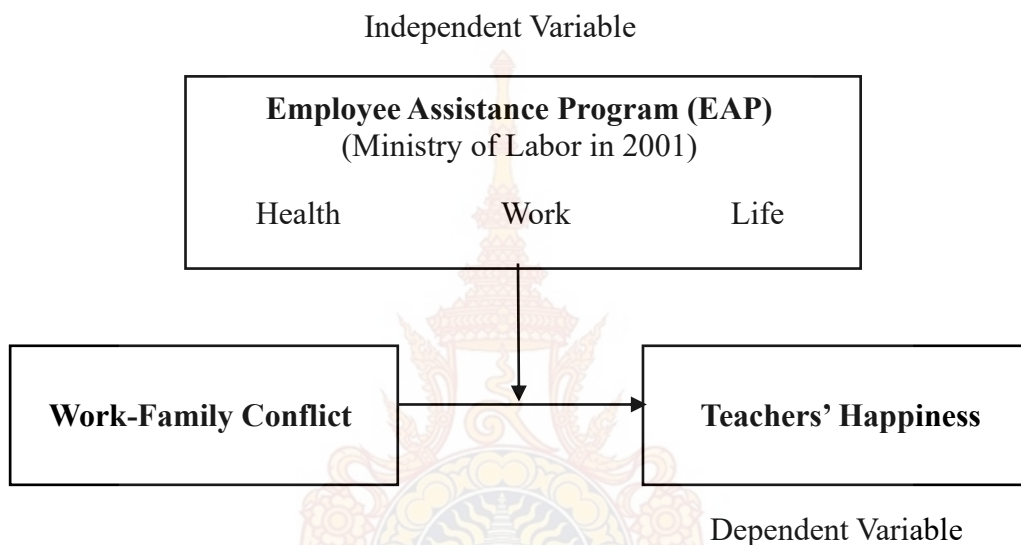
Figure 1.1 Architecture Diagram of this Study

1.6 Definition of Key Terms

This section gives operational definitions of the important terms of this research framework, and the definitions are as follows:

1.6.1 Work-Family Conflict

Kanter's (1977) research states that work and family are not independent entities and often interfere with and conflict, resulting in Work-Family Conflict (WFC). This conflict, arising from unmet expectations and competing roles, is a considerable source of stress for individuals (Carlson et al., 2000), as it consumes their limited resources, time, and mental energy. This pressure negatively impacts family life quality and work performance (Frone et al., 1992a; Greenhaus & Beutell, 1985; Perrewe et al., 1999). Chinese researchers (Li et al., 2022; Zhang et al., 2022) assert

that work-family conflict stems from discrepancies between occupational demands and familial responsibilities. Such role expectations and requirements inconsistencies introduce stress, demanding individuals to balance competing responsibilities.

1.6.2 Teachers' Happiness

Lu (1998) suggests happiness is a personal, subjective feeling based on satisfaction with one's life and emotions, encompassing both cognitive and emotional aspects. Happiness is influenced by individual perceptions, making it a variable of personality traits. Myers and Diener (1995) note that life experiences and unforeseen events can impact well-being, emphasizing that happiness is a psychological construct encompassing concepts, values, attitudes, and behaviors. Chinese scholars (Xiong et al., 2022; Long & Zhang, 2023) posit that teacher happiness represents the subjective well-being and satisfaction experienced in both personal and professional domains. This includes job satisfaction and overall life contentment, reflecting teachers' emotional and psychological well-being.

1.6.3 Employee Assistance Program

The Employee Assistance Program (EAP) originated in the Heinz Company of Pittsburgh in 1845. The company created the welfare secretary role to address strikes, absenteeism, and other labor-related issues, developing various welfare systems (Googins & Godfrey, 1987). EAPs involve support programs that organizations offer to help employees tackle personal and work-related challenges that affect their well-being and work performance (Su et al., 2023). These programs, which often comprise counseling, mental health support, financial assistance, and work-life balance resources, aim to enhance employees' overall well-being and job satisfaction (Wu et al., 2022).

1.6.4 Middle School

Middle school in China is an essential part of the compulsory education system between primary and high school. It encompasses three grades (7th, 8th, and 9th) and serves students aged around 12-15. The comprehensive curriculum covers Chinese language, mathematics, English, sciences, geography, history, and politics. Middle school education aims to provide a strong foundation in knowledge and subject-specific skills, focusing on developing students' learning abilities, thinking skills, and overall qualities (Zhang, 2018). Middle school teachers responsible for

teaching various subjects must possess specialized knowledge and teaching skills. Their duties include preparing lesson plans, delivering lessons, employing diverse teaching methods, and managing students. Teachers are also responsible for monitoring student performance and behavior, offering guidance and support, and participating in class management, discipline enforcement, and student evaluation. (Jiang & Du, 2019).

1.7 Benefits of the Study

It is of great practical significance to understand the impact of occupational family conflict on teachers' happiness. Through empirical research, we can deeply explore the occupational family conflicts teachers face, the level of happiness, and the relationship between them. Such research could provide educational institutions and administrators with targeted interventions and job satisfaction, improving the quality of their education and student learning outcomes.
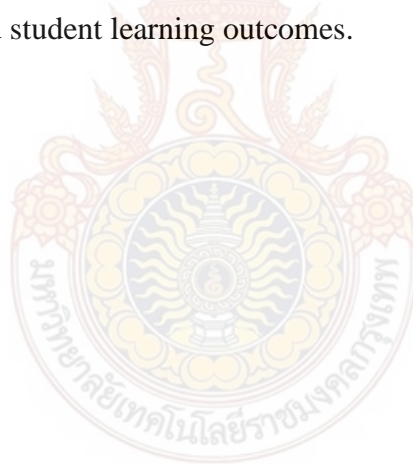
CHAPTER II
LITERATURE REVIEW

This chapter provides an overview of the relevant literature and key concepts related to the research topic. The following concepts and contents will be introduced：

2.1 Work-family Conflict

2.1.1 Definition of work-family conflict

2.1.2 Dimensions of work-family conflict

2.1.3 Relevant theories of work-family conflict

2.1.4 Relevant research on work-family conflict

2.2 Teachers' Happiness

2.2.1 Definition of happiness

2.2.2 The orientation of happiness

2.2.3 Related theories of happiness

2.3 The impact of work-family conflict on teachers' happiness

2.4 Employee Assistance Program

2.4.1 Formation and development of employee assistance programs

2.4.2 Relevant research on employee assistance programs

2.5 The Adjustment of Employee assistance program on the Relationship between Worker-Family Conflict and teachers' happiness

2.1 Work-family Conflict

2.1.1 Definition of Work-Family Conflict

Work-family Conflict (WFC) research began in 1960 (Kahn & Rosenthal, 1964). Most of the relevant research in this period focused on the work pressure caused by conflicts between roles in the workplace (Greenhaus & Beutell, 1985; Herman & Gyllstrom, 1977). If the role played by an individual in the workplace does not meet the expectations of the family and thus conflicts, this situation is a conflict between roles. The past literature research on work-family conflict found that most were based on role theory (Greenhaus & Beutell, 1985). Role theory claims that role conflict, role

load, and role ambiguity are the sources of stress (Kahn et al., 1964). Considering both, this situation is called work-family conflict (Greenhaus & Beutell, 1985). The conflict between work and family mainly describes that due to the tasks or needs of work, it is difficult for individuals to fulfill their responsibilities to the family, or because of the burden and interference of the family, the completion of work tasks is affected.

Herman's (1977) study also pointed out that work and family do not exist independently, and the two relationships interfere with each other and are in conflict. Work-family conflict is one of the sources of stress for individuals (Carlson et al., 2000). The expectations of others generate the roles between work and family. Therefore, when one of the roles played by work or family does not meet the needs of others, anticipation arises, and conflict arises as a result. According to the interference direction, work-family conflict can be divided into two situations: work interferes with family, and family interferes with work. The above two situations usually affect each other (Frone et al., 1994). Therefore, many current studies on work-family conflict combine work-family conflict (WFC for short) and family-work conflict (FWC for short) (Frone et al., 1994; Higgins, Duxbury & Irving, 1992; Kelloway et al., 1999) will consider it at the same time. The former, work-family conflict, will mainly reduce the effort required by the family role due to the requirements of the work role and then create a situation where work interferes with the family (Lu et al., 2009; Allen et al., 2000; Byron, 2005; Frone et al., 1992b; Geenhaus & Beutell,1985), such as individuals have to work overtime due to their work and cannot accompany their young children or other family members; The mental effort required by the job role is deprived of the mental effort required, and the family interferes with the work. For example, the individual cannot participate in the company's important meeting because he has to take the elderly or young relatives to the hospital or care for them. These two are collectively called work-family conflicts (Zhang et al., 2009; Lu et al., 2005).

2.1.2 Dimensions of Work-Family Conflict

Carlson et al. (2000) believed that work-family conflict is a role conflict caused by individuals who cannot effectively adjust to the dual pressures of family and work roles simultaneously (Carlson et al., 2000). Among them, research scholars Greenhaus & Beutell (1985) further subdivided the work-family conflict into the following three aspects for discussion:

(1) Time-based Conflict

This conflict occurs when an individual spends more time in one role within a limited time, but the time devoted to the other will decrease, resulting in a conflict. Therefore, this conflict is caused by the inability of the two roles to achieve a balance due to the amount of time invested.

(2) Strain-based Conflict

The occurrence of this conflict is that when an individual is involved in one of the roles, he feels tension and brings this emotion into another role, which affects the performance of this role (Greenhaus & Beutell, 1985).

(3) Behavior-based conflicts

This conflict arises when certain behaviors of an individual in one role counter the behavior of another. For example, one has to be a loving mother at home, but one needs to be a smart, capable, independent, and decisive supervisor in the workplace. Conflicts will arise when these two roles cannot be adjusted promptly.

In addition to the studies of the above-mentioned scholars, (Carlson et al., 2000) further compared the two-way nature of work-family conflict (work-family conflict WFC and family-work conflict FWC) with the above-mentioned three-dimensional causes of work-family conflict (time Conflicts arising from work-family conflict, conflicts arising from tension and conflicts arising from behaviors), a related scale of work-family conflict was developed to measure and evaluate the situation of work-family conflict. The six aspects of this scale are as follows. As shown, this research will also use this scale to measure work-family conflict.

Table 2.1 Six Aspects of Work-Family Conflict

Dimensions	Work-family conflict	Family-work conflict

Conflict over time	Work-interference-family (WFC) conflicts due to limited time	Conflicts arising from family interference with work (FWC) due to limited time
Conflict due to tension	Conflict due to work disruptors (WFC) due to tension affecting desired roles	Conflict arising from family interference with work (FWC) due to tension affecting expected roles
Conflict over behavior	Work-interfering-family (WFC) conflicts arise from contradictory behavior.	The family interferes with work (FWC), and conflict arises from two opposite behaviors.

Source: Reproduction of Carlson et al.'s (2000)

Table 2.1 outlines six aspects of work-family conflict, categorized into three dimensions: time-based, tension-based, and behavior-based. Each dimension explicates the specifics of work interference with family (WFC) and family interference with work (FWC), revealing how work and family responsibilities can impact each other. This encompasses conflicts arising from encroachment on each other's time, tensions affecting role participation, and contradictory behaviors between the two domains.

From the above review, it can be seen that in the role theory, when an individual has to play multiple roles under the condition of limited time and energy, the two roles interact with each other between work and family, and these changes have also increased the frequency of conflicts where individuals cannot balance work and family. The dual role expectations of others for work and family will over-consume the individual's limited resources, time, and physical and mental energy. They will make the individual feel heavy physical and mental pressure, affecting family life and work performance. Therefore, when conflicts arise between the roles that individuals play between work and family due to situations that cannot be effectively adjusted, work-family conflicts will occur.

In the research, work-family conflicts tend to have adverse effects on personal work, family, and their own body and mind, such as job burnout, decreased family and marriage happiness, and even depression (Allen et al., 2000; Bagger et al., 2008; Barnett et al., 1995; Frone, 2000; Frone et al., 1992b; Stephens et al., 1997). Work-family conflict can be distinguished, depending on the direction of the

interference, into work interfering with family and family interfering with work (Duxbury & Higgins, 1991; Frone et al., 1992b; O'Driscoll et al., 1992). The Meta-Analysis study conducted by Byron (2005) found that work-related factors have a stronger predictive power for work-related interference with family than family-related factors, and family-related factors have a stronger predictive power for family-related interference with work. Better than the predictive power of work-interrupted family. The study argues that domain-specific variables will impact work-family conflict in a specific direction of interference but not necessarily work-family conflict in a different direction of interference.

Many research results have confirmed that the research focus related to role theory focuses on the conflict between family and workplace and the conflict between multiple roles (Byron, 2005). It is easier to feel troubled by family due to work pressure; similarly, when an employee feels greater pressure from family, the pressure from family will also affect the employee's work performance. The involvement of multiple roles will exhaust the resources and affect the individual's physical and psychological functions (Edwards & Rothbard, 2000; Marks, 1977; Sieber,1974; Zedeck & Mosier, 1990).

However, in recent years, domestic surveys have also found that among the two-way conflicts between work and family, the sense of conflict between work and family is greater than between family and work (Lu et al., 2005; Frone, 2003). Therefore, this study will focus on work-family conflict (WFC), which is more related to work resources.

