

Empirical Investigation of Work-Family Conflict and Teachers' Happiness Through Employee Assistance Programs in Yunnan Middle Schools

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Abstract

This study aims to (1) explore the influence of work-family conflict on middle school teachers' happiness and (2) investigate whether the implementation of the Employee Assistance Program (EAP) affects middle school teachers' happiness. A quantitative research approach with a sample size of 242 teachers from public and private middle schools in Yunnan province, China, was used, as determined by the Krejcie and Morgan's (1970) table. The research instruments were two questionnaires: (1) The Work-Family Conflict Scale and (2) the Employee Assistance Program Scale. The results presented that (1) the influence of work-family conflict on middle school teachers' happiness was mean=3.41 and S.D.=1.13. It was the rating of "moderate," (2) implementation of the Employee Assistance Program (EAP) had a moderating effect on middle school teachers' happiness was at the level of mean =3.20 and S.D.=1.10. It was the rating of "moderate" that work-family conflict significantly impacts middle school teachers' happiness, and employee assistance programs significantly moderate middle school teachers' happiness. However, this study's limitations arise from its focus on middle school teachers and the lack of extensive analysis of various EAP dimensions and work-family conflict aspects. Additionally, the findings may not apply to teachers in other educational stages, such as primary schools or universities. Future research could investigate the specific dimensions and implementation items of the EAP for middle school teachers, offering insights into their most pressing needs concerning work, life, and health. Such research would contribute to developing a better working environment and learning atmosphere for teachers and students.

Keywords: employee assistance program, teachers' happiness, work-family conflict

1. Introduction

1.1 Introduction to the Problem

In modern society, teachers, as professionals, play an essential and vital role in the education and development of students (Li et al., 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 et al., 2022). Work-family conflict refers to the conflict and tension 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 et al., 2023). Teachers' happiness affects their personal quality of life and positively or negatively affects their work attitude, teaching effectiveness, and relationships with students and colleagues (Wu et al., 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 et al., 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 et al., 2022). 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 to meet the expectations of the public 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 et al., 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 critical. 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.

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). 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 et al. (2015) pointed out that when companies help programs such as health checks, nursing care, and other benefits, employees can work with peace of mind and facilitate turnover. Lower rates result 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 et al., 2019), 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 middle school 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 sincere 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

- 1) How does work-family conflict influence middle school teachers' happiness?
- 2) How does the implementation of the Employee Assistance Program (EAP) have a moderating effect on middle school teachers' happiness?

1.3 Research Objectives

- 1) To explore how work-family conflict influences middle school teachers' happiness.
- 2) To investigate whether the implementation of the Employee Assistance Program (EAP) has a moderating effect on middle school teachers' happiness.

1.4 Literature Review

1.4.1 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. 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, etc., 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 include gender, school size, and position (Qiu, 2017; Chen & Qi, 2013; Feng, 2008). The more time one spends at work, the less time one spends on the family. This situation will lead to conflicts between work and family. Teachers' working environment today can be divided into five categories: Implementing educational reforms has increased the pressure on teachers by adding additional coursework and school affairs (Liu, 2011). The traditional counseling and discipline reform, 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, 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; Yen, 2013a). 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) conducted research on 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, 2011). Some research results show that work stressors negatively correlate with well-being and affect well-being through professionalism (Hsieh et al., 2016).

1.4.2 Formation and Development of Employee Assistance Programs

Employee assistance programs are originated in 1845 in Pittsburgh Heinz. The 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 Kemper group provided counseling for its employees and their families with alcohol abstinence programs. It 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 offer 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 primary purpose of implementing this plan is to ensure the productivity of the enterprise organization. Through EAP, professionals provide professional assistance to the employees and their families in the enterprise organization (including health, marriage, finance, legal, emotional, stress, etc.). The employee assistance program is mainly aimed at assisting employees within the company, such as affecting employees' work performance, performance and willingness etc., including work values, family, marriage, interpersonal, pressure, emotions, etc., providing career and case counseling, provision of relevant

information, psychological counseling services and other programs (J. Lewis & M. 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's 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 issues. 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). 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 et al. (2004) in the research have the same characteristics, so when the employee assistance programs provided by the enterprise are more 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 true 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, etc., also lead to neglecting or taking care of the teachers' children or elders, which leads to a poor quality of personal family life.

