



A Bibliometric Analysis of Work-Family Conflict Research among Teachers: A Scopus-Based Study (2005 - 2025)

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Article Info	Abstract
Article History Received: July 6, 2026 Revised: July 9, 2026 Accepted: August 25, 2026 Published: August 26, 2026	<i>Work-family conflict has become an important issue affecting teachers' well-being and professional outcomes. It is important to examine how research on work-family conflict among teachers has developed over time. This study presents a bibliometric analysis of work-family conflict research among teachers published between 2005 and 2025. Using the Scopus database, 184 publications were analysed in Microsoft Excel and VOSviewer to examine publication trends, most-cited and influential contributors, and keyword co-occurrence. The findings indicate a steady increase in publications, with a notable surge from 2020 onwards. Citation analysis identified Falkum, Erik; Innstrand, Siw Tone; and Langballe, Ellen Melbye as the most influential authors, Frontiers in Psychology as the most influential journal and China as the most influential country. Keyword analysis identified job satisfaction, burnout, turnover intention, emotional exhaustion and work engagement as the most frequently occurring keywords. This study provides a transparent, reproducible mapping of the fields and identifies specific, underexplored directions for future research.</i>
Keywords Work-family conflict, teachers, bibliometric analysis, citation, co-occurrence, Scopus	
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INTRODUCTION

Work-family conflict has become one of the most widely discussed issues in organisational psychology and educational research due to its significant implications on employees' well-being, health, work performance and career development. Work-family conflict was first conceptualised by Greenhaus and Beutell (1985), who defined it as a form of inter-role conflict in which the demands from work and family are mutually incompatible, making participation in one role more difficult and in the other more difficult. According to the authors, the concept of work-family conflict is grounded in role theory by Kahn et al. (1964), who suggest that individuals need to perform multiple social roles that require different types of behaviours, commitments and expectations, because there are diverse types of groups to interact with in society, such as family, colleagues, friends, etc. Hence, when an individual's number of roles increases, and they struggle to juggle them, conflict would increase. Additionally, three major forms of work-family conflict, namely time-based conflict, strain-based conflict and behaviour-based conflict, were identified by Greenhaus and Beutell (1985). Time-based conflict occurs when the time spent in one role reduces an individual's ability to fulfil another role; strain-based conflict occurs when stress, fatigue, and emotional and physical exhaustion from one role negatively affect another role; and behaviour-based conflict occurs when expectations in the work and family domains become incompatible.

Moreover, the concept of work-family conflict has been expanded over time beyond just examining incompatibility between work and family roles. For instance, work-family conflict was conceptualised as bidirectional (Frone & Russell, 1992), whereby work and family domains can interfere with one another. Also, the authors suggest the asymmetry hypothesis, in which work demands more often interfere with family life than family demands interfere with work life. Carlson and Kacmar (2000), on the other hand, emphasise the importance of life role values, including centrality, priorities, and importance, in shaping how individuals experience work-family conflict. For example, when an individual highly values family, they might experience stronger conflict when work responsibilities intrude on family life, and vice versa. In addition, French et al. (2022) frame work-family conflict as a dynamic, episodic phenomenon, finding that work-family conflict episodes follow daily rhythms, with family-to-work conflict peaking in the morning and work-to-family conflict rising in the evening. These expansions show that work-family conflict is no longer understood merely as an interference between two domains, but as a construct shaped by directionality, individual differences and preferences and temporal dynamics across daily lives.

The teaching profession is widely recognised as the most significant in society, as it has contributed to a country's development by providing knowledgeable and skilled human resources through education (Haji Mail and Haji Mahmud, 2020; Rusdi et al., 2026). Nowadays, teacher roles have changed, as they are expected not only to deliver quality classroom instruction but also to fulfil administrative duties, curriculum planning, student assessments, extracurricular activities, and continuous professional development (Blane, 2021; Mastun et al., 2025). These expectations and responsibilities may extend beyond official working hours, reducing opportunities and availability for family time and personal recovery.

Thus, the issue of work-family conflict is particularly significant in the teaching profession, where workload pressures, emotional demands, and school expectations intersect with family obligations.