2.1.3 Relevant Theories of Work-family Conflict

(1) Role Theory

The earliest research on occupational conflict was based on role conflict theory (Kahn et al., 1964) and adopted the viewpoint of scarcity hypothesis, pointing out that when resources (such as time energy). Roles in the workplace will appear to compete with each other for the aforementioned limited resources (e.g., time, energy) (Greenhaus & Beutell, 1985) to create conflicts. Role and resource exhaustion theories imply that stressors positively correlate with work-family conflict. While work domain stressors include job stressors, conflict, ambiguity, load, and time demands, a positive relationship should exist between workload and work-family conflict. According to

the role theory perspective, individuals have certain behavioral expectations for different. Individuals in the workplace have organizations and families to which they belong, and role conflicts arise when individuals face difficulties in balancing the expectations of others for their roles. The same applies to work and family, so the two environments will interfere and cause conflicts (Zhang et al., 2009). Work-family conflict is when individuals have conflicts between work and family roles (Frone et al., 1992a); work and family conflicts arise when they compete and are incompatible (Greenhaus & Beutell,1985; Perrewe et al., 1999). Role theory researcher Role Theor believes that the expectations of others cause the roles of work and family, so when expectations are imposed on individuals, they cannot play the expected roles (Kahn et al., 1964).

(2) Resource Conservation Theory

The Conservation of Resource (COR) theory was first proposed by the scholar Hobfoll (1989), which regards work-family conflict as a source of stress. Individuals respond differently to the stress of resources that have been lost or resources that are expected to be available but not obtained. Hobfoll (1989) used resource conservation theory to explain the process of stress generation and individual coping methods and proposed that individuals will have different reactions and actions due to different stress levels. At the same time, the researcher believes that when there are resources that one values personally, that person will actively want to obtain them and find ways to avoid the loss of resources. When there is pressure between resource acquisition and loss, it will try its best to reduce the loss of resources. However, when there is no pressure, it will strive to develop and preserve resources to cope with possible resource losses in the future. When resources cannot be obtained, in order to prevent the loss of resources, they will start to face it in a self-protective way, and at the same time, invest resources in the hope of obtaining more resources according to the situation and pay attention to the preservation of the obtained resources for a long time (Hobfoll, 1989). Moreover, Byron (2005) believes that resources and requirements are equally important, and both have a certain degree of influence on job-work-family conflict. Therefore, many scholars have also begun to pay attention to the viewpoint of resources and even advocated that COR theory can provide an appropriate framework to explain the emergence of work-family conflict and the use

of the Conservation of Resource theory (COR) viewpoint proposed by Hobfoll (1989) in the research to explain the phenomenon of work-family conflict (Wu, Zheng, 2006a; Zheng, 2006b; Zhang, Lu, 2009; Grandey & Cropanzano, 1999; Hobfoll et al., 2003). Grandey & Cropanzano (1999), on the issue of work-family conflict, this theory mainly explores the impact of resource acquisition and loss on individual work-family conflicts. Among them, Zhang and Lu (2009) believe that resources related to work-family conflict include the following four categories: physical resources, personal characteristics, personal resources, and energy resources, for example: when an individual's work performance is not as expected, he will worry about losing work resources (resource loss), so he will double his attention on work and reduce the mental effort in the family. Finally, a work-family conflict arises jointly. Therefore, this study divides resource loss into four parts: work resource loss, personal resource loss, family resource loss, and personal traits. According to the definition of Hobfol, resources are valuable things, and resources are divided into the following four categories for explanation (Hobfoll, 1989):

Entity Resources (Object Resources): Refers to external conditions such as personal work and family resources, depending on how much the individual attaches importance to resources. When resources are lost, individuals' feelings of pressure will vary, such as work status and stability, marriage or family harmony. Most of these resources are directly related to an individual's socioeconomic status.

Personal Characteristics: Refers to resources that help individuals cope with or buffer stress. This resource will feel different pressures with different personal abilities and determine the important resources of internal negative effects. In addition, social support will also determine the value of personal resources, such as self-esteem, work ability, ability to understand others, self-efficacy, and other positive personality traits and work ability.

Living Conditions refer to the conditions in which individuals can obtain decisive resources. The value of such resources can allow individuals or groups to determine the degree of pressure they are under (such as working years and marital status). Such resources include personal connections and power—resources for work or home.

Energy Resources: Such resources refer to the resources that individuals use most often in response to stress and assist individuals to obtain more other resources (such as investing time and resources in exchange for work rewards), and their resources include time, physical strength, money, knowledge, health, emotions wait.

When individuals experience stress, when resources are expected to be lost, resources are lost, or resources are expected to be obtained but not obtained, the corresponding behaviors of individuals will be different when there is stress or no stress. Among them, Resource Loss means that when individuals face the loss of resources, they will feel uncomfortable, which causes stress (Hobfoll & Lilly, 1993; Zhou, 2012; Zhang, 2009). Therefore, this theory advocates treating time, physiology, and psychology as limited resources. When the available resources of individuals decrease, conflicts will follow (Edwards & Rothbard, 2000). On the contrary, when an individual has more abundant resources, it can bring him happiness (Hobfoll, 1989).

Based on the diversity and complexity of the content and items covered by resources, many scholars have gradually shifted from the initial goal-directed research direction to defining resources as any resource that can help individuals achieve their goals. This shift aims to understand the circumstances under which individuals will choose, obtain, or preserve specific resources and estimate resource depletion's impact on individuals (Halbesleben et al., 2014). In today's society, it is common for individuals to simultaneously pursue multiple goals while utilizing the same resources to attain them. When individuals can effectively leverage their resources and make reasonable allocations, they are more likely to achieve their goals than those with abundant resources (Hobfoll, 1989; Rucas et al., 2006).

(3) Compartment Theory

In addition, although there are still other theories that can provide partial explanations for the phenomenon of work-family conflicts, such as the Segmentation Model (Lambert, 1990), it is pointed out that the relationship between work and family is segmented and Independent, work, and family do not affect each other. This situation occurs most often among blue-collar employees, for whom the separate existence of work and family is seen as a natural process (Blood & Wolfe, 1978). However, research in recent years has found that if work and family are too clearly

separated, the process will not naturally create a separation. Instead, individuals will actively attempt to separate work and home life to cope with work-related stress (Piotrkowski, 1979).

(4) Spillover Theory

Spillover theory (Leiter & Durup, 1996) pointed out that both work and family may bring pressure, and the roles played in any field, both physically and psychologically, may exceed the scope of personal ability. The interdependence between these two domains means that stress experienced in one domain may also affect experiences in the other. Conversely, the process by which an individual experiences stress in one area will also cause the individual to experience stress in another. From the above, it can be seen that personal experience in one field will enhance the effectiveness of another field. The above theories can explain a small number of work-family conflicts.

Another scholar believes that role theory pays more attention to the characteristics of roles and ignores the influence of individual differences such as health, income, and values. There is still no comprehensive framework or comprehensive explanation of the causes and effects of work-family conflicts. Hence, scholars Grandey and Cropanzaon (1999) believe that there are many limitations to explaining work-family conflicts with role theory. For example, most role theories focus on work roles, and it is impossible to directly explain how moderator variables will buffer or increase the relationship between personal pressure and consequences from family or work. Given this, Grandey and Cropanzaon (1999) suggested that Hobfoll's (1989) resource conservation theory (Conservation of Resource, COR) can be used to explore occupational conflict to explore occupational conflict more comprehensively. The Conservation of Resource theory (except COR) can explain the conflicts between roles and the causes of stress (Grandey & Cropanzano, 1999). It can also explain patterns of resource supply and demand in individual and social systems and the role of individuals in adapting to stress (Hobfoll, 1989). In addition, Western studies have also found that access to job resources will have the greatest impact on reducing work-family conflict (Allen et al., 2000).

To sum up, foreign studies have found that among various resources, obtaining good job resources will significantly reduce the impact of occupational

conflict (Allen, 2001). However, recent domestic studies have also found that in work-family conflict (WFC), the effect of obtaining work resources will be more significant than that of obtaining family resources (Lu et al., 2009; Zhang, 2009), so this study will follow the suggestion of scholars Grandey and Cropanzaon (1999), adopt Hobfoll's (1989) resource preservation theory, focus on teachers' work resources, and explore the conservation of work resources—effect, further research on occupational conflict, and provide references for future researchers.

2.1.4 Relevant Research on Work-family Conflict

In recent years, there have been many studies related to work-family conflict (Allen et al., 2000; Byron, 2005), and most studies are based on role theory (Greenhaus & Beutell, 1985) and believed that work-family conflict is a phenomenon of feeling pressure (Carlson et al., 2000), in which role ambiguity, role conflict, and role overload are all It is a factor affecting work-family conflict (Greenhaus et al., 1989). Related theories about work-family conflict can be discussed from the above two aspects of work impacting family (WFC) or family impacting work (FWC). Regarding the impact of work on family, the longer an individual spends in work, the degree of family conflict will increase accordingly (Bruck et al., 2002). Research results on the impact of work on family conflict indicate that when an individual's workload increases, work pressure increases, or role conflict is high, the degree of work-occupation conflict will also increase (Bakker et al., 2008; Frone et al., 1992a; Matthews et al., 2010; Lu et al., 2005). In addition, the research results of Michel et al. (2011) found that if there is social support (such as support from the company, supervisor, colleagues, or family members), the family will harm work conflicts. It can be seen that if individuals can obtain social support, it will reduce conflicts between family and work.

Studies have also found that work resources have a stronger effect on work-family conflict than family resources (Lu et al., 2010; Zhang, 2009). The theory of resource preservation shows that work-family conflict can provide a complete framework to explain that the occurrence of work-family conflict will cause different levels of work-family conflict through the loss of acquired resources and the different pressures brought to individuals by resource acquisition (Zhang, 2009). The view that supervisors support resource preservation theory can be interpreted as a contextual

real-time resource obtained from work, and resources supported by supervisors can relieve personal work pressure (Bakker et al., 2007) and job burnout (Blanch & Aluja, 2012; Maslach et al., 2001). Research results have confirmed that when individuals receive supervisor support, it can help alleviate employee conflicts (Blanch & Aluja, 2012; Zhang et al., 2009).

In addition to being affected by work-family conflict (Anderson, Coffey & Byerly, 2002; Netemeyer, Brashear-Alejandro & Boles, 2004; Thanacoody et al., 2009), the individual's job performance or turnover intention will also be affected by Individuals experience increased work stress (Netemeyer, et al., 2004). Employee job performance (Netemeyer et al., 2004; Witt & Carlson, 2006) and civic organization behavior (Bragger et al., 2005) are also negatively affected by family-work conflict.

Previous studies have found that work-family conflict (WFC) has a positive and significant relationship with work engagement (Zeng, 2011). Among the different negative correlations, the work-family order has the highest correlation (Zhang, 2008). Furthermore, it was found that the main reason for teachers' work-family conflict is to care for children at home (Qiu, 2002).

Use the framework of resource conservation theory to explain the supply and demand of personal resources; if the individual's work status is not satisfactory, there will be fear of unemployment due to poor status, which will lead to job insecurity, which is the loss of resources in the resource theory (Hobfoll, 1989), so to avoid a similar situation, the individual will spend more energy on work and expect to have a more satisfactory performance, which will reduce the investment in personal family and further cause conflict between work and family; on the contrary, if When personal resources or positive support can be easily obtained, which is the resource acquisition in the resource theory, the individual can be taught to face family and work with a positive attitude or attitude, and thus can more slowly reduce the conflict between work and family. occurred (Hobfoll & Lilly, 1993; Zhou, 2012).

2.2 Teachers' Happiness

2.2.1 Definition of Happiness

The research on happiness originated in the 1950s. Representative words of happiness include happiness, satisfaction, positive affect, affect balance, psychological well-being, Subjective well-being, and sense of well-being. Therefore, happiness has become the goal pursued by all people. Happiness is a personal subjective feeling and experience, which includes satisfaction with life and personal positive and negative emotions (Andrews & Withey, 1976). British scholar Argyle (1991) believes that happiness is the personal The overall quality of life reflects the results of judging life satisfaction, through the increase of positive emotions, the decrease of negative emotions, and the increase of life satisfaction, formed by the three evaluation results of positive and negative emotions and life satisfaction the so-called sense of happiness.

Among them, positive emotion refers to the individual's degree of happiness, while the index of pain the individual feels is negative emotion (Andrew & Withey, 1976; Emmons, 1999; Watson & Tellegen, 1985). Liang and Sun (2022) summarized happiness into the following four stages in their research:

1) Happiness is an external evaluation standard, and individuals will feel happy when they meet the standard within the moral norms.

2) Happiness is evaluated from a subjective point of view if an individual feels that positive emotions are greater than negative ones.

3) Happiness is an individual's evaluation of self-life satisfaction and how they feel after assessing their life.

4) Happiness is the overall evaluation result after the integrated evaluation of individuals' positive and negative emotions and life satisfaction. Lu (1998) also pointed out in the research that happiness is an inner feeling constructed on the satisfaction of one's own life and positive and negative emotions. Its feeling covers two parts: cognition and emotion. The two parts are an integral and inseparable feeling. Therefore, having different feelings about a specific event in their subjective psychology will affect their well-being. Events in the same dimension (positive or negative) will be affected in the long term, and happiness will continue to be maintained at the same level and fluctuate with short-term emergencies. Therefore, it can be seen from the above that happiness is a kind of personality trait variable (Lu, 1998). Myers & Diener (1995) pointed out that various encounters in life, such as

various affairs encountered in the workplace or unpredictable events in daily life, will affect their sense of well-being.

Scholars and experts at home and abroad today have slightly different opinions and multi-faceted definitions of happiness depending on people, events, times, and places, so the emphasis and emphasis are slightly different.