However, the pressure on teachers comes from students' behavioral problems, interpersonal relationships, professional knowledge, administrative support, etc. This shows that the work pressure on schoolteachers can easily affect their emotions. When the feelings cannot escape the environment in time after work, it is easy to bring the feelings 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. 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 more excellent, the performance in teacher-student interaction, class management, teaching content, etc., 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.

1.5 The Variables

- The independent Variable was the Employee Assistance Program (EAP)
- The dependent variable was Work-Family Conflict and Teachers' happiness.

2. Method

The research design was Quantitative research. This study examines the influence of work-family conflict on teachers' happiness. The research participants will include individuals of various genders, marital statuses, ages,

educational backgrounds, monthly incomes, occupations, and years of work experience. Data will be collected through an online survey questionnaire.

2.1 Population and Sample Group

2.1.1 The Population

This study takes 650 public and private middle school teachers in Yunnan province, China, as the primary research population.

2.1.2 Samples Group

According to Krejcie and Morgan's (1970) table, the population size was 650 compared with the sample size of 242 middle school teachers. The purposive sampling was used for 121 middle school teachers from public middle and 121 middle school teachers from private middle schools in Yunnan province.

2.2 Research Instruments

The questionnaire is primarily based on two scales: Employee Assistance

2.2.1 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.

2.2.2 Employee Assistance Program Scale

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.

2.3 Data Collation

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."

2.4 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. 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 provide an overview of the variables' distribution and central tendency by calculating measures such as the mean, median, mode, standard deviation, and range. This approach allows for a comprehensive understanding of the dataset and lays the foundation for subsequent inferential analyses, if necessary.

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 SPSS21.0 and Amos

software, and the following data is analyzed.

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, well-being scale, and employee assistance program scale.
- (2) Drafted questionnaire.
- (3) Verified questionnaire by advisers.
- (4) Modified the questionnaire according to suggestion.
- (5) Drafted an assessment form for three experts to check the validity of a questionnaire about an empirical study on the effect of work-family conflict and 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) Verified the validity of the questionnaire by three experts from China. 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 an empirical study on the effect of the Employee Assistance Program Scale

- (1) Studied the concept and development process of the work-family conflict scale, well-being scale, and employee assistance program scale.
- (2) Drafted questionnaire.
- (3) Verified questionnaire by advisers.
- (4) Modified the questionnaire according to suggestion.

- (5) Drafted an assessment form for three experts to check the validity of the questionnaire about an 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) Verified the validity of the questionnaire by three experts from China. 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 .795

3. Results

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 of the questionnaire, "Work-Family Conflict," consisted of 18 items, as shown in Table 1.

Table 1. The results of work-family conflict from 242 teachers in middle schools

	n	M	SD	Variance	RA
Work-Family Conflict					
Work prevents me from participating in family activities as much as I would like.	242	3.49	1.41	2.00	6
The time I have to spend at work prevents me from sharing the chores I should be doing around the house.	242	3.19	1.12	1.26	16
Since I must spend a lot of time at work, I must sacrifice family activities.	242	3.29	1.05	1.10	10
When I get home from work, I'm often too tired to participate in family activities.	242	3.28	1.03	1.07	12
When I got home from work, I was often too exhausted to do more for my family.	242	3.95	1.30	1.67	1
Because the pressure of work is too great, sometimes when I get home, I can't even think about what I like to do.	242	3.47	0.99	0.97	7
The problem-solving behaviors I use at work don't work with family problems.	242	3.11	1.29	1.65	17
Behavior that works and is necessary at work is counterproductive at home.	242	3.26	1.17	1.37	14
Behaviors that make me work effectively don't help me be a good parent or spouse.	242	3.21	1.15	1.31	15
The time I spend at home often interferes with my work.	242	3.54	1.38	1.90	4
I have to spend time with my family instead of participating in career-enhancing activities at the company.	242	3.53	1.08	1.16	5
I must sacrifice my work time because I have to spend a lot of time caring for my family.	242	3.45	1.07	1.14	9
The pressure of the family makes me have to worry about family affairs while I am working.	242	3.01	1.20	1.43	18
I often feel the pressure of family responsibilities, so it is difficult to concentrate at work.	242	3.28	0.97	0.94	13
The tension and anxiety caused by the family often reduce my ability to work.	242	3.71	1.35	1.84	3
Behaviors that work in my home life don't help me work effectively.	242	3.76	0.94	0.89	2
Behaviors that work and are necessary in family life are counterproductive at work.	242	3.47	1.03	1.05	8
Problem-solving behaviors that work well at home don't seem to work at work.	242	3.29	0.88	0.77	11
Total	242	3.41	1.13	1.30	

Table 1 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.