The existing literature has examined the consequences of prolonged exposure to work-family conflict, including stress (Atteah et al., 2020), burnout (Dong et al., 2025), and reduced work and family satisfaction (Zhou et al., 2021), with implications for teaching quality and student outcomes. In addition, the COVID-19 pandemic and digital transformation of schooling further intensified these consequences, making the topic an increasingly urgent area of research (Fang et al., 2025). Hence, there is a need for a systematic, comprehensive mapping of the existing literature to understand the development and direction of research on work-family conflict, specifically within the teaching profession.

Bibliometric analysis's major aim is to provide quantitative insights into the scholarly communication landscape, and it plays a crucial role in evaluating scientific and academic work (Hassan & Duarte, 2024). It consists of two categories of techniques: performance analysis and science mapping (Passas, 2024). Databases for bibliometric analysis are commonly retrieved from Scopus, Web of Science, PubMed, and Dimensions (Hassan & Duarte, 2024). Moreover, bibliometric analysis encompasses multiple analytical approaches, including citation analysis, co-citation analysis, bibliographic coupling, co-author analysis, and co-word analysis (Zupic & Čater, 2015). Bibliometric analysis offers a robust, quantitative approach to achieve this, allowing publication trends, influential contributors and dominant themes to be identified transparently and reproducibly (Donthu et al., 2021; Zupic & Čater, 2015).

Therefore, this study employs bibliometric analysis to address the following objectives: (1) to examine the publication trends of work-family conflict research among teachers from 2005 to 2025; (2) to identify the most cited and influential authors, journals and countries contributing to the research on work-family conflict among teachers; and (3) to identify the frequently occurring keywords in work-family conflict research among teachers. These objectives correspond to the following research questions: (1) What are the publication trends of work-family conflict research among teachers from 2005 to 2025? (2) Who are the most-cited and influential authors, journals and countries in this field? and (3) What are the frequently occurring keywords in work-family conflict research among teachers?

METHOD

Data were retrieved from the Scopus database in June 2026. The following reproducible search string was applied to the title, abstract, and keywords fields: TITLE-ABS-KEY (“work-family conflict” AND “teachers”). Results were then limited to publication years 2005-2025 and to document types Article and Review. The initial search returned 214 publications, but after applying the year and document type described above, 184 publications remained. Then the data were exported from Scopus in CSV format, including citation, bibliographical, abstract, keywords and reference information. Also, no additional manual screening was performed beyond the database filters described above. A simplified PRISMA-style flow is summarised in Figure 1.

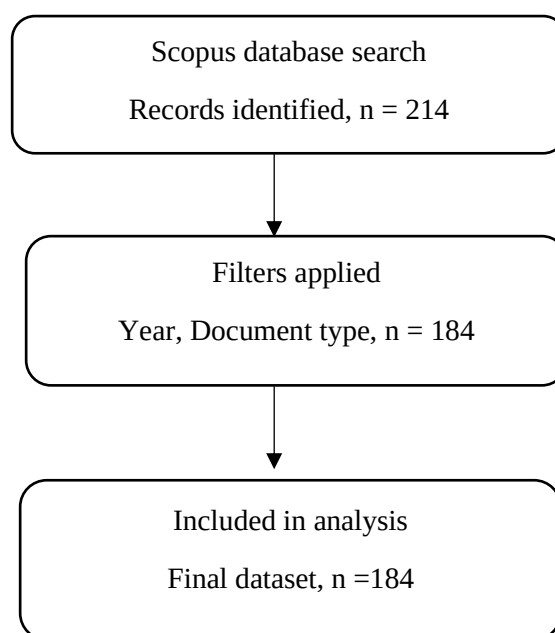


Figure 1: PRISMA-style flow

Then, the exported dataset was analysed using Microsoft Excel for publication trend tabulation and VOSviewer version 1.6.20 for citation and co-occurrence mapping. VOSviewer is a freely available computer program for constructing and viewing bibliometric maps, for example, of authors or journals based on co-citation data, or of keywords based on co-occurrence data (Van Eck & Waltman, 2010). The software has proven to deliver excellent visualisation and analysis results, widely used for document analysis (Wang et al., 2023). Hence, in this study, VOSviewer was employed to generate visual network maps for citation analysis and keyword co-occurrence analysis, which supported the identification of the most-cited and influential authors, journals, and countries, as well as the most frequently occurring keywords in work-family conflict research among teachers.