Table 2.2 Chinese Scholars' Definition of Happiness

Author	Era	Definition
Lu	1996	An individual's subjective feeling includes overall and indivisible life satisfaction, experience of positive emotions, and positive psychological state without inner pain.
He	1999	Individuals perceive their needs (such as cognition, emotions, and other psychological factors) and external incentives to get a complex and multi-level psychological state and feel satisfied. Their inner ideals are realized—an emotional response.
Huang	2000	In the case of no other purpose, the individual has his happiness, a kind of virtuous current activity and happiness that must be obtained through nature, habit, and reason.
Xing	2005	An individual's subjective feelings about current life are closely related to the objective conditions of his life, as well as present personal values and needs.
Zeng	2009	Individual's personality traits and values have a subjective sense of happiness or satisfaction with perceived life events (including personal satisfaction with life and factors such as positive or negative emotions).
Qiu	2010	Happiness is an individual's evaluation of his overall life and is a subjective psychological feeling.
He	2010	Individuals are evaluated on their subjective cognition, emotional response, and social interaction satisfaction with the overall life situation.
Chang	2011	An individual's subjective perception of the overall positive and negative aspects of cognition, situation, and mental health in life, which the external environment may influence.

Table 2.2 Chinese Scholars' Definition of Happiness (continued)

Author	Era	Definition

Lin	2013	The subjective feeling and satisfaction degree of individuals' positive and negative overall experience in response to their different backgrounds and personality traits regarding cognition, emotion, and physical and mental health in the living or working environment.
Lin	2014	Well-being is a subjective comprehensive evaluation of positive and negative emotions and life satisfaction.
Li	2016	An individual's positive internal psychological energy reflects the two parts of the individual's subjective feelings about the overall quality of life, happiness, and life satisfaction cognition, including positive emotional feelings and positive evaluations of life satisfaction.
Zhao	2018	Overall feelings and satisfaction in the living or working environment, such as positive and negative emotional reactions, subjective cognition, and physical and mental health.
Chen	2018	It is a multi-faceted concept that includes self-affirmation, life satisfaction, and interpersonal relationships in the work and welfare environment. It also evaluates whether subjective feelings can be achieved.
Weng	2018	Well-being includes perspectives covering three dimensions: positive, negative, and life satisfaction.
Zhong	2019	When the self-individual achieves the performance of personal life satisfaction, the presentation of positive emotions, physical and mental health, good development, and complete satisfaction.

Source: Adapted from Jiang et al. (2019) and self-organized in this study

Table 2.2 encapsulates a range of perspectives from Chinese scholars on the definition of happiness from 1996 to 2019. Collectively, these definitions converge on happiness as a subjective, multifaceted psychological state. It encompasses life satisfaction, the experience of positive emotions, and the absence of inner pain, anchored in the individual's personal values, needs, and perceptions of their life conditions. Happiness is characterized by internal psychological balance, fulfillment of personal ideals, virtuous activity, and contentment with social interactions and the external environment. These scholarly insights reflect the complexity of happiness, underlining it as an individual assessment of one's life experiences, emotional reactions, and overall mental well-being.

In addition to the above-mentioned domestic definitions of happiness, the following is a summary table of the definitions of happiness by foreign scholars as follows:

Table 2.3 Summary Table of Definitions of Happiness by International Scholars

Author	Era	Definition
Wilson	1967	Happiness is the same as happiness. It is a personal, subjective experience, and it is also an evaluation of happiness. It should consider both the emotional and cognitive aspects of the individual.
Andrews & Withey	1976	Personal positive emotions are greater than negative emotions, and karma evaluates their satisfaction with the overall life.
Campbell et al.	1976	The material conditions, interpersonal relationships, and self-realization individuals own include emotions and the overall feeling of life.
Diener	1984	It is a subjective emotion that includes high positive, low negative, and general life satisfaction.
Argyle	1987	Through the improvement of positive emotions, the reduction of negative emotions, and the satisfaction of students with life, the overall quality of life of the individual is examined, and executive happiness is given after evaluation.
Dirsken	1990	A person's overall feelings and understanding of past and present events.
Vechoven	1994	Happiness is a positive emotion that reflects an individual's satisfaction with life. The level of positive and negative emotions explains happiness.
Meyer & Diener	1995	An individual evaluates well-being, happiness, and life satisfaction, where happiness means a person's short-lived subjective feeling of life satisfaction.
Lucas et al.	1996	Well-being consists of high levels of positive emotions, low levels of negative emotions, and life satisfaction.
Diener & Suh	1998	The three life product evaluation methods are subjective well-being (subjective index), economic, and social. Since subjective well-being is a subjective indicator among the above three indicators, it is more important to understand the important measurement indicators of social quality.
Diener et al.	1999	An individual's overall assessment of the three levels of emotional response, life satisfaction, and personal social status in their quality of life.
Buss	2000	An individual's ongoing sense of self-fulfillment, meaning, and joy in the present moment or life.
Kitayama &Markus	2000	People construct the same values, concepts, attitudes, and behavior patterns.

Table 2.3 Summary Table of Definitions of Happiness by International Scholars (continued)

Author	Era	Definition
Lu et al.	2001	Individuals use positive emotions to control negative emotions and overall life.
Crosnoe	2002	Personal physical and psychological adaptability, social activities, and financial stability.
Brinkman	2002	The degree to which individuals rate their overall quality of life.
Singh	2002	Individual subjective feelings are subject to different situations and thus lead to different interpretations.
Keyes & Waterman	2003	The feeling of evaluating the subjective awareness of one's own life from a personal, psychological, and social point of view.
Carruthers & Hood	2004	It often makes people feel happiness, have a positive attitude towards life, and have self-realization.
Yubomirsky & Diener	2005	Subjective well-being is believed to be when the individual can experience positive emotions with a higher frequency or frequency.
Webster	2009	A state of feeling happy, content, and healthy
Seligman et al.	2009	Feeling happy emotions and having positive and hopeful feelings for the individual
Siriparp	2012	It compares emotional experience, an individual's evaluation, and opinion on their living conditions, including positive and negative emotional feelings.
Flinchbaugh	2012	The sense of happiness comes from reduced stress in life, the positive development of interpersonal relationships, and the ability to combine what one has learned with life experience.
Argyle	2013	Three components of well-being are considered, including positive emotions and satisfaction and less depression, anxiety, and negative emotions.
Schwartz	2013	When individuals can achieve their personal goals and meet the needs of life, happiness will also follow.
Otalora	2014	A sense of satisfaction is generated when personal cognition and inner emotions are adjusted due to the challenges and tasks in a different life.

From the above summary, Table 2.3, it can be found that most domestic and foreign scholars define happiness in terms of positive emotions, negative emotions, and satisfaction with overall life. Therefore, integrating the definitions of the above studies, well-being is a psychological feeling of an individual's overall life satisfaction

when the individual feels more positive emotions from life than negative emotions (Veenhoven, 1994).

To sum up, this study defines teachers' happiness as the degree of satisfaction with their subjective feelings, positive and negative emotions, and overall feelings of their physical and mental state in their lives and work.

2.2.2 The Orientation of Happiness

The current research on happiness is mainly divided into the following two orientations:

(1) Subjective Well-Being (SWB):

Subjective well-being refers to the overall evaluation given by individuals in the face of their positive, negative, and quality of life. Lu (1998) believes that subjective well-being is a self-evaluation of the quality of life and a subjective feeling that includes positive emotions and personal satisfaction with the overall life (Lu, 1998).

(2) Psychological well-being (Psychological Well-Being, PWB):

Psychological well-being mainly emphasizes that when individuals face various challenges, they vigorously pursue the ideal life and opportunities for self-realization. Lai (2002) believes that psychological well-being needs to have the following four elements (Lai, 2002):

1. A positive attitude must accompany the positive and negative emotions of psychological well-being.
2. The operability and concreteness of happiness index.
3. Personal subjectivity can be interpreted and felt.
4. Psychological well-being is relative rather than absolute.

Table 2.4 Definitions of Terms Related to Happiness

Happiness Related Noun		Definition	Emphatically
Happiness	1.	Personal overall life satisfaction, positive and negative emotions, and mental health assessment	Cognitive, Emotional, and Mental Health
	2.	The complete opposite of negative emotions	mood
	3.	According to the results of a comprehensive assessment of personal positive emotions greater than negative emotions and life satisfaction	cognition, emotion
Happiness	1.	Individual's positive and negative emotions, assessment of their overall life satisfaction	emotion, satisfaction
	2.	Measurement of Mental Health	mental health
	3.	Positive emotions outweigh negative emotions	mood
Subjective well-being	1.	Individual's positive and negative emotions and assessment of their overall life satisfaction	cognition, emotion
	2.	Comprehensive assessment of personal life satisfaction, mental health, and positive and negative emotions	Cognitive, Emotional, and Mental Health
	3.	Philosophical View: Pleasure Is Happiness	
	2.	Measurement of Mental Health	mental health
	3.	Positive emotions outweigh negative emotions	mood
Subjective well-being	1.	Individual's positive and negative emotions and assessment of their overall life satisfaction	cognition, emotion
	2.	Comprehensive assessment of personal life satisfaction, mental health, and positive and negative emotions	Cognitive, Emotional, and Mental Health
	3.	Philosophical View: Pleasure Is Happiness	

Source of resources: Adapted from Lin (1996) and compiled by myself in this study

To sum up Table 2.4, it can be understood that both subjective and psychological well-being have different connotations, but simultaneously, they all operate in the positive psychology of individuals (Keyes et al., 2002). Keyes and Magyar-Moe (2003) also pointed out that personal positive and negative emotions are important factors that constitute subjective well-being. Therefore, subjective well-being includes the happiness felt in the individual's heart and the overall satisfaction and balance of the individual's life—personal positive and negative emotional, psychological, and social well-being.
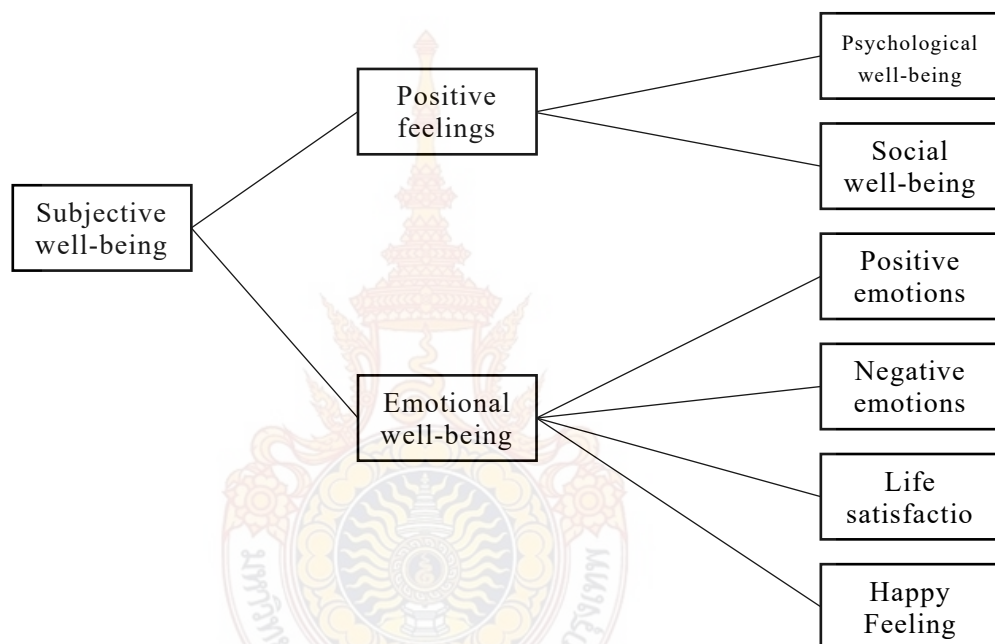
Figure 2.1 The Framework of Subjective Well-Being

As seen from Figure 2.1, the framework of Subjective well-being, happiness is a multi-faceted and complex personal subjective emotional feeling. When the individual is satisfied with life, the positive emotions are greater than the negative ones. After evaluating the individual's overall life, he still feels satisfied and happy. This feeling is happiness. Withey (1976) emphasized that happiness is a subjective experience, including personal life satisfaction and positive and negative emotions. Shi (1995) believed that happiness is a psychological state that allows individuals to have positive psychology through different media. Furthermore, it summarized its research results into nine categories of happiness dimensions:

1. Appreciation by others: such as being recognized and respected by others.

2. Interpersonal relationships, such as harmonious relationships between family and friends.

3. Material satisfaction: For example, happiness is satisfying material life.

4. Work achievement: such as gaining a sense of accomplishment in work.

5. Happy to know fate: If life is smooth and there is no confusion.

6. Live better than you: If you can live better than others.

7. Self-control and realization: For example, individuals are pursuing their ideals.

8. Positive emotions: such as pleasant events in personal life.

9. Health needs: Maintaining a healthy physical and mental state.

In addition to the above, domestic and foreign scholars (Wu, 2011; Wei, 2011; Liu, 2011; Diener & Lucas, 2011) divide happiness into the following four dimensions:

1. Positive emotion: when an individual faces life events with positive emotions greater than negative emotions, the individual's sense of well-being will be higher.

2. Interpersonal relationship: the interpersonal relationship constructed through the interaction between individuals and others, such as colleagues, friends, and family members.

3. Work achievement is when an individual obtains positive results after facing the work situation, positive psychological feelings, and affirmation of self-worth.

4. Physical and physical health: The individual is in a stable state both physically and psychologically and thus feels happy about his life.

In traditional society, the concept of respecting teachers is strong. After the research on subjective well-being has risen, many domestic research topics have appeared on teachers with subjective well-being as the research objects. Liang and Sun (2022) pointed out in their research that two important factors affecting happiness are personality traits and social support, while happiness is a subjective feeling of personal satisfaction and happiness in life, and its factors include life satisfaction and positive and negative emotions. Parker and Martin's (2009) research on the influence of teachers and work experience on happiness and participation showed that teaching quality is an important factor affecting teachers' happiness and enthusiasm. The results of this study also show that if teachers can feel relaxed and well-being, it will help to boost teachers' psychological status and enhance their enthusiasm for teaching. In

recent years, many studies have found that teachers' sense of well-being has been seriously decreasing year by year. In addition, many research results have also found that the subjective well-being of teachers in vocational colleges has a moderate level of feeling (Wang, 2008; Gu, 2005; Wu, 2006). However, research results also show that teachers' happiness is in the middle and lower levels (Zhou, 2008). With the declining birthrate in today's society, the number of students has dropped sharply, and they have to face the situation of reducing classes or even merging schools. Even though the education reform policy has stabilized in recent years, the survey results in recent years can still find that teachers Think that their influence on students has dropped from 70% to 37%, which makes teachers feel that the influence of online media on students is far greater than that of teachers on students (Tang, 2009). Therefore, the above-mentioned factors make teachers feel less and less valued by the public, affecting teachers' subjective well-being.