The three points with the highest average were the mean of "When I got home from get off work, I was often too exhausted to do more for my family." at 3.95, and the standard deviation (S.D.) at 1.30. It is interpreted as "agree." The mean of "Behaviors that work in my home life doesn't 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 were the mean of "The pressure of the family makes me have to worry about family affairs while I am working." is 3.01. The standard deviation (S.D.) is 1.20, interpreted as "unsure." The mean of "The problem-solving behaviors I use at work don't 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 2: the questionnaire from the Employee Assistance Program (EAP)

Table 2. The results of the Employee Assistance Program (EAP) from 242 teachers in middle schools

Items	n	M	SD	Variance	NR
Employee Assistance Program	242	2.38	1.04	1.09	
The school provides counseling and assistance for employees' worries and anxieties.	242	3.52	0.89	0.79	7
The school provides diet and nutrition consultation and assistance for employees (such as weight loss, etc.).	242	2.92	1.32	1.75	18
The school provides staff travel, competitions, birthday celebrations, and other leisure and entertainment activities.	242	3.43	1.34	1.80	9
The school provides consultation and assistance in sports health care.	242	2.76	1.50	2.25	19
The school provides staff stress management training or stress relief activities.	242	3.43	1.17	1.38	10
The school provides medical assistance for employee illnesses.	242	3.38	1.01	1.03	11
The school provides counseling for individual staff with mental illness.	242	3.55	1.48	2.19	6
The school assists employees in the recovery of alcohol and drug addiction.	242	3.33	1.33	1.76	14
The school provides workshops and advice on job-related regulations or job design.	242	4.02	1.07	1.14	1
The school establishes a counseling and problem-solving process for staff shifts or job transitions.	242	3.7	1.16	1.35	4
The school provides counseling assistance for the individual work adaptation of employees.	242	3.12	1.27	1.60	17
Consultation and assistance for resignation placement.	242	3.59	0.72	0.53	5
The school provides information assistance for employees to clarify performance appraisal.	242	3.87	0.99	0.98	2
Schools provide staff interpersonally. Schools provide staff individuals.	242	3.83	0.59	0.35	3
The school provides channels and consultation assistance for employees to complain.	242	3.34	1.43	2.04	13
The school provides consultation and assistance for employee retirement planning.	242	3.44	0.87	0.76	8
The school assists in the personal career development of employees.	242	3.35	0.92	0.84	12
The school provides consultation and assistance in life management for employees (such as food, clothing, housing, and transportation)	242	3.32	1.03	1.06	15
The school provides elder or child care assistance at the staff's home.	242	3.29	1.09	1.19	16
The school provides staff training on sanitation.	242	2.46	1.05	1.10	23
The school provides legal advice and assistance to staff.	242	2.54	1.08	1.16	20
The school provides staff with investment, insurance, taxation, and other financial consulting assistance.	242	2.46	0.98	0.97	24
The school assists employees with family and marital problems.	242	2.44	1.10	1.21	25
The school provides counseling and assistance on sexual relations among employees.	242	2.5	1.07	1.15	21
Consultation and assistance in critical events (such as car accidents, theft, etc.).	242	2.48	1.04	1.07	22
Total	242	3.20	1.10	1.26	

Table 2 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.

The three points with the highest average are as follows: The mean of “The school provides workshops and advice on job-related regulations or job design.” at 4.02 and the standard deviation (S.D.) at 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.” was 2.44, and the standard deviation (S.D.) was 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 “The school provides staff training on sanitation.” is 2.46, and the standard deviation (S.D.) is 1.09. It is interpreted as “disagree.”

4. Discussion

4.1 *The Factors of Work-Family Conflict Influence on Middle School Teachers' Happiness*

The study's findings indicate that work-family conflict significantly and negatively affects teachers' well-being. Utilizing the Work-Family Conflict Scale by Carlson et al. (2000), the research evaluates the dimensions of work-family conflict impacting middle school teachers' happiness. The mean and standard deviation (S.D.) values of the 18 questions highlight specific areas where work-family conflict might significantly affect teachers' happiness. The questionnaire was presented as follows:

Questions 1-9: Impact of Work on Family

This section examines how work-related factors influence teachers' family lives. Higher mean values indicate a more excellent agreement with the statements, implying more significant work-family conflict. For example, question 5 (“When I arrive home from work, I am often too exhausted to do more for my family”) has the highest mean value (3.95) and an S.D. of 1.293, suggesting that work-related fatigue significantly hampers teachers' ability to fulfill family responsibilities, thereby reducing their happiness.