Citation analysis is one of the core techniques in bibliometric analysis; by systematically counting citations, it can identify the most influential articles, authors, and journals (Donthu et al., 2021). Also, it can provide a robust foundation for mapping intellectual structures, uncovering relationships among research and highlighting important scholarly contributions to the field. Co-occurrence analysis, on the other hand, focuses on the actual content of publications rather than citations (Donthu et al., 2021), which is used to study relationships between keywords in publications to uncover themes and trends. In addition, keywords are mapped using VOSviewer (Van Eck & Waltman, 2010) as nodes connected by lines, forming clusters that represent topics; cluster analysis groups related keywords to identify distinct themes or interdisciplinary links (Hassan & Duarte, 2024).

RESULT AND DISCUSSION

The findings are presented according to the three research objectives of this study. First, publication trends are analysed to examine the growth and evolution of work-family conflict research among teachers between 2005 and 2025. Second, citation analysis identifies the most-

cited and influential authors, journals, and countries in the field. Finally, keyword co-occurrence analysis is used to identify the most frequently occurring keywords in the field, thereby revealing the intellectual structure and research focus of the existing literature. The findings are discussed alongside relevant existing literature to demonstrate their significance and identify potential directions for future research.

3.1 Publication trends of work-family conflict research among teachers

Publication trends were analysed in Microsoft Excel by setting a pivot table that counts publications from 2005 to 2025, then a line chart (Figure 2) was generated from the pivot table to visualise the growth of work-family conflict research among teachers over time.

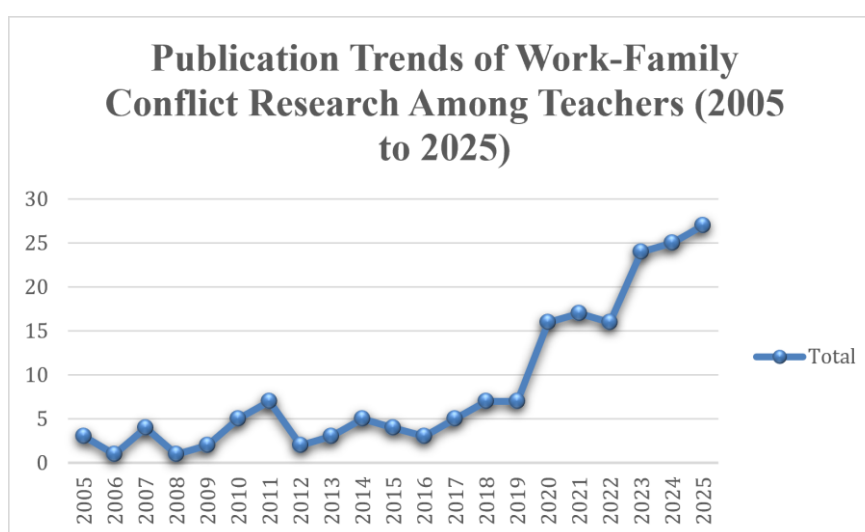


Figure 2: Line chart of publication trends of work-family conflict research among teachers (2005 to 2025)

Results from Figure 2 indicate a gradual increase in publications on work-family conflict research among teachers over the past two decades. From 2005 to 2017, publication volume rose gradually before increasing more steeply from 2018 onwards, especially a sharp increase between 2019 and 2020. These increasing publication trends, particularly since 2020, suggest that work-family conflict research among teachers has become an important topic and is attracting scholarly attention. It might be due to teachers' faces growing professional demands and challenges in balancing and managing work and family domains, as it may be associated with the global disruption caused by the COVID-19 pandemic. The publication trend in this study is also consistent with previous bibliometric analysis studies. For instance, Fang et al. (2025) found a significant increase in publications on work-family balance in recent years, with accelerated growth after 2016 and a peak in 2022. According to the author, the pandemic further intensified work-family balance issues, particularly for parents and women.