To sum up, the central axis of this study is teachers' subjective perception of happiness and their satisfaction with life, the balance of positive and negative emotions, and psychological and social well-being. Moreover, teachers' subjective well-being includes subjective factors of personal feelings and external factors of the working environment, and their well-being will be affected by the interaction of the above two factors. Therefore, this study will use teachers' physical and mental health, life satisfaction, The four dimensions of work achievement, and positive attitude as indicators of teachers' happiness.

2.2.3 Related Theories of Happiness

Does happiness come from external stimuli or internal subjective feelings? The theoretical basis of well-being can be explained from different perspectives, such as personal motivation, traits, and society. In exploring the causes of happiness, many psychologists have different views and analyses of arguments. The following is a discussion based on the arguments of each psychologist:

(1) Need Satisfaction Theory

Psychologist Maslow (1970) believed that the sense of well-being comes from satisfying the individual's needs after experiencing certain events, thereby generating a sense of well-being. From this point of view, the theory of the hierarchy of human needs is put forward. Maslow (1970) believes humans have physiological

and psychological needs, such as love and belonging, self-esteem, and self-actualization. Their happiness will decrease accordingly if their needs are not met for long. Taking the need gratification theory as the main axis, it can be divided into conscious needs and unconscious potential needs so that it can be subdivided into the following three theories:

(2) Goal Setting Theory (Telic Theory):

This theory holds that the stronger the individual's needs, the more important the goal setting is. If the set goals can be achieved, long-term and stable satisfaction will be obtained, and the individual's happiness index will be higher. In other words, happiness is a feeling produced when the individual's needs are satisfied or the individual has reached the goal set by himself (Zhuang, 1987).

It can be seen from the above that the happiness brought by this theory's proposition is short-lived. When the happiness of achieving the goal disappears, the happiness will also decrease.

(3) Trait Theory

Scholars of this theory maintain that the sense of well-being and feelings produced by different personal characteristics will also differ. Use the above-mentioned point of view to explain the reasons for the sense of well-being. Explain the sense of well-being from the perspective of personal characteristics. Usually, happiness Feelings depend on personal views and attitudes towards things (Wu, 2010). Veenhoven (1994) also pointed out that the personality trait of a sense of happiness is stable (Disposition) and is inherited or acquired through learning. Headey and Wearing (Headey et al., 1991) believed that trait theory comes from stable personality traits, from which it can be deduced that happiness is reliable and stable. Finally, many domestic and foreign scholars have found that extroverted personality traits will have a higher sense of well-being. On the contrary, those with more introverted and neurotic personality traits will negatively correlate with well-being (Qiu, 2004; Chen, 2002; Shi, 1995; Headey & Wearing, 1991). Due to the different emphasis of the proposition, Stones and Kozm (1985) put forward the Association Theory, which uses the perspective of personal cognition and memory to explain various life experiences and viewpoints. The memory network is established, so when the individual takes it with a sense of happiness as the primary core, it is easier to generate a sense of happiness.

In addition, Shi's (1995) research also pointed out that when an individual feels a higher sense of well-being, the memory network with a sense of well-being will also be higher than that of others. When an individual encounters a similar life event, he will extract relevant similar information through the happiness memory network, and at the same time, it is easier to perceive the occurrence of happiness.

(4) Judgment Theory

This theory believes personal happiness comes from life experience or self-worth and the ideal life set or the result of comparison based on certain standards (Rim, 1993). A sense of happiness will follow when the situation exceeds the standard set by oneself (Diener & Emmons, 1984). Lu (1998) further subdivided the criteria for judging happiness into the following two categories:

Social Comparison Theory. This theory emphasizes comparing with others in a non-objective situation as a criterion for judgment. In short, this kind of comparison is a relative comparison.

Adaptation Theory. This theory emphasizes the comparison with oneself. If the current situation one encounters is better than before, the individual will feel happy. Otherwise, the feeling of happiness will not be produced (Li, 2004; Chen, 2001; Chen, 2002).

(5) Dynamic Equilibrium Model

This theory argues that happiness is affected by stable personality traits and various changes in life events. Happiness is mostly maintained in a balanced and stable state, but happiness can also be increased or decreased due to the impact of notable events in life. At this time, personal traits will self-regulate to a balanced state, and happiness will return to a stable state (Deneve & Cooper, 1998).

The following table summarizes the content of happiness theory summarized by scholar Shi (1995), as shown in Table 2.5:

Table 2.5 Related Theories of Happiness

Theoretical Name	Theoretical Summary	Advantage	Face Difficulties
Needs gratification theory	Happiness is the inner feeling produced by an individual after achieving the set goals.	Emphasis is placed on the goals set by the individual and the rationale for their integration.	It cannot fully help the traits of a happy personality.
Goal setting theory	It underscores the importance of goal setting and how it relates to satisfying an individual's needs and attaining happiness.	Highlights the role of personal accomplishments and satisfaction from reaching self-set goals in contributing to happiness.	The limitation lies in the short-lived nature of happiness derived from achieving goals, which may decrease once the initial feeling dissipates.
Trait theory	It is explained by personality traits such as cognition, memory, and conditioning theory.	This can explain why some people tend to be particularly happy.	The role played by individuals' well-being in life events cannot be explained.
Judgment theory	Personal happiness results from life experience or comparison based on specific benchmarks.	The focus is on comparing oneself to be happy when one feels better.	Will not be able to help judge what the standard of happiness is fully
Dynamic balance theory	Happiness occurs when a state of balance is maintained, influenced by personality traits and life events.	Changes in well-being come from single-faceted factors.	Failure to understand the relative relationship of personality traits to life events.

Note: Adapted from Shi (1995) and self-organized by this study.

To summarize Table 2.5, this study is based on the nine Chinese sources of happiness summarized by Lu (1998) and the content of the Western hierarchy of needs theory. Similarities and the object of this study are domestic teachers. To make the research more appropriate to the national conditions, it will adopt the perspective of demand satisfaction theory for research.

2.3 The Impact of Work-Family Conflict on Teachers' Happiness

In the past literature, most of the research results have confirmed that when work-family conflict increases, their happiness will drop immediately, which proves that work-family conflict has a certain degree of impact on well-being (Aryee et al., 1999; Netemeyer et al., 1996).

The study of Hobfoll (2001) pointed out that when the resources they own suffer a loss, pressure will arise in the individual's heart, affecting the balance between the individual and the family, and occupational conflict will ensue. Moreover, when an individual cannot obtain reasonable feedback or resources after putting in work, input and reward can be considered a loss of resources. Just like the job content of teachers, when teachers are tutoring students with their homework regular guidance, they must use their private time to deal with official duties and invest a considerable amount of time and energy, but when students' performance is not as expected, no matter whether it is personal feelings or actual conditions, we can regard it as a loss of resources, and professional conflicts will arise.

Variables such as gender, school size, and position (Wang et al., 2024; Chen & Qi, 2013; Feng, 2008). The more time one spends at work, the less time one spends on family. This situation will lead to conflicts between work and family. According to the working environment of teachers today, it can be divided into the following five categories:

Implementing educational reforms has increased the pressure on teachers by adding additional coursework and school affairs (Liu, 2011).

The reform of traditional counseling and discipline prohibiting corporal punishment to discipline students (Basic Education Law, 2013) makes it difficult for teachers to counsel or discipline students and deepen their sense of pressure (Lin, 2007).

Parents' involvement and participation will affect the quality of teaching, or the implementation of school affairs will not be smooth, affecting the morale of teachers or administrative colleagues (Hong, 1996; Chen & Ye, 2004).

Changes in family structure, left-behind children, and generation-separated education have difficulties in parenting (Chen et al., 2000; Ou-yang, 2007; Wei, 2005).

The declining birth rate affects teachers' right to work (Zhang, 2009). At the same time, parents pay more attention to the overprotection of children's education, resulting in poor parent-teacher communication, often troubling teachers (Liu, 2011). From the above content, we can understand that the roles played by middle school teachers are more diverse than those of enterprise employees, the time they need to

devote to work is also less fixed, and the occurrence of work-family conflicts is relatively more frequent (Lin et al.,2013; Yang, 2012; Yan, 2013). Therefore, this study will also focus on teachers' work-family conflict.

From the research point of view of resource theory, it is explained that when resource loss occurs and work-family conflict occurs, the individual's subjective well-being is negatively correlated. Zhang et al. (2012) pointed out in the research that work-family conflict will affect individual work performance, and the higher the work-family conflict, the lower the individual's work performance and satisfaction will be. Wu (2016) researched the life stress and well-being of married teachers in vocational colleges, and her conclusion showed a negative correlation between life stress and well-being (Wu, 2006). Some research results show that work stressors negatively correlate with well-being and affect well-being through professionalism (Hsieh et al., 2016).

2.4 Employee Assistance Program

2.4.1 Formation and Development of Employee Assistance Programs

Employee assistance programs originated in 1845 in Pittsburgh. Heinz Company started to employ the post of welfare secretary to presume various welfare systems in response to strikes, employee absences, absenteeism, and other issues derived from the current labor environment. Then, in 1936, Western Power Company hired consultants to assist employees in consulting and counseling. In 1962, the Kempergroup provided counseling for its employees and their families with alcohol abstinence programs. It also provided company employees with physical and psychological, marriage and family, property, and legal counseling or assistance with alcoholism and other issues. The development of employee assistance programs began at the beginning. According to statistics, a quarter of companies in the United States provide perennial employee assistance program benefits; companies with more than 500 employees provide EAP benefits; 70% of companies have employees ranging from 100 to 499. The above companies benefit from the EAP program. In addition, by the end of the 1990s, about 90% of the top 500 companies surveyed by Fortune magazine had also established EAP solutions.

In the research of Googins and Godfrey (1987), aiming at the situation of employees in the workplace, the staff in charge of the employee assistance program evaluates, judges, summarizes, organizes, and provides an improvement plan simultaneously. Dessler (1994) defined the employee assistance program as a systematic way through which the company's specialized personnel can assist employees and their families in solving problems that may affect the health and safety of employees or work performance. In addition, as defined in the International Employee Assistance Professionals Association (International EAPA), employee assistance programs (Employee Assistance Professionals, International EAPs) are enterprise organizations that focus on the workplace and assist enterprises A plan for employees in the organization. The main purpose of implementing this plan is to ensure the productivity of the enterprise organization. EAP professionals provide professional assistance to the employees and their families in the enterprise organization (including health, marriage, finance, legal, emotional, and stress).

The employee assistance program is mainly aimed at assisting employees within the company, such as affecting employees' work performance, performance, and willingness, including work values, family, marriage, interpersonal, pressure, emotions, providing career and case counseling, provision of relevant information, psychological counseling services and other programs (Lewis & Lewis, 1986), assist employees to stabilize their emotions and behaviors in terms of work performance, and then perform more ideally in work performance while generating a high degree of identification with the organization feel. Domestic and foreign studies have confirmed that employee assistance programs positively and significantly promote employees' physical and mental health, improve work efficiency, reduce employee turnover rates, and reduce labor-management antagonisms.

In China, The Domestic Labor Council proposed 1998 the employee assistance program: the employee assistance program is a series of programs provided to find and solve related employee personal problems that will affect productivity. Based on the above, this research defines the employee assistance program as the purpose of the programs implemented in different school organizations: to discover and solve various related problems that affect teachers' teaching effectiveness and work performance while simultaneously trying to solve the problems. Improvement is

an assistance program that enables schools to care for teachers while enhancing work performance. Dimensions of Participating in Employee Assistance Programs Today's domestic employee assistance programs are mainly divided into three assistance programs: life, work, and health (Ministry of Labor, 2001), as shown in Figure 2.2:
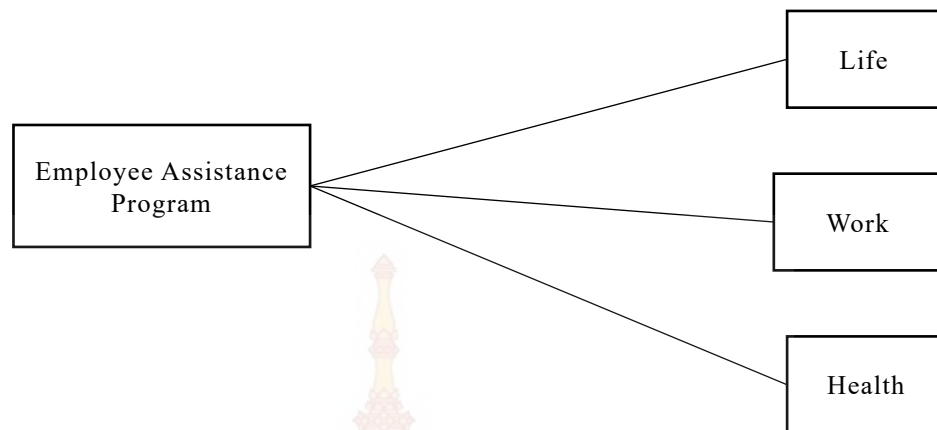

Figure 2.2 EAP Service Content

From Figure 2.2 above, we can understand that in addition to working conditions at the workplace, career development planning also includes job adaptation for recruits or job changes, career development for employees, retirement counseling and planning, and evaluation of performance appraisals and resignation placement and interviews; besides emphasizing the quality of personal life, the life aspect also includes employees' legal, financial management, medical care, psychological counseling (Long, 2010) and insurance financial planning and other related services, family and marriage maintenance, leisure and entertainment, trusteeship. Children's care for the elderly, family placement or life assistance, family marriage, interpersonal relationship consultation, and counseling in the workplace; health assistance will focus on effectively integrating internal and external resources, including mental health and stress management. Release, maintenance of proper exercise, knowledge of healthy diet, assistance in solving personal depression and anxiety, emotional management to reduce work pressure, abstinence from alcohol and gambling.