Questions 10-18: Impact of Family on Work

This section assesses how family-related factors impact teachers' professional lives. Higher mean values indicate increased conflict levels. For instance, 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, indicating that family commitments might obstruct teachers' career advancement, leading to conflicts that reduce happiness.

The analysis of the Work-Family Conflict Scale reveals several areas where work-family conflicts impact middle school teachers' happiness:

- 1) Exhaustion from work impeding their ability to fulfill family responsibilities (Question 5).
- 2) Family commitments interfere with career-enhancement opportunities (Question 11).

Teachers should consider these findings and develop strategies to mitigate work-family conflicts, thereby promoting a healthy work-life balance and enhancing teachers' well-being and happiness.

This finding is consistent with Hobfoll's (1989) Conservation of Resources (COR) theory, which posits that individuals experience discomfort and stress from the loss of resources, such as time with family (Hobfoll & Lilly, 1993; Wells et al., 1997). Conflicts arise when there is a depletion of limited resources like time and psychological well-being (Edwards & Rothbard, 2000). Abundant resources, on the other hand, contribute to an individual's well-being (Hobfoll, 1989). Therefore, teachers are likely to experience work-family conflict due to work pressures, making it challenging to balance family responsibilities and work obligations.

4.2 *The Factors of the Employee Assistance Program (EAP) on Middle School Teachers' Happiness*

The Employee Assistance Program (EAP) acts as a moderating factor for middle school teachers' happiness during work-family conflicts. This study utilized a scale based on the Employee Assistance Program proposed by the Ministry of Labor in 2001 and refined by Zhang et al. (2012). The scale 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. The study identifies specific areas where the EAP significantly impacts teachers' happiness.

Practical EAP Items with High Mean Values (Mean score of 3.51 - 4.50 indicates “agree”)

High mean values for items such as workshops on job-related regulations (Question 9) and information assistance for performance appraisal (Question 13) suggest that these aspects effectively support teachers. These elements are crucial in mitigating the impact of work-family conflict on teachers' happiness.

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

Items such as counseling for worries and anxieties (Question 1) and leisure activities (Question 3) indicate that while support is provided, its effectiveness in enhancing happiness during work-family conflicts may require further assessment. Tailoring the EAP to address individual needs can help teachers manage stress more effectively.

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

Items like family and marital assistance, financial consulting, and sanitation training (Questions 20, 22, 23) suggest insufficient support for effectively addressing work-family conflict. However, further investigation into teachers' preferences or specific needs may be necessary, as they might be unaware of the benefits of these programs.

In conclusion, the EAP moderates middle school teachers' happiness during work-family conflicts, particularly in job regulations, performance appraisal, mental health counseling, and leisure activities. However, there is room for improvement in addressing family and marriage issues and providing support for sensitive topics. Enhancing the EAP's effectiveness and tailoring it to individual needs can foster a more supportive environment and promote teachers' happiness amid work-family conflicts. Future research should explore the potential synergies among different EAP components to offer a more holistic approach to improving teachers' happiness and well-being.

4.3 Research Implications

4.3.1 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. Companies can focus more on work to enable employees to maintain a healthy body and mind. Improve job performance and enhance commitment to the enterprise; therefore, employee assistance programs are crucial in promoting employee personal health, reducing organizational risks, and improving overall productivity. 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 mainly focuses on the implementation project evaluation of Employee assistance programs (Maiden & Philips, 2007; Chen et al., 2019), 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. A study of the effectiveness of implementing an Employee Assistance Program for secondary school teachers. To this end, this study breaks through the previous research framework and takes middle school teachers as the primary research object. It aims at the implementation effect of the Employee assistance program. It 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., 1992a; Greenhaus & Beutell, 1985; Perrewe et al., 1999), and they believed 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 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 et al., 2009). 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. 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.

4.3.2 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 results of the investigation and analysis to provide references for the management and application of 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 (Lu et al., 2009). 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 disputes between teachers and teachers (Chen & Ye 2004). 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 family members 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 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 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 (Cooper et al.,1997). 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 challenging to get the 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. 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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