The pandemic has significantly changed teachers' work conditions and environments by leading to widespread school closures, online teaching, remote teaching and work-from-home arrangements. This abrupt transition has further blurred the boundaries between work and family roles, as teachers were required to deliver instruction and teach students from home,

while simultaneously managing childcare and household responsibilities. Scholar have argued that this situation and arrangements likely intensified work-family conflict among teachers more than in pre-pandemic conditions, as teachers reported experiencing more burnout during the COVID-19 pandemic than before (Gutentag & Asterhan, 2022), thereby stimulating research interest in this area. The increasing publication trends reflect the growing recognition that work-family conflict affects teachers, particularly their physical and mental well-being (Gutentag & Asterhan, 2022), job and family satisfaction (Hong et al., 2021), and even career trajectories, as work-family conflict can reduce work engagement and heightened turnover intention (Zhou et al., 2021). This suggests that work-family conflict is no longer viewed as an individual challenge but rather as an organisation and policy issue affecting teacher retention, educational quality, and workforce sustainability.

3.2 Most-cited and influential authors

Citation analysis was conducted using VOSviewer based on data retrieved from Scopus to identify the most-cited and influential authors in the work-family conflict research among teachers. It was performed by selecting 'citation' as the type of analysis and 'authors' as the unit of analysis. The minimum number of documents and citations per author was set to 3 and 3, respectively, resulting in 567 authors; 11 meet the thresholds, as shown in Figure 3.



Figure 3: Citation analysis of authors

Table 1: Top 5 most-cited and influential authors

Authors	Documents	Citations
Falkum, Erik	3	268
Innstrand, Siw Tone	3	268
Langballe, Ellen Melbye	3	268
Cinamon, Rachel Gali	5	257
Rich, Yisrael	4	218

Table 1 presents the top 5 most-cited and influential authors that have been identified through citation analysis, as shown in Figure 3. Falkum, Erik; Innstrand, Siw Tone; and Langballe, Ellen Melbye, emerged as the leading contributors, each publishing 3 documents that accumulated 268 citations. Despite their relatively small publication output, their high citation counts indicate substantial scholarly influence and suggest that their research has become a significant reference in the field of work-family conflict among teachers.

In contrast, Cinamon, Rachel Gali produced the highest number of publications, 5 documents, but received a slightly lower citation count, 257 citations, while Rich, Yisrael produced 4 documents with 218 citations. These findings indicate that publication quantity did not necessarily lead to greater scholarly impact, but instead citation performance was influenced by the quality, relevance and significance of each publication. In addition, the presence of only a few highly cited authors indicates that research on work-family conflict among teachers has been shaped by several key contributors whose publications have become foundational references in this field. Their influential research has likely established important theoretical perspectives and empirical evidence that continue to guide research on teachers' work-family conflict, well-being, organisational and career outcomes.

3.3 Most-cited and influential journals

Similarly, citation analysis was conducted using VOSviewer based on data retrieved from Scopus to identify the most-cited and influential journals in the work-family conflict research among teachers. It was performed by selecting 'citation' as the type of analysis and 'sources' as the unit of analysis. The minimum number of documents and citations per source was set to 3 and 3, respectively, resulting in 130 sources; 8 meet the thresholds, as shown in Figure 4.



Figure 4: Citation analysis of journals

Table 2: Top 5 most-cited and influential journals

Journal	Documents	Citations
Frontiers in Psychology	16	455
International Journal of Stress Management	3	122
Current Psychology	5	82
International Journal of Environmental Research and Public Health	3	48
Frontiers of Public Health	5	40

Table 2 presents the top 5 most-cited and influential journals in work-family conflict research among teachers, based on the citation analysis shown in Figure 4. Frontiers in Psychology emerged as the leading journal, publishing 16 documents that accumulated 455 citations. Its higher publication output and citation count indicate that it serves as the principal outlet for disseminating influential research on work-family conflict among teachers. It might be due to the journal's focus on psychological well-being, occupational stress and educational psychology, all of which are closely associated with work-family conflict.

International Journal of Stress Management, on the other hand, published only 3 articles but received 122 citations, suggesting that the journal's articles had considerable scholarly influence despite its limited publication output. In contrast, Current Psychology published 5 documents with 82 citations, while the International Journal of Environmental Research and Public Health and Frontiers of Public Health published 3 and 5 documents, respectively, with 48 and 40 citations. These findings show that citation impact is not solely determined by publication volume but is also influenced by the quality, relevance and visibility of each publication.