2.4.2 Relevant Research on Employee Assistance Programs

At present, in the relevant research on employee assistance programs, it has been confirmed that after the implementation of employee assistance programs in

enterprises, they can effectively reduce the work pressure of employees in the workplace, reduce absenteeism, and improve employees' psychological well-being (Cooper et al., 1997), reduce the incidence of industrial safety accidents, reduce employee medical expenses, and employee negative emotions (Milkovich & Newman, 2002).

Research on employees' physical health, role ambiguity, and role-employee conflicts in today's enterprises will have different stressors according to employee age, working years, and education levels (Ben et al.,1995). There is a positive relationship between employee distress events and well-being (Lin & Wang, 2009). Googins and Godfrey (1987) believed that through the understanding and analysis of enterprise units through employee assistance programs, it was found that enterprises actively and proactively assist employees in addressing important issues affecting their job performance. The reason that affects employees' use of the built-in employee assistance program is that the familiarity of employees with the employee assistance program will affect their willingness to use it. If the implementation of the employee assistance program can be closer to the actual needs of employees (such as consulting assistance is the most important second It is business planning) to achieve the real purpose of implementation, which can more effectively reduce the occurrence of employee-job conflicts, reduce the turnover rate. The employee assistance program has a positive impact on the transformation of the enterprise organization. In addition, the executors of the employee assistance plan must have professional ability and provide a complete assistance plan based on the important issues needed by the employees of the enterprise in order to truly solve problems that affect enterprise productivity, industrial safety accidents, employee attendance, workplace, and labor conflicts (Wang & Fan, 2000; Zeng, 2010; Blum & Roman, 1992; Lin et al., 2011).

The research results of Ji (2017) pointed out that the greater the daily workload of service personnel, the more serious the impact on occupational conflict and physical and mental health will be. It is also pointed out that the health aspect of the employee assistance program can moderate the positive relationship of employees to occupational conflict; implementing the employee assistance program related to the work aspect will help slow down the positive relationship of employees to physical and mental health problems.

The current research results on employee assistance programs have found that after the implementation of employee assistance programs, work efficiency and happiness can be effectively improved, and work stress, occupational injuries, and injury medical incidents can be reduced (Cooper et al., 1997; Milkovich & Newman, 2002).

The research results of Csiernik (2003) show that the factors affecting individuals' use of employee assistance programs include the support of the supervisor of the enterprise unit, the professionalism of the implementation unit of the employee assistance program, the familiarity with the content of the program, and the confidentiality measures for employees' privacy and security. In the research of Liang and Sun (2022), it is found that if the supervisors in the enterprise are good at communication skills, communicate with employees frequently, and pay attention to the training of recruits, their work results will also be satisfactory.

Chen's (2000) research pointed out that after implementing the employee assistance program, the company has significant positive help for employees to adapt to the environment and work content. Sun (2001) pointed out in the study that implementing employee assistance programs by enterprises will improve the stability of employees' work, increase productivity, reduce industrial safety accidents, increase retention rates, increase employee attendance, and promote a workplace environment and harmonious atmosphere. Hsiao (2004) pointed out in the research that most of the units responsible for the implementation of employee assistance programs in enterprises are in charge of the human resources department, and its operation mode is carried out through the internal employee welfare committee, labor department, and other units in combination with relevant external professional units. Execute operations after integration. Li's (2005) research found that the human resources department is implementing employee assistance programs, which will promote the improvement of the working environment and assist employees in improving work efficiency; the impact on the company can create a good image, promote good interaction between labor and management, and enhance employee organizational identity wait.

After research, Li (2015) found that companies that implement employee assistance programs (such as family care services, employee loans, and health checks)

can make employees work more securely, and their retention rate and organizational commitment are also higher. Improve a lot. Hong's (2008) research found that if the content of the enterprise's implementation of employee assistance programs can improve employees' emotional responses to work, it will also have a positive and significant impact on employees' work stress, burnout, and interpersonal relationships. Lin (2008) believes that implementing employee assistance programs will help improve their well-being and improve employees' work performance. The research of Yang et al. (2012) believes that employees are one of the important assets of enterprises. When the assistance programs provided by enterprises can meet expectations and cognitions and create a high-quality working environment, it will help employees' job performance and satisfaction.

To sum up, the relevant research on employee assistance programs all point out that after implementing employee assistance programs, enterprises can reduce turnover rate and work pressure, reduce work safety accidents, and increase employees' job satisfaction and attendance rate. In addition, it can improve employees' work performance, happiness, and organizational commitment. Therefore, implementing employee assistance programs can positively and significantly affect both individuals and organizations.

2.5 The Adjustment of Employee Assistance Program on the Relationship between Worker-Family Conflict and Teachers' Happiness

The work resources and employee assistance programs proposed by Bakker (2004) in the research have the same characteristics, so when the employee assistance programs provided by the enterprise are perfect, the resources that employees can obtain will be relatively more sufficient. They will be able to alleviate family conflicts caused by work pressure effectively. In addition to ordinary employees, the same is valid for teachers. Compared with ordinary office workers, teachers' working hours in China are vaguer. To meet the needs of parents and students, they often have to deal with official business and communicate with parents during

non-working hours. Behavioral problems of students at school also lead to neglecting or taking care of the teachers' children or elders, which leads to poor quality of personal family life.

However, the pressure on teachers comes from students' behavioral problems, interpersonal relationships, professional knowledge, and administrative support. This shows that the work pressure on school teachers can easily affect their emotions. Alternatively, when the emotions cannot escape the environment in time after work, it is easy to bring the emotions home, causing tension or disharmony in the relationship between the individual and his family.

Although teachers' associations and professional unions assist in fighting for rights and interests and safeguarding teachers' dignity and professional growth, the support system for teachers in China is not yet sound when faced with difficulties in the education field. The current teacher support system focuses on improving teachers' professionalism and teaching methods. Almost no appropriate assistance for teachers' health, life, and work exists. Therefore, when most teachers encounter difficulties, they will still seek help from friends, colleagues, and family (Zhang & Huang, 2014). Apart from this, no other channel or organization can give real-time and appropriate assistance.

The above situations will cause physical or psychological pressure on teachers. In this case, if we can help teachers solve problems and reduce the pressure on teachers through the employee assistance program, we can stabilize their teaching quality and make students' learning smoother.

The main content of the employee assistance program is to solve the three aspects of employees' work, health, and life. Through the employee assistance program, employees can be helped to maintain a healthy body, improve work efficiency, and maintain a good quality of life (Lao, 2012). To sum up, it can be inferred that implementing staff assistance will help teachers solve work, health, and life problems and improve work efficiency.

In the research of Liu (2008), it is pointed out that when the work pressure of elementary school teachers is greater, the performance in teacher-student interaction, class management, and teaching content is less ideal, and the work effectiveness is also

lower. It can be seen that teachers, like ordinary employees, also need a complete staff assistance plan to provide teachers with assistance (Maiden & Philips, 2007).

Previous studies have found that employee assistance programs can improve job satisfaction (Kirk & Brown, 2003) and strengthen organizational commitment (Haar & Spell, 2004; Muse et al., 2008). Therefore, if an enterprise wants to retain good employees, create good results, and a good brand, the best strategy is to make employees feel happy. Implementing employee assistance programs is one of the best ways to improve happiness.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The research design was quantitative research. This study examines the influence of work-family conflict on teachers' happiness. The research participants include individuals of various genders, marital statuses, ages, educational backgrounds, monthly incomes, occupations, and years of work experience. Data were collected through an online survey questionnaire.

3.2 Samples and Sample Size

3.2.1 Population

This study primarily examines two middle schools, one public and one private, in Yunnan province, China, with a combined population of 650.

3.2.2 Samples

In this study, the Krejcie and Morgan (1970) table was utilized to determine the sample size. The increasing demand for representative statistical samples in empirical research has amplified the need for effective methods to establish adequate sample sizes. Addressing this need, Krejcie and Morgan (1970) introduced a table, a straightforward reference for identifying suitable sample sizes corresponding to varying population sizes.

Following the Krejcie & Morgan (1970) table guidelines, a sample of 242 middle school teachers was selected for this study, consisting of 121 public and 121 private middle school teachers.

Table 3.1 Table for Determining Sample Size for a Finite Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2000	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3300	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	730	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380

3.2.3 Sampling Methods

In this study, the researcher utilized a stratified sampling method to select public and private middle school teachers. The primary reason for employing stratified sampling was to divide the population into two non-overlapping subgroups (public and private middle school teachers), ensuring appropriate representation of both teacher groups in the sample. Within the strata, the researcher employed simple random sampling to ensure an equal probability of selection for each teacher. One hundred twenty-one teachers were independently drawn from the public and private school lists. To implement simple random sampling, statistical software was used to sort teacher

lists randomly and select the top 121. Stratified sampling offers unique advantages for this study, producing more balanced samples from different school types (public and private). The researcher acknowledges the limitations of the sampling method in the analysis, discussing potential biases introduced. Additionally, the study considers factors such as teachers' gender, age, education, and subject expertise, which may impact the research outcomes when collecting and analyzing data.

3.3 Data Collection

This study employs a questionnaire survey method to gather substantial necessary information during the research process. The criteria are as follows: strongly agree, agree, unsure, disagree, and strongly disagree. The subjects choose according to their personal feelings:

A rating of 5 means "strongly agree."

A rating of 4 means "agree."

A rating of 3 means "unsure."

A rating of 2 means "disagree."

A rating of 1 means strongly disagree

The questionnaire survey could be analyzed as follows:

A mean Score of 4.51 - 5.00 means "strongly agree."

A mean Score of 3.51 - 4.50 means "agree."

A mean score of 2.51 - 3.50 means "unsure."

A mean Score of 1.51 - 2.50 means "disagree."

A Mean Score of 1.00 - 1.50 means "strongly disagree."

After the questionnaire collection, the collected questionnaires were cleaned and sorted out to remove invalid or duplicate questionnaires to ensure the accuracy and availability of data.

In the data-cleaning process, the questionnaire screening method was employed, incorporating the theory proposed by Mueller et al. (2004) to handle invalid questionnaires. In their study, Mueller et al. highlighted the potential misleading impact of invalid questionnaires on research outcomes. Invalid questionnaires were defined as those lacking essential information, exhibiting apparent response anomalies,

or remaining incomplete, which were considered unreliable as a source of data (Mueller, 2004).

3.4 Research Instrument

The questionnaire is primarily based on two scales: Employee Assistance Program and work-family conflict.

3.4.1 Work-Family Conflict Scale

This study employs the Work-Family Conflict Scale developed by Carlson et al. (2000), Which considers the bi-directionality of work-family conflict. It categorizes it into three main types based on time, tension, and behavior, resulting in six measurement dimensions, each consisting of three questions, for 18 questions.

3.4.2 Employee Assistance Program Scale

This scale is revised by Jiang et al. (2019). This scale is divided into three dimensions (work, health, and life), with 25 items in total. The items will use Likert (1932) 5 points. The scale is scored to guide the respondents according to their feelings about the school (the higher the score, the more satisfied they are). Therefore, the higher the score, the more satisfied the subjects are with the school's Employee assistance program.

3.4.3 Basic Information of Subjects

This scale is divided into two parts to understand the sample structure of this research. The first part is the background of the subjects, and the second part is the basic information about the subjects, which includes the following six questions: gender, marriage (married, unmarried), age, education, and working years. In addition, the part of the school background includes the following three questions: work area, nature (public, private school), and school size.

3.5 Content Validity and Reliability

The development process of a questionnaire about the empirical study on the effect of work-family conflict on teachers' happiness

(1) Studied the concept and development process of the work-family conflict scale.

(2) Drafted questionnaire.

(3) Verified questionnaire by advisers.

(4) Modified the questionnaire according to suggestion.

(5) Drafted assessment form for 3 experts to check the validity of the questionnaire about an empirical study on the effect of work-family conflict on teachers' happiness. The level of consideration is as follows:

The rating is +1. There is an opinion that "Corresponds to definition."

The rating is 0. There is an opinion that "Not sure it corresponds to definition."

The rating is -1. There is an opinion that "Inconsistent with definition."

(6) Three experts from China verified the validity of the questionnaire. The test consistency index of congruency is 0.50. reasonable to use.

(7) Modified the questionnaire according to suggestion.

The research adopts Cronbach's α to assess the internal consistency of scales such as work-family conflict and employee assistance programs (Cortina, 1993).

After the reliability analysis of the work-family Conflict Scale, Cronbach's α is .795

The development process of a questionnaire about the empirical study on the effect of the Employee Assistance Program Scale

(1) Studied the concept and development process of the employee assistance program scale.

(2) Drafted questionnaire.

(3) Verified questionnaire by advisers.

(4) Modified the questionnaire according to suggestion.

(5) Drafted assessment form for 3 experts to check the validity of the questionnaire about the empirical study on the effect of the Employee Assistance Program Scale. The level of consideration is as follows:

The rating is +1. There is an opinion that "Corresponds to definition."

The rating is 0. There is an opinion that "Not sure it corresponds to definition."

The rating is -1. There is an opinion that "Inconsistent with definition."

(6) Three experts from China verified the validity of the questionnaire. The test consistency index of congruency is 0.50. reasonable to use.

(7) Modified the questionnaire according to suggestion.

