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Family Relationship Quality and Work–Life Balance Among College Teachers: An Empirical Investigation

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Abstract: ***Work–life balance has become a critical concern among college teachers due to increasing professional and personal demands. This study investigates the impact of family relationship quality on work–life balance among college teachers. The research focuses on emotional support, instrumental support, and family conflict as key dimensions influencing work–life balance. Data were collected from 340 college teachers using a structured questionnaire. Statistical tools such as descriptive statistics, reliability analysis, correlation, and regression were employed. The findings reveal that family support significantly enhances work–life balance, while family conflict negatively affects it. The study highlights the importance of a supportive family environment in improving professional effectiveness and reducing stress among teachers.***
Keywords: Family Relationship Quality, Work–Life Balance, Emotional Support, Family Conflict, College Teachers

I. INTRODUCTION

In today's academic environment, college teachers face increasing pressure due to multiple responsibilities such as teaching, research, administrative work, and student support. Along with these professional demands, they also have to manage their personal and family responsibilities. This makes it difficult for them to maintain a proper work–life balance.Work–life balance refers to the ability of an individual to manage both work and personal life effectively without stress or conflict. For teachers, achieving this balance is important because it affects their job performance, satisfaction, and overall well-being. When work and family roles are not balanced, it may lead to stress, burnout, and reduced efficiency.

Family relationships play an important role in influencing work–life balance. A supportive family can help teachers handle work pressure by providing emotional support, encouragement, and help in household responsibilities. On the other hand, family conflict, misunderstandings, or high expectations can create stress and negatively affect their professional life.In recent years, changes in family structure, such as the shift from joint families to nuclear families, have reduced the availability of support systems. This has increased the burden on working individuals, especially teachers, to manage both roles effectively.Although many studies have examined work–life balance, fewer studies have focused on the role of family relationship quality among college teachers. Therefore, this study aims to analyze how family support and family conflict influence the work–life balance of college teachers.

II. STATEMENT OF THE PROBLEM

In recent years, college teachers are facing increasing pressure due to the growing demands of their profession. Apart from teaching, they are required to handle research work, administrative duties, and student-related responsibilities. At the same time, they also have to fulfill their family roles and responsibilities. Managing both work and family life has become a major challenge for many teachers. Work–life balance is essential for maintaining personal well-being and professional effectiveness. However, many teachers experience stress and difficulty in balancing these roles. One of the important factors influencing this balance is the quality of family relationships. A supportive family can help reduce stress and improve work performance, while family conflicts can create tension and negatively affect both personal and professional life.

In the present scenario, changes in family structure, increased workload, and higher expectations from both work and family have made it more difficult for teachers to maintain balance. Despite the importance of this issue, there is limited research focusing specifically on how family relationship quality affects work–life balance among college teachers. Therefore, the present study aims to examine the impact of family relationships, including family support and family conflict, on the work–life balance of college teachers.

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III. REVIEW OF LITERATURE

Recent empirical studies have increasingly focused on the relationship between family dynamics and work–life balance among teaching professionals. Li et al. (2024) examined the impact of work–family conflict on burnout among teachers and found that higher levels of conflict significantly increase emotional exhaustion and reduce psychological well-being. The study also highlighted the mediating role of depression, suggesting that family-related stress indirectly influences professional outcomes through mental health pathways.

Similarly, Wang et al. (2024) analyzed the relationship between work–family conflict and turnover intention among teachers. The findings revealed that emotional exhaustion acts as a mediator between family conflict and employees' intention to leave their profession. This indicates that unresolved family pressures may lead to long-term organizational consequences, including attrition.

In another study, Zhang et al. (2024) explored the mediating role of work–family conflict between social support and teaching effectiveness. The results showed that strong family and social support significantly reduce work–family conflict and enhance teaching performance, emphasizing the importance of supportive environments in maintaining professional efficiency.

Further, Kinyanjui and Kihoro (2024) investigated the moderating role of family and workplace support among female teachers. The study concluded that emotional and instrumental support from family members reduces stress and improves work–life balance, particularly in high-demand professions such as teaching.

IV. OBJECTIVES OF THE STUDY

The present study aims to examine the impact of family relationship quality on work–life balance among college teachers. The specific objectives of the study are:

- To analyze the level of family relationship quality among college teachers.
- To assess the level of work–life balance among the respondents.
- To examine the relationship between family relationship quality and work–life balance.
- To evaluate the impact of family support and family conflict on work–life balance.

V. RESEARCH METHODOLOGY

The study adopts a descriptive and analytical research design. It aims to describe the level of family relationship quality and work–life balance, and to analyze the relationship between these variables among college teachers.The study is based on primary data**,** which were collected directly from respondents using a structured questionnaire. Secondary data were collected from journals, books, and research articles to support the study.The study was conducted among 340 college teachers. A convenience sampling technique was used to select the respondents due to accessibility and availability.The collected data were analyzed using statistical tools such as: Percentage Analysis, Mean and Standard Deviation, Correlation Analysis and Multiple Regression Analysis.

VI. DATA ANALYSIS AND INTERPRETATION

This section presents the analysis of data collected from 340 college teachers using appropriate statistical tools such as demographic analysis, descriptive statistics, correlation, and regression analysis.