Additionally, these findings aligned with Tamam's (2026) bibliometric analysis of teacher work-life balance research, who also identified Frontiers in Psychology as the leading source, and International Journal of Environmental Research and Public Health and Frontiers in Public Health were also ranked the most productive sources. It suggests that these journals have become the primary publication outlets for research on work-family issues among teachers. Collectively, the identified journals demonstrate that research on work-family conflict among teachers is largely disseminated through journals specialising in psychology, occupational stress and public health, which reflect the interdisciplinary nature of the field, where work-family conflict is examined not only as an educational issue but as a psychological and organisational phenomenon that negatively affects teachers' well-being, health, work performance and career growth.

3.4 Most-cited and influential countries

Citation analysis was also conducted using VOSviewer based on data retrieved from Scopus to identify the most-cited and influential countries in the work-family conflict research among teachers. It was performed by selecting 'citation' as the type of analysis and 'countries' as the unit of analysis. The minimum number of documents and citations per country was set to 3 and 3

, respectively, resulting in 52 countries; 23 meet the thresholds, as shown in Figure 5.

Table 3: Top 5 most-cited and influential countries

Country	Documents	Citations
China	53	1070
Italy	13	381
United States	11	347
Israel	10	285
Norway	3	268

Table 3 presents the top 5 most-cited and influential countries in work-family conflict research among teachers, based on the citation analysis shown in Figure 5. China emerged as the leading country in this field, producing 53 publications that accumulated 1070 citations. Due to its dominant publication output and citation counts, China's significant role in advancing research on work-family conflict among teachers may reflect the country's expanding investment in educational research, increased emphasis on teacher well-being and heightened awareness of the challenges associated with balancing work and family roles and responsibilities.

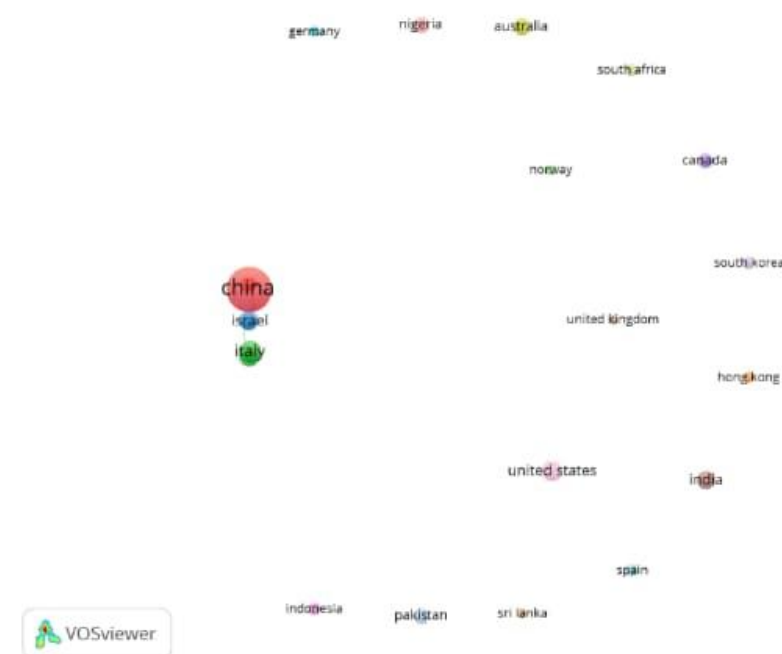


Figure 5: Citation analysis of countries

Italy, the United States and Israel also made substantial contributions in this field, publishing between 10 and 13 documents with citation counts ranging from 285 to 381. The consistent research output in these countries indicates sustained scholarly interest in exploring and understanding work-family conflict among teachers across different educational and cultural contexts. Interestingly, Norway has accumulated 268 citations, despite only having 3 publications. This suggests that its relatively small research output has achieved considerable scholarly influence, as citation impact is determined not only by publication volume but also by the quality, originality and significance of each publication.