The research adopts Cronbach's α to assess the internal consistency of scales such as work-family conflict and employee assistance programs (Cortina, 1993).

After the reliability analysis of the employee assistance scale, its Cronbach's α is .966

3.6 Data Analysis

This study utilizes online questionnaires as the primary method for data collection. The "Survey Star" platform is used to create and distribute the online surveys. This platform provides a convenient and efficient way for researchers to design and send customized surveys to participants, facilitating the distribution and collection of data.

The questionnaire is primarily based on two scales: Employee Assistance Program (25 questions) and work-family conflict (18 questions.):

A mean score of 4.51 - 5.00 means "strongly agree."

A mean score of 3.51 - 4.50 means "agree."

A mean score of 2.51 - 3.50 means "unsure."

A mean score of 1.51 - 2.50 means "disagree."

A Mean score of 1.00 - 1.50 means "strongly disagree."

After collecting the research questionnaires, the contents are archived and analyzed using the software SPSS26.0. In the data analysis section of this study, descriptive statistics will be employed as an analytical method to explore and summarize the main characteristics and trends of the collected data. Descriptive statistics overview variables' distribution and central tendency by calculating the mean and standard deviation (Glass & Hopkins, 1996). This approach allows for a comprehensive understanding of the dataset and lays the foundation for subsequent inferential analyses, if necessary.

CHAPTER IV
ANALYSIS RESULT

The research questions are listed as follows:

1. How does work-family conflict influence middle school teachers' happiness in Yunnan province, China?

2. How does implementing the Employee Assistance Program (EAP) moderate middle school teachers' happiness in Yunnan province, China?

The analysis and statistics of the above research questions will be presented through tables and narratives, encompassing key statistical measures such as mean, standard deviation, and ranking among all factors.

4.1 Data Analysis

This section presented the analysis results for research questions using tables and descriptions. It includes the mean, standard deviation, coefficient of variation, and ranking within all Factors. Subsequently, the items of all factors are presented similarly.

Part 1: Information on the Respondents' Identity

Table 4.1 Questionnaire Demographic Data of the Parents (n=242)

1. Gender	Frequency	Percent
Male	78	32.2
Female	164	67.8
Total	242	100
2. Age	**Frequency**	**Percent**
Under 25 years old	13	5.4
25-35 years old	9	3.7
35-45 years old	92	38
45-55 years old	92	38
55 years and over	36	14.9
Total	242	100

Table 4.1 (Contd.) Questionnaire Demographic Data of the Parents (n=242)

3. Education level	Frequency	Percent
Undergraduate and below	69	28.5
Master	89	36.8
PhD and above	84	34.7
Total	242	100
4. Marital status	**Frequency**	**Percent**
Unmarried	87	36.0
Married	155	64.0
Total	242	100
5. The number of children currently raised:	**Frequency**	**Percent**
none	27	11.2
1	81	33.5
2	98	40.5
3 or more	36	14.9
Total	242	100
6. The number of elders who need to be cared for at present:	**Frequency**	**Percent**
none	48	19.8
1	86	35.5
2	59	24.4
3 or more	49	20.2
Total	242	100
7. Are you the main income earner in your family:	**Frequency**	**Percent**
yes	127	52.5
no	115	47.5
Total	242	100
8. Do you currently have a loan situation:	**Frequency**	**Percent**
yes	130	53.7
no	112	46.3
Total	242	100

Table 4.1 (Contd.) Questionnaire Demographic Data of the Parents (n=242)

9. The number of years you have worked in education-related occupations is about:	Frequency	Percent
1 year or less	30	12.4
1-3 years	37	15.3
3-5 years	66	27.3
5-10 years	31	12.8
over 10 years	78	32.2
Total	242	100
10. Current job title	**Frequency**	**Percent**
primary	24	9.9
intermediate	37	15.3
advanced	56	23.1
other	125	51.7
Total	242	100
11. Attributes of the educational institution currently engaged in:	**Frequency**	**Percent**
public school	121	50.0
private school	121	50.0
Total	242	100
12. Number of staff at the school you serve:	**Frequency**	**Percent**
25~50	72	29.8
51~100	90	37.2
101~300	52	21.5
More than 300 people	28	11.6
Total	242	100

Gender Distribution

The analysis of the gender distribution among the respondents reveals that the sample is predominantly made up of female educators, accounting for 67.8% of the total respondents. This suggests that women play a significant role in the education

sector, as represented in the survey. The relatively lower percentage of male respondents at 32.2% indicates a gender imbalance in the profession, which could be further explored to understand the underlying factors contributing to this disparity.

Age Groups

Examining the age groups of the educators in the sample provides valuable insights into the demographic composition of the workforce. The data illustrates a diverse range of ages, with most respondents falling within the 35-45 age group (38%). This indicates a significant presence of mid-career professionals in the education sector. Additionally, the distribution across other age groups, such as under 25 years old (5.4%), 25-35 years old (3.7%), and 55 years and over (14.9%), suggests a mix of early-career and experienced educators contributing to the sample. The 45-55 age group also accounts for a considerable percentage of the respondents (38%), highlighting an equal presence of educators in the mid-career to experienced age range. This diverse age distribution showcases the varying levels of experience and expertise among the surveyed educators in the education sector.

Marital Status

The data reveals that many respondents are married (64.0%), indicating that most educators have partners and potentially share familial responsibilities.

Educational Background

Analyzing the educational backgrounds of the respondents provides valuable insights into the qualifications and expertise of educators in the sample. The data shows a significant proportion of respondents with an undergraduate degree or below, accounting for 28.5% of the total respondents, indicating a foundational level of education among the surveyed group. Furthermore, the distribution of Master's degrees (36.8%) and PhD degrees (34.7%) highlights a substantial presence of educators with advanced qualifications, suggesting a high level of specialization and expertise within the education sector represented in the survey. This diverse educational background distribution showcases the varying levels of education and training among the surveyed educators, contributing to a well-rounded and skilled workforce in the education sector.

Number of Children

The data on the number of children respondents has offered a glimpse into educators' family dynamics and responsibilities within the sample. Most respondents (40.5%) have two children, which indicates a standard family size among the surveyed group. A significant portion of respondents with one child (33.5%) and those with three or more children (14.9%) reflect varying family sizes and structures, showcasing the diversity of family experiences among educators. Additionally, the presence of respondents without children (11.2%) underscores the sample's different personal circumstances and priorities.

Teaching Experience

Examining the distribution of teaching experience among respondents provides insights into the level of expertise and tenure within the education field. The data shows a diverse range of teaching experience, with a notable percentage of respondents having 3-5 years of experience (27.3%). This suggests a mix of early-career and mid-career educators contributing to the sample. Additionally, the proportions of respondents with 1 year or less of experience (12.4%), 1-3 years of experience (15.3%), 5-10 years of experience (12.8%), and over 10 years of experience (32.2%) indicate a balance of novice and experienced educators in the surveyed group, showcasing a blend of fresh perspectives and seasoned knowledge within the education sector. This diverse experience distribution highlights the varying teaching experience and expertise among the surveyed educators.

Subject Specialization

Understanding the subject specialization of respondents can provide valuable insights into the academic focus and expertise of educators in the sample. The data reveals a diverse range of subject specializations among respondents, with the highest percentage of educators specializing in science (27.6%), followed by Humanities (23.9%) and Mathematics (19.8%). This distribution highlights the breadth of academic disciplines represented in the survey, showcasing a variety of subject expertise and knowledge areas within the education sector. Additionally, educators specializing in Languages (15.3%) and Arts (13.4%) further underscore respondents' diversity of subject specializations and academic backgrounds.

Teaching Level

Analyzing the teaching levels at which respondents are engaged can offer insights into the educational settings and target audiences of educators within the sample. The data shows a varied distribution of teaching levels among respondents, with a significant percentage of educators teaching at the Secondary level (39.6%). This suggests a strong representation of educators working with older students in the surveyed group. Furthermore, the proportions of educators teaching at the Primary level (31.9%) and Tertiary level (28.5%) indicate a balanced presence across different educational stages, reflecting a diverse range of teaching contexts and student populations within the education sector.

Years of Experience in Education-Related Occupations

The data provided shows the respondents' distribution based on their years of working in education-related occupations. Most respondents have over 10 years of experience (32.2%), indicating a significant presence of experienced educators in the sample. This is followed by respondents with 3-5 years of experience (27.3%) and 1-3 years of experience (15.3%). The distribution across different experience levels reflects a diverse range of expertise and tenure in the education sector among the surveyed educators.

Current Job Title

Respondents were asked about their job titles, and the data shows a varied distribution across different job levels. The most common job title reported is "other" (51.7%), indicating a diverse range of roles and responsibilities among educators in the sample. This is followed by respondents with an advanced job title (23.1%), intermediate job title (15.3%), and primary job title (9.9%). The distribution across job titles highlights educators' diverse job roles and positions in the surveyed group.

Attributes of the Educational Institution

The data presents information on the type of educational institutions where respondents are currently engaged. According to the sampling method, 121 (50%) were from public schools, and 121 (50%) were from private schools.

Number of Staff at the School

The data provides insights into the distribution of respondents based on the number of staff at the school they serve. The majority of respondents work in schools

with 51-100 staff members (37.2%), followed by schools with 25-50 staff members (29.8%) and 101-300 staff members (21.5%). A smaller percentage of educators work in schools with more than 300 staff members (11.6%). This distribution reflects the range of school sizes and staffing levels among educators in the sample, highlighting the varying organizational structures and capacities of educational institutions where respondents are currently employed.

Part 2: Work-family Conflict Situation

Table 4.2 Summary of Work-Family Conflict Scale (n=242)

Items	Mean	S.D.	Rank
Work prevents me from participating in family activities as much as I would like.	3.49	1.41	6
The time I have to spend at work prevents me from sharing the chores I should be doing around the house.	3.19	1.12	16
Since I must spend much time at work, I must sacrifice family activities.	3.29	1.05	10
When I get home from work, I am often too tired to participate in family activities.	3.28	1.03	12
When I got home from work, I was often too exhausted to do more for my family.	3.95	1.30	1
Because the work pressure is too great, I sometimes cannot even think about what I like to do when I get home.	3.47	0.99	7
The problem-solving behaviors I use at work do not work with family problems.	3.11	1.29	17
Behavior that works and is necessary at work is counterproductive at home.	3.26	1.17	14
Behaviors that make me work effectively do not help me be a good parent or spouse.	3.21	1.15	15
The time I spend at home often interferes with my work.	3.54	1.38	4
I have to spend time with my family instead of participating in career-enhancing activities at the company.	3.53	1.08	5
I must sacrifice my work time because I have to spend a lot of time caring for my family.	3.45	1.07	9
The pressure of the family makes me have to worry about family affairs while I am working.	3.01	1.20	18
I often feel the pressure of family responsibilities, so it is not easy to concentrate at work.	3.28	0.97	13
The tension and anxiety caused by the family often reduce my ability to work.	3.71	1.35	3
Behaviors that work in my home life do not help me work effectively.	3.76	0.94	2
Behaviors that work and are necessary in family life are counterproductive at work.	3.47	1.03	8
Problem-solving behaviors that work well at home do not seem to work at work.	3.29	0.88	11
Total	3.41	1.13	

Table 4.2 provides an overview of Work-Family Conflict. The overall work-family conflict score has a mean of 3.41 and an SD of 1.13, suggesting a moderate level of conflict perceived by the respondents, with the standard deviation indicating variability in experiences. A mean score of 4.51 - 5.00 means "strongly agree." A mean score of 3.51 - 4.50 means "agree." A mean score of 2.51 - 3.50 means "unsure." A mean score of 1.51 - 2.50 means "disagree.

The three points with the highest average:

The mean of " When I got home from work, I was often too exhausted to do more for my family." was 3.95, and the standard deviation (S.D.) was 1.30. It is interpreted as "agree."

The mean of "Behaviors that work in my home life do not help me work effectively" is 3.76, and the standard deviation (S.D.) is 0.944. It is interpreted as "agree."

The mean of " The tension and anxiety caused by the family often reduces my ability to work." is 3.71, and the standard deviation (S.D.) is 1.36. It is interpreted as "agree."

The three data points with the lowest average are

The mean of" The pressure of the family makes me have to worry about family affairs while I am working." is 3.01, and the standard deviation (S.D.) is 1.20. It is interpreted as "unsure."

The mean of" The problem-solving behaviors I use at work do not work with family problems." is 3.11, and the standard deviation (S.D.) is 1.29. It is interpreted as "unsure."

The mean of" The time I have to spend at work prevents me from sharing the chores I should be doing around the house." is 3.19, and the standard deviation (S.D.) is 1.122.

Part 3: Subjects' Attitudes Toward Employee Assistance Program

Table 4.3 Summary of Employee Assistance Program Scale (n=242)

Items	Mean	S.D.	Rank
The school provides counseling and assistance for employees' worries and anxieties.	3.52	0.89	7
The school provides diet and nutrition consultation and employee assistance (such as weight loss).	2.92	1.32	18
The school provides staff travel, competitions, birthday celebrations, and other leisure and entertainment activities.	3.43	1.34	9
The school provides consultation and assistance in sports health care.	2.76	1.50	19
The school provides staff stress management training or stress relief activities.	3.43	1.17	10
The school provides medical assistance for employee illnesses.	3.38	1.01	11
The school provides counseling for individual staff with mental illness.	3.55	1.48	6
The school assists employees in the recovery of alcohol and drug addiction.	3.33	1.33	14
The school provides workshops and advice on job-related regulations or job design.	4.02	1.07	1
The school establishes a counseling and problem-solving process for staff shifts or job transitions.	3.7	1.16	4
The school provides counseling assistance for employees to adapt to individual work situations.	3.12	1.27	17
Consultation and assistance for resignation placement.	3.59	0.72	5
The school provides information assistance for employees to clarify performance appraisal.	3.87	0.99	2
Schools provide staff interpersonally. Schools provide staff individuals.	3.83	0.59	3
The school provides channels and consultation assistance for employees to complain.	3.34	1.43	13
The school provides consultation and assistance for employee retirement planning.	3.44	0.87	8
The school assists in the personal career development of employees.	3.35	0.92	12
The school provides consultation and assistance in life management for employees (such as food, clothing, housing, and transportation)	3.32	1.03	15
The school provides elder or child care assistance at the staff's home.	3.29	1.09	16
The school provides staff training on sanitation.	2.46	1.05	23
The school provides legal advice and assistance to staff.	2.54	1.08	20
The school provides staff investment, insurance, taxation, and other financial consulting assistance.	2.46	0.98	24
The school assists employees with family and marital problems.	2.44	1.10	25

Table 4.3 Summary of Employee Assistance Program Scale (n=242) (continued)

Items	Mean	S.D.	Rank
The school provides counseling and assistance on sexual relations among employees.	2.5	1.07	21
Consultation and assistance in critical events (such as car accidents and theft).	2.48	1.04	22
Total	3.20	1.10	

Table 4.3 provides an overview of the Employee Assistance Program. The overall Employee Assistance Program score has a mean of 3.20, S.D.=1.10, suggesting a moderate level of adjustment effect perceived by the respondents, with the standard deviation indicating variability in experiences. A mean score of 4.51 - 5.00 means "strongly agree." A mean score of 3.51 - 4.50 means "agree." A mean score of 2.51 - 3.50 means "unsure." A mean score of 1.51 - 2.50 means "disagree.

The three points with the highest average:

The mean of " The school provides workshops and advice on job-related regulations or job design" is 4.02, and the standard deviation (S.D.) is 1.07. It is interpreted as "agree."

The mean of " The school provides information assistance for employees to clarify performance appraisal." is 3.87, and the standard deviation (S.D.) is 0.99. It is interpreted as "agree."

The mean of " Schools provide staff interpersonal Schools provide staff individuals" is 3.83, and the standard deviation (S.D.) is 0.59. It is interpreted as "agree."

The three data points with the lowest average are

The mean of" The school assists employees with family and marital problems." is 2.44, and the standard deviation (S.D.) is 1.10. It is interpreted as "disagree."

The mean of" The school provides staff with investment, insurance, taxation, and other financial consulting assistance." is 2.46, and the standard deviation (S.D.) is 0.98. It is interpreted as "disagree."

The mean of" T The school provides staff training on sanitation." is 2.46, and the standard deviation (S.D.) is 1.09. It is interpreted as "disagree."

CHAPTER V
CONCLUSION AND DISCUSSION

The purpose of this study is as follows: (1) to explore how work-family conflict influences middle school teachers' happiness in Yunnan province, China, (2) to investigate whether the implementation of the Employee Assistance Program (EAP) has a moderating effect on middle school teachers' happiness in Yunnan province, China. The primary research samples are from public and private middle schools in Yunnan province, China, with 242 students. 121 teachers from public schools and 121 teachers from private schools, the information was informed as follows:

5.1 Conclusion

In this study, the middle school teachers' happiness in Yunnan province, China, of two factors as follows:

(1) work-family conflict consists of the impact of work on family and the impact of family on work. It consists of 18 items, and the data analysis results are as follows:

The overall work-family conflict score has a mean = 3.41, S.D. = 1.13, suggesting a moderate level of conflict perceived by the respondents, with the standard deviation indicating variability in experiences.

The three points with the highest average:

The mean of " When I got home from work, I was often too exhausted to do more for my family." was 3.95, and the standard deviation (S.D.) was 1.30. It is interpreted as "agree."

The mean of "Behaviors that work in my home life does not help me work effectively" is 3.76, and the standard deviation (S.D.) is 0.94. It is interpreted as "agree."

The mean of " The tension and anxiety caused by the family often reduces my ability to work." is 3.71, and the standard deviation (S.D.) is 1.36. It is interpreted as "agree."

The results of the data analysis suggest that the three highest-scoring points in the survey highlight the challenges teachers face in striking a balance between their

work and family lives. Drawing on the Conservation of Resources theory (Hobfoll, 1989), middle school teachers may experience resource loss when coping with work-family conflicts. This loss can include material, personal, social, and energy resources. Such resource loss may lead to an increase in psychological stress, adversely affecting teachers' happiness levels. Moreover, teachers encounter challenges in utilizing their personal and social resources, as their behavior and problem-solving strategies in their family life and work are not easily transferable. The tension and anxiety arising from family life may also decrease teachers' performance at work, reflecting the negative impact of such conflicts within their professional domain. In conclusion, work-family conflict significantly negatively impacts the happiness of middle school teachers.

(2) The Employee Assistance Program consists of 25 items, with items 1-8 addressing health aspects, items 9-17 focusing on work aspects, and items 18-25 capturing life aspects. Data analysis results are as follows:

The overall Employee Assistance Program score has a mean = 3.20 and S.D. =1.10, suggesting a moderate level of adjustment effect perceived by the respondents, with the standard deviation indicating variability in experiences.

The three points with the highest average:

The mean of " The school provides workshops and advice on job-related regulations or job design" is 4.02, and the standard deviation (S.D.) is 1.07. It is interpreted as "agree."

The mean of " The school provides information assistance for employees to clarify performance appraisal." is 3.87, and the standard deviation (S.D.) is 0.99. It is interpreted as "agree."

The mean of " Schools provide staff interpersonal Schools provide staff individuals" is 3.83, and the standard deviation (S.D.) is 0.60. It is interpreted as "agree."

Drawing upon the Conservation of Resources theory (Hobfoll, 1989), the results of the data analysis indicate that the highest-rated Employee Assistance Program (EAP) items, job-related regulations advice, performance appraisal clarification, and interpersonal support could positively impact teachers' happiness levels. These initiatives have the potential to enhance teachers' personal and social resources. By providing support in these areas, work-related stress could be reduced, contributing to

improved job satisfaction and psychological well-being. In conclusion, EAP has a significant positive impact on the happiness of middle school teachers.

5.2 Discussion

5.2.1 The Factors of Work-Family Conflict Influence on Middle School Teachers' Happiness in Yunnan Province, China

The results of this study reveal that work-family conflict significantly and negatively impacts teachers' well-being, suggesting the presence of conflicts between work and family responsibilities in today's work environment for teachers. This study employs the Work-Family Conflict Scale developed by Carlson et al. (2000) to examine and evaluate the aspects of work-family conflict affecting middle school teachers' happiness. The mean and standard deviation (S.D.) values of the 18 questions can illuminate specific areas in which work-family conflict might significantly impact teachers' happiness. The questionnaires could be explained as follows:

Questions 1-9: Impact of Work on Family

This section probes the influence of work-related factors on middle school teachers' family lives. Higher mean values signify more substantial agreement with the statements, implying greater work-family conflict. Notably, question 5 ("When I arrive home from work, I am often too exhausted to do more for my family") exhibits the highest mean value (3.95) and an S.D. of 1.293. This implies that fatigue from work significantly impedes teachers from fulfilling family responsibilities, thereby contributing to decreased happiness.

Questions 10-18: Impact of Family on Work

This section evaluates the effect of family-related factors on teachers' professional life. Similar to the previous section, higher mean values indicate increased conflict levels. Specifically, question 11 ("I have to spend time with my family instead of engaging in career-enhancing activities at the company") has a mean value of 3.53 and an S.D. of 1.078. This suggests that family commitments might obstruct teachers' career progression, causing conflicts that can reduce happiness.

In summary, our analysis of the Work-Family Conflict Scale unveils several areas where work-family conflicts could impact middle school teachers' happiness:

1. Exhaustion from work impeding their ability to fulfill family responsibilities (Question 5).

2. Family commitments interfering with career-enhancement opportunities (Question 11).

Schools and policymakers must consider these findings and devise strategies to alleviate work-family conflicts, enabling middle school teachers to maintain a healthy work-life balance and bolster their well-being and happiness.

This finding aligns with the work-family conflict phenomenon posited by Hobfoll (1989) in the Conservation of Resources theory (COR) (Wu & Zheng, 2006b; Zhang, 2009; Grandey & Cropanzano, 1999; Hobfoll et al., 2003). Teachers experience discomfort and stress resulting from the loss of resources, such as diminished time with family (Hobfoll & Lilly, 1993; Wells et al., 1997; Zhou, 2012; Zhang, 2009). Conflicts arise when individuals experience decrements in limited resources like time and physical and psychological well-being (Edwards & Rothbard, 2000). In contrast, abundant resources contribute to an individual's well-being (Hobfoll, 1989). Consequently, teachers are likely to encounter work-family conflict due to school work pressure, making it challenging to balance family responsibilities and work obligations.

5.2.2 The Factors of the Employee Assistance Program (EAP) on Middle School Teachers' Happiness in Yunnan Province, China

The Employee Assistance Program (EAP) serves as a moderating factor for middle school teachers' happiness during work-family conflicts. This study employed a scale developed based on the Employee Assistance Program (EAP) proposed by the Ministry of Labor in 2001 and refined Zhang's (2012) work. The scale comprises 25 items, with items 1-8 addressing health aspects, items 9-17 focusing on work aspects, and items 18-25 capturing life aspects. Researchers can identify specific areas where the EAP may significantly impact teachers' happiness.

Effective EAP Items with High Mean Values (Mean score of 3.51 - 4.50 indicates "agree")

EAP items with high mean values, such as workshops and advice on job-related regulations or job design (Question 9) and information assistance for employees to clarify performance appraisal (Question 13), suggest that they effectively support teachers. These aspects play an essential role in mitigating the impact of work-family

conflict on teachers' happiness. Teachers aiming to achieve greater job satisfaction will likely invest more time and energy in their work, anticipating commensurate feedback. When encountering difficulties, teachers who perceive relevant support and assistance from the school's EAP feel motivated to work diligently, driven by a sense of responsibility to give back to the school. Consequently, their focus on work heightens, leading to excellent job performance and equitable rewards (Lin, 2012).

Moderately Effective EAP Items with Moderate Mean Values (Mean score of 2.51 - 3.50 indicates "unsure")

These EAP aspects suggest that support is provided, but their effectiveness in enhancing happiness during work-family conflict may warrant further assessment. (1) Counseling and assistance for employees' worries and anxieties (Question 1): Since the need for mental health support varies, the EAP should be tailored to address individual needs, enabling teachers to manage stress more effectively during work-family conflicts. (2) Staff travel, competitions, birthday celebrations, and other leisure and entertainment activities (Question 3): These activities might enhance work-life balance and happiness, but not all teachers may find them equally beneficial. More diverse extracurricular activities can cater to different preferences and reduce work-family conflict.

Less Effective EAP Items with Low Mean Values (Mean score of 1.51 - 2.50 indicates "disagree")

These EAP services imply that support may be insufficient to effectively address teachers' needs and moderate the impact of work-family conflict on their happiness. The lowest-rated EAP elements (family and marital assistance, financial consulting, and sanitation training) (Questions 20, 22, 23) indicate that teachers do not consider these aspects highly relevant for resolving work-family conflict. However, given the limitations of self-reported survey data, caution should be exercised when interpreting these results. Teachers may be unaware of the benefits of these assistance programs; thus, further investigation into their preferences or specific needs may be necessary.

In conclusion, the Employee Assistance Program (EAP) moderates middle school teachers' happiness during work-family conflicts, particularly in job regulations understanding, performance appraisal, mental health counseling, and leisure activities.

Nonetheless, there is room for improvement in addressing family and marriage issues and providing support for sensitive topics like sexual relations. Enhancing the effectiveness of EAP and tailoring it to individual needs can foster a more supportive environment and promote middle school teachers' happiness amid work-family conflicts. Future research should explore the potential synergies and interactions among different EAP components to offer a more holistic approach to improving teachers' happiness and well-being.

5.3 Research Implications

5.3.1 Theoretical Implications

There is a growing body of research on Employee assistance programs, work-family conflict, and teacher well-being. Referring to previous research literature, it is found that the purpose of implementing employee assistance programs is mainly to solve various problems encountered by employees in life, work, and health. In order to enable employees to maintain a healthy body and mind, companies can focus more on work. Improve job performance by enhancing commitment to the enterprise; therefore, employee assistance programs promote personal health, reduce organizational risks, and improve overall productivity (Mercer, 2008). Nowadays, most research objects related to employee assistance programs are enterprise employees (Haar & Spell, 2004; Muse et al., 2008), and few studies have been conducted on the teacher group.

The research field of teachers' happiness primarily focuses on the implementation project evaluation of Employee assistance programs (Maiden &Philips, 2007; Chen, 2017), and most of the research objects are primary school teachers, so it remains to be clarified whether the implementation of the project for middle school teachers meets their needs. In addition, there are few relevant studies evaluating the implementation effect. To this end, a Study of the Effectiveness of Implementing an Employee Assistance Program for Secondary School Teachers breaks through the previous research framework. It takes middle school teachers as the main research object. It aims to examine the implementation effect of the employee assistance program and explores the impact of middle school teachers' work-family

conflict on teachers' happiness and whether it is related to the employee assistance program. Positive adjustment effect.