Tamam (2026) also identified China and the United States as the most influential countries in work-life balance research among teachers, with China contributing the largest share of publications. This suggests that these countries have consistently played leading roles in advancing research on work-family issues among teachers. In sum, the geographical distribution of publications shows that research on work-family conflict among teachers has become increasingly popular and is attracting international attention, with strong contributions from Asia, Europe, and beyond.

3.5 Keyword analysis in work-family conflict research among teachers

To identify the frequently occurring keywords in work-family conflict research among teachers, a co-occurrence analysis was conducted using VOSviewer, based on data retrieved from Scopus. The analysis was performed by selecting ‘co-occurrence’ as the type of analysis and ‘author keywords’ as the unit of analysis. A minimum of 5 occurrences per keyword was set to include only frequently used keywords, resulting in 560 keywords, 18 of which meet the threshold, as shown in Figure 6.

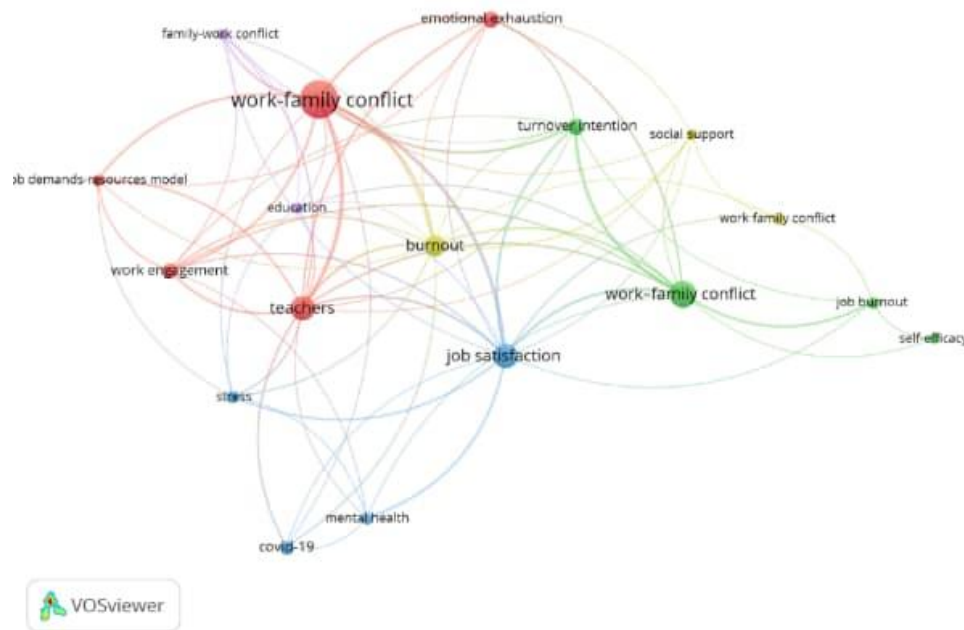


Figure 6: Co-occurrence analysis of keywords

The keyword co-occurrence network has grouped the 18 keywords into 5 interconnected clusters. Rather than discussing each cluster individually, the analysis focused on the most frequently occurring keywords, which represent the dominant topics in work-family conflict research among teachers. Hence, Table 4 presents the top 5 keywords, which represent the most frequently occurring and influential keywords in research on work-family conflict among teachers. Notably, the keywords “work-family conflict” and “teachers” were excluded from the top keyword ranking, despite both forming large nodes in the co-occurrence analysis shown in Figure 6. Both keywords are part of the search strategy and are therefore present in most retrieved documents; their high frequency is a methodological artefact rather than a substantive indicator of thematic prominence. Therefore, excluding both keywords allows for a more accurate representation of the field’s core research keywords.

Table 4: Top 5 keywords

Keywords	Occurrence	Total Link Strength
Job satisfaction	26	40
Burnout	20	31
Turnover intention	13	24
Emotional exhaustion	12	17
Work engagement	10	19

The keyword occurrence, shown in Table 4, reflects how often the keyword appears in the existing literature on work-family conflict research among teachers, while Total Link Strength (TLS) indicates the strength of its connections with other keywords in the network.

Therefore, these indicators provide insight into the central keywords and topics that have shaped research on work-family conflict among teachers.

Job satisfaction recorded the highest occurrence and total link strength, 26 and 40, respectively, indicating that this keyword is the most prominent and interconnected topic in the existing literature. This suggests that scholars have devoted considerable attention to understanding and examining how work-family conflict influences and impacts teachers' job satisfaction. Also, the strong connection between job satisfaction and other keywords further shows that it is frequently examined alongside broader issues of teachers' mental and emotional well-being. It is further revealed that when burnout and emotional exhaustion are also present, as shown in Table 4, both represent psychological consequences. The frequent occurrence of burnout and emotional exhaustion, 20 occurrences and 31 TLS, 12 occurrences and 17 TLS, respectively, shows that the existing literature has largely focused on the adverse psychological consequences of work-family conflict among teachers. These findings suggest that teachers experience difficulties in managing their work and family roles and responsibilities, leading to stress, emotional depletion, and reduced psychological well-being, thereby reflecting the growing concern about the impact of work-family conflict on teachers' mental health and professional functioning.

Moreover, turnover intention, with 13 occurrences and 24 TLS, and work engagement, with 10 occurrences and 19 TLS, further indicate that existing literature on work-family conflict among teachers has extended beyond psychological well-being to examine teachers' work behaviours and performance, as researchers might increasingly examine whether work-family conflict reduces teachers' work engagement, while simultaneously increasing their intention to leave their profession. These keywords highlight concerns about teacher retention and workforce sustainability as educational systems face increased workloads and teacher shortages.

Notably, keywords related to career advancement, leadership aspirations or professional development did not appear among the most frequently occurring terms and in the co-occurrence analysis network. This suggests that the existing literature has given considerable attention to the causes and consequences of work-family conflict among teachers; however, limited attention has been paid to how work-family conflict affects teachers' long-term career progression and advancement. Thus, the impact of work-family conflict on teachers' career advancement decisions remains underexplored, underscoring a potential research gap and the need for further investigation.

LIMITATIONS

This study has several limitations that should be considered when interpreting the findings. First, the analysis was based solely on publications retrieved from the Scopus database, one of the largest and most comprehensive bibliographic databases widely used in bibliometric analysis. Hence, studies indexed exclusively in other databases, such as the Web of Science (WOS), ERIC, Dimensions, or Google Scholar, were not included, which may have limited the dataset's comprehensiveness. Second, the citation analysis relied on citation counts as indicators of scholarly influence. Although citations are widely recognised as measures of

research impact, they may be influenced by factors such as publication age, journal visibility and citation practices within different disciplines. Hence, highly cited publications may not necessarily reflect higher research quality. Lastly, the co-occurrence analysis reflects the frequency and relationships of author-provided keywords rather than the full conceptual content of each publication. Hence, emerging or less frequently used keywords may not have been identified, although those keywords may represent important areas of future research.

CONCLUSIONS

This study conducted a bibliometric analysis of work-family conflict research among teachers, examining publication trends, the most-cited authors, journals, and countries, as well as dominant keywords, using a Scopus-based search and VOSviewer-based citation and co-occurrence analyses. The findings revealed an increase in publication trends over time, particularly after 2020, reflecting growing scholarly interest in work-family conflict among teachers, plausibly linked to the COVID-19 pandemic, which changed teachers' work conditions and settings. Citation analysis identified several most-cited and influential authors, journals and countries that have significantly shaped the field; Falkum, Erik, Innstrand, Siw Tone, and Langballe, Ellen Melbye emerged as the most-cited and influential authors; *Frontiers in Psychology* as the most-cited and influential journal; and China as the most-cited and influential country. Keyword co-occurrence analysis, on the other hand, showed that the existing literature is primarily focused on teachers' psychological well-being and occupational outcomes, as job satisfaction, burnout, turnover intention, emotional exhaustion, and work engagement emerged as the most frequently occurring keywords in this field. Hence, these findings demonstrate that work-family conflict research among teachers has evolved into an interdisciplinary field spanning education, psychology and occupational health. Despite the growing interest and literature in this field, the existing literature predominantly focuses on the causes and consequences of work-family conflict among teachers, with comparatively limited attention to its impact on teachers' long-term career progression and advancement. Thus, further studies should broaden the scope of research by exploring these underrepresented areas, as this will contribute to a more comprehensive understanding of how work-family conflict impacts teachers' work and family domains.

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