In addition, most studies use role theory to explore work-family conflict (Frone et al., 1992; Greenhaus & Beutell, 1985; Perrewe et al., 1999) and believe that work-family conflict is the feeling of work pressure (Carlson et al., 2000). When explaining work-family conflict by role theory, the job role is overemphasized. The family role is neglected, and the role theory cannot directly explain the effect of moderator variables (Grandey & Cropanzano, 1999). However, in resource preservation theory, family-friendly organizational culture and supportive behaviors of supervisors. Family-related benefits are available as three job resources, and employee assistance programs can also be considered job resources. The above is the difference seen in role theory. In addition, role theory lacks an integrated theoretical framework (Byron, 2005; Grandey & Cropanzano, 1999; Greenhaus & Beutell,1985). From the perspective of role theory, the cause of work-family conflict is attributed to the conflicting work and family requirements, resulting in an incompatible situation; individuals will have work-family conflicts because they cannot play multiple roles simultaneously. Situation (Lu, 2005). Therefore, this study is different from the traditional view of role pressure and explores the impact of employee assistance programs on work-family conflict from the resource conservation perspective. The research found that among the relevant employee assistance available, employees with heavy family burdens can reduce their work-family conflicts and improve job satisfaction (Behson, 2005; Clark, 2001). Combined with the data collected and compiled by the researchers, the overall hypothesis was verified through multiple regression analysis. Empirical research can not only be regarded as the accumulation of research results on employee assistance programs, work-family conflict, and teacher happiness but also can be used for follow-up research and analysis, as well as extended basis and reference materials.

5.3.2 Enlightenment from Practice

Based on the research results, this study takes the negative impact of work-family conflict on teachers' happiness as the basis. It puts forward relevant suggestions based on the investigation and analysis results to provide references for managing and applying schools at all levels. First of all, considering the negative impact of work-

family conflict on teachers' happiness, it seems that teachers' happiness is indeed affected by work-family conflict. Supervisors should observe teachers' work conditions at ordinary times and take the initiative to ensure that teachers balance work and family. Difficulties arise, such as work taking up too much family time, affecting their family life quality. Because middle school teachers now have to bear the pressure of students' entrance examinations, compared with subject teachers, the workload of communication and contact with parents is reduced. Therefore, it is recommended that schools implement a complete and fair tutor rotation system so that teachers can switch between different job roles. Reduce the occurrence of work-family conflicts.

Through informal interaction with teachers to understand their physical and mental conditions and provide timely assistance to teachers to reduce the occurrence of conflicts between teachers and teachers. Organizing staff tours for teachers and family members can enhance the relationship between parents and colleagues. At the same time, family members can understand teachers' working conditions and working environment so that they can understand the characteristics of teachers' work and their inability to fulfill their family responsibilities. In addition, it is suggested that schools should set up research courses related to family and marriage so that teachers can learn how to strike a balance between work and family to reduce the occurrence of work-family conflicts.

In the part of the Employee assistance program, because the current Employee assistance program for teachers is not popularized, many teachers do not understand what the Employee assistance program can do for teachers Assistance, so in order to make the employee assistance program truly help teachers, it is recommended that the education authorities (Ministry of Education and Education Bureau) of the country can promote the implementation of the employee assistance program so that teachers in need of assistance can be genuinely helped. It is suggested that schools should understand the family situation of teachers and provide more assistance to the group of teachers who need to support the family financially.

Secondly, the current salary structure of teachers is relatively inflexible, and it is not easy to get corresponding remuneration according to teachers' individual working ability, work performance, or effort. In some public schools, the salary cannot be adjusted flexibly, and the data analyzed in the previous section shows that the

rotation of teachers' positions allows teachers who act as mentors to get a real rest, thereby reducing work-family conflicts. In private schools, it is suggested that moderate flexibility should be given in the salary structure so that teachers can get paid more fairly.

5.4 Research Limitations and Prospects

The primary focus of this study is on the middle school teachers. Although similar situations may arise in other educational stages, such as primary schools or universities, the influencing variables may differ. Therefore, the findings of this study are specifically applicable to middle school teachers, and it is challenging to generalize these results to teachers in different educational stages, such as primary schools or universities.

This study fails to discuss and analyze the various dimensions of the employee assistance program and the various dimensions of the work-family conflict in more detail, so it is impossible to understand which is the most urgent actual demand of teachers in middle school in terms of life, work, and health. Therefore, it is suggested that follow-up researchers can conduct research and discussion on the various dimensions and implementation items of the Employee assistance program for middle school teachers to be closer to the needs of teachers and create a better working environment and learning environment for teachers and students.

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APPENDICES

Hello,

First, thank you for taking the time to complete this academic questionnaire. This questionnaire aims to explore the issues related to teacher-professional conflict and Employee Assistance Programs. The questionnaire data is for academic research only and does not involve privacy. Before you participate, we would like to inform you of the rights you have throughout this process:

1. The right to cancel participation in the activity: You can withdraw from this activity without providing a reason or incurring any liability.

2. The right not to answer questions: In the questionnaire, if you encounter any questions you do not wish to answer, you have the right to skip them and continue with the subsequent questions or discontinue the survey altogether.

3. The right to request the destruction of information already provided: If you have concerns about the information you have provided during the survey, you may request that we destroy all information associated with you. Upon receiving your request, we will process it promptly and inform you of the outcome.

Please be assured that your participation and support are highly valued, and we adhere to strict confidentiality and relevant regulations concerning your personal information.

This questionnaire is divided into three parts, and the answers can be completed in about 5-10 minutes. We kindly request that you answer the questions sequentially without skipping pages or omitting items. There is no right or wrong answer; please follow the instructions and answer intuitively.

After completing the survey, please provide your personal information. Your valuable opinion will greatly encourage academic research and be key to the success of this research. Thank you for your contribution and support to academic research.

Best regards!

Part I: Basic Information of Respondents

1. Gender:

☐female

☐male

2. Your age:

☐under 25 years old

☐25-35 years old

☐35-45 years old

☐45-55 years old

☐55 years and over

3. Education level:

☐Undergraduate and below

☐master

☐PhD and above

4. Marital status:

☐unmarried

☐Married

5. The number of children currently raised:

☐none

☐1

☐2

☐3 or more

6. The number of elders who need to be cared for at present:

☐none

☐1

☐2

☐3 or more

7. Are you the main income earner in your family:

☐yes

☐no
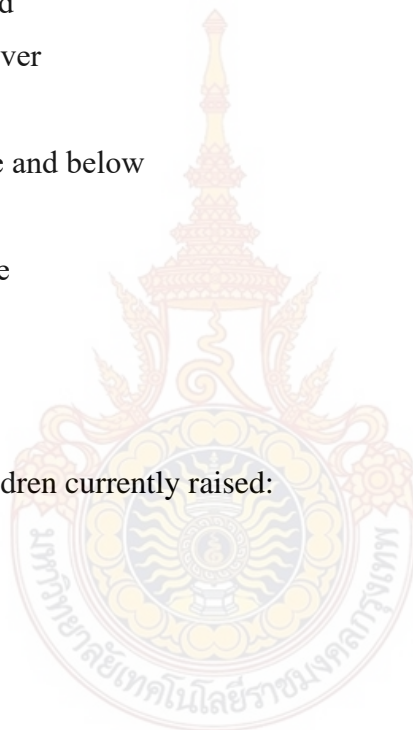
8. Do you currently have a loan situation:

☐yes

☐no

9. The number of years you have worked in education-related occupations is about:

☐1 year or less

☐1-3 years

☐3-5 years

☐5-10 years

☐over 10 years

10. Your current job title is:

☐Primary

☐Intermediate

☐Advanced

☐Other

11. Attributes of the educational institution you are currently engaged in:

☐public school

☐private school

12. Number of staff at the school you serve:

☐25~50

☐51~100

☐101~300

☐More than 300 people
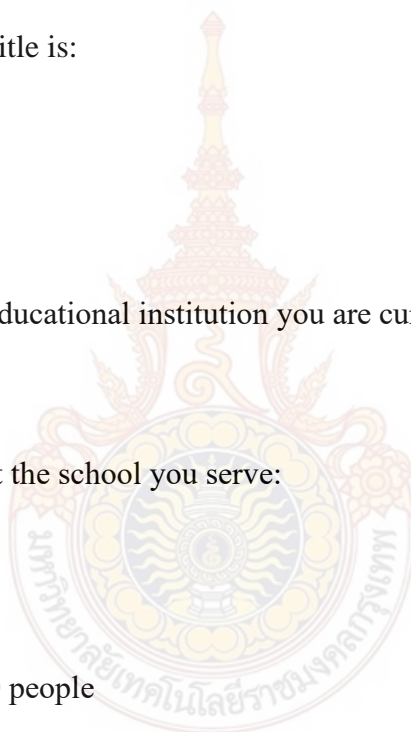
Part II: Work-Family Conflict Scale

This scale utilizes the Work-Family Conflict Scale developed by Carlson et al. (2000). It consists of 18 items, with items 1-9 assessing the impact of work on family and items 10-18 assessing the impact of family on work. Please indicate your agreement with the following statements based on your perception. For each item, please select only one response. Thank you.

5= strongly agree, 4= agree, 3= unsure, 2= disagree, 1= strongly disagree

|	**Topic**	**1**	**2**	**3**	**4**	**5**
1	Work prevents me from participating in family activities as much as I would like.	☐	☐	☐	☐	☐
2	The time I have to spend at work prevents me from sharing the chores I should be doing around the house.	☐	☐	☐	☐	☐
3	Since I must spend much time at work, I must sacrifice family activities.	☐	☐	☐	☐	☐
4	When I get home from work, I am often too tired to participate in family activities.	☐	☐	☐	☐	☐
5	When I got home from work, I was often too exhausted to do more for my family.	☐	☐	☐	☐	☐
6	Because the work pressure is too great, I sometimes cannot even think about what I like to do when I get home.	☐	☐	☐	☐	☐
7	The problem-solving behaviors I use at work do not work with family problems.	☐	☐	☐	☐	☐
8	Behavior that works and is necessary at work is counterproductive at home.	☐	☐	☐	☐	☐
9	Behaviors that make me work effectively do not help me be a good parent or spouse.	☐	☐	☐	☐	☐
10	The time I spend at home often interferes with my work.	☐	☐	☐	☐	☐
11	I have to spend time with my family instead of participating in career-enhancing activities at the company.	☐	☐	☐	☐	☐
12	I must sacrifice my work time because I have to spend much time caring for my family.	☐	☐	☐	☐	☐
13	The pressure of the family makes me have to worry about family affairs while I am working.	☐	☐	☐	☐	☐
14	I often feel the pressure of family responsibilities, so it is not easy to concentrate at work.	☐	☐	☐	☐	☐
15	The tension and anxiety caused by the family often reduce my ability to work.	☐	☐	☐	☐	☐
16	Behaviors that work in my home life do not help me work effectively.	☐	☐	☐	☐	☐
17	Behaviors that work and are necessary in family life are counterproductive at work.	☐	☐	☐	☐	☐
18	Problem-solving behaviors that work well at home do not seem to work at work.	☐	☐	☐	☐	☐

Part III: Employee Assistance Program Scale

This scale was developed based on the Employee Assistance Program proposed by the Ministry of Labor in 2001 and revised in response to Zhang's (2012) work. It consists of 25 items, with items 1-8 addressing health aspects, items 9-17 focusing on work aspects, and items 18-25 capturing life aspects. Please indicate your agreement with the following statements based on your perception. For each item, please select only one response. Thank you.

5= strongly agree, 4= agree, 3= unsure, 2= disagree, 1= strongly disagree

	Topic	1	2	3	4	5
1	The school provides counseling and assistance for employees' worries and anxieties.	□	□	□	□	□
2	The school provides diet and nutrition consultation and employee assistance (such as weight loss).	□	□	□	□	□
3	The school provides staff travel, competitions, birthday celebrations, and other leisure and entertainment activities.	□	□	□	□	□
4	The school provides consultation and assistance in sports health care.	□	□	□	□	□
5	The school provides staff stress management training or stress relief activities.	□	□	□	□	□
6	The school provides medical assistance for employee illnesses.	□	□	□	□	□
7	The school provides counseling for individual staff with mental illness.	□	□	□	□	□
8	The school assists employees in the recovery of alcohol and drug addiction.	□	□	□	□	□
9	The school provides workshops and advice on job-related regulations or job design.	□	□	□	□	□
10	The school establishes a counseling and problem-solving process for staff shifts or job transitions.	□	□	□	□	□
11	The school provides counseling assistance for employees to adapt to individual work situations.	□	□	□	□	□
12	Consultation and assistance for resignation placement.	□	□	□	□	□
13	The school provides information assistance for employees to clarify performance appraisal.	□	□	□	□	□
14	Schools provide staff interpersonally. Schools provide staff individuals.	□	□	□	□	□
15	The school provides channels and consultation assistance for employees to complain.	□	□	□	□	□
16	The school provides consultation and assistance for employee retirement planning.	□	□	□	□	□

17	The school assists in the personal career development of employees.	□	□	□	□	□
18	The school provides consultation and assistance in life management for employees (such as food, clothing, housing and transportation)	□	□	□	□	□

	Topic	**1**	**2**	**3**	**4**	**5**
19	The school provides elder or child care assistance at the staff's home.	□	□	□	□	□
20	The school provides staff training on sanitation.	□	□	□	□	□
21	The school provides legal advice and assistance to staff.	□	□	□	□	□
22	The school provides staff investment, insurance, taxation, and other financial consulting assistance.	□	□	□	□	□
23	The school assists employees with family and marital problems.	□	□	□	□	□
24	The school provides counseling and assistance on sexual relations among employees.	□	□	□	□	□
25	Consultation and assistance in critical events (such as car accidents, theft).	□	□	□	□	□
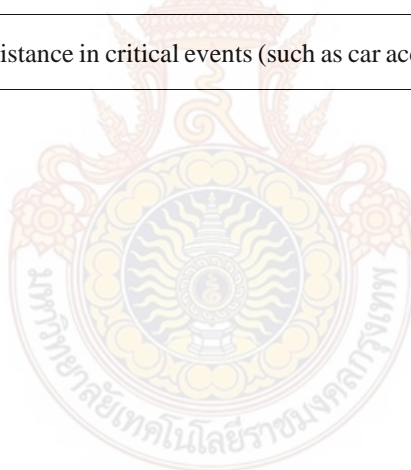
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