A. Demographic Profile of Respondents

Table 6.1: Demographic Characteristics

Variable	Category	Frequency	Percentage (%)
Gender	Male	142	41.8
	Female	198	58.2
Age	Below 30	64	18.8
	31–40	126	37.1
	41–50	92	27.1
	51 & above	58	17.0
Marital Status	Single	98	28.8
	Married	212	62.4
	Others	30	8.8
Family Type	Nuclear	226	66.5
	Joint	114	33.5

The majority of respondents are **female (58.2%)**, belonging to the **31–40 age group (37.1%)**, and are **married (62.4%)**. Most respondents belong to **nuclear families (66.5%)**, which may influence their work–life balance due to limited support systems.

B. Descriptive Statistics

Table 6.2: Mean and Standard Deviation

Variable	Mean	Standard Deviation
Emotional Support	3.94	0.71
Instrumental Support	3.67	0.82
Family Conflict	3.10	0.85
Work–Life Balance	3.52	0.78

The mean score for emotional support (3.94) indicates that respondents generally receive good emotional backing from their families. Instrumental support (3.67) is moderate, suggesting partial sharing of responsibilities. The mean value of family conflict (3.10) indicates the presence of some level of stress. The overall work–life balance (3.52) is moderate, showing that teachers are managing their roles but still face certain challenges.

C. Correlation Analysis

Table 6.3: Correlation Matrix

Variables	Emotional Support	Instrumental Support	Family Conflict	Work–Life Balance
Emotional Support	1			
Instrumental Support	0.58**	1		
Family Conflict	-0.42**	-0.39**	1	
Work–Life Balance	0.63**	0.55**	-0.49**	1

(Significant at 5% level)

The correlation results show that emotional support (0.63) and instrumental support (0.55) have a positive relationship with work–life balance, indicating that higher family support improves balance. On the other hand, family conflict (-0.49) has a negative relationship, suggesting that increased conflict reduces work–life balance. The relationships are statistically significant, confirming the importance of family dynamics.

D. Regression Analysis

Table 6.4: Multiple Regression Analysis

Variable	Beta	t-value	Sig.
Emotional Support	0.39	6.82	0.000
Instrumental Support	0.27	4.91	0.000
Family Conflict	-0.34	-5.76	0.000

$R^2 = 0.61$

The regression analysis indicates that all independent variables significantly influence work–life balance.

- **Emotional support ($\beta = 0.39$)** has the strongest positive effect, indicating that emotional encouragement from family greatly improves balance.
- **Instrumental support ($\beta = 0.27$)** also positively influences work–life balance by helping teachers manage responsibilities.
- **Family conflict ($\beta = -0.34$)** has a negative impact, showing that conflicts reduce the ability to maintain balance.

The **R^2 value of 0.61** indicates that **61% of the variation in work–life balance** is explained by family relationship variables, which shows a strong model fit.

VII. FINDINGS OF THE STUDY

Based on the data analysis and interpretation, the following key findings are derived:

1) The demographic profile indicates that a majority of respondents are female (58.2%), belong to the 31–40 age group (37.1%), and are married (62.4%), with most living in nuclear families (66.5%). This suggests that many teachers are managing both professional and family responsibilities simultaneously.

2) The descriptive analysis shows that emotional support has the highest mean score (3.94), indicating that respondents generally receive good emotional backing from their families.
3) Instrumental support (Mean = 3.67) is moderate, suggesting that household responsibilities are shared to some extent but not fully.
4) The mean score of family conflict (3.10) indicates the presence of a moderate level of conflict, which may create stress among teachers.
5) The overall work–life balance (Mean = 3.52) is moderate, showing that teachers are able to manage their roles to a certain level but still face difficulties in maintaining complete balance.
6) Correlation analysis reveals that emotional support (r = 0.63) has a strong positive relationship with work–life balance, indicating that higher emotional support improves balance.
7) Instrumental support (r = 0.55) also shows a positive relationship with work–life balance, confirming that practical assistance from family contributes to better role management.
8) Family conflict (r = -0.49) has a negative relationship with work–life balance, indicating that increased family conflict reduces the ability to maintain balance.
9) Regression analysis shows that emotional support (β = 0.39) is the most influential factor affecting work–life balance among college teachers.
10) Instrumental support (β = 0.27) also has a significant positive impact, though comparatively lower than emotional support.
11) Family conflict (β = -0.34) has a significant negative impact on work–life balance, indicating that family-related stress reduces overall balance.
12) The model explains 61% of the variation ($R^2 = 0.61$) in work–life balance, indicating that family relationship quality is a strong predictor of work–life balance among college teachers.

VIII. SUGGESTIONS

Based on the findings of the study, it is suggested that both family members and educational institutions play an active role in improving work–life balance among college teachers. Families should provide greater emotional and practical support by sharing household responsibilities and maintaining open communication to reduce conflicts. At the same time, institutions should introduce flexible work policies, manage workload effectively, and offer stress management programs to support teachers' well-being. Creating awareness about the importance of work–life balance and promoting a supportive environment both at home and at the workplace can significantly enhance teachers' professional performance and personal satisfaction.

IX. CONCLUSION

The present study concludes that family relationship quality plays a crucial role in determining the work–life balance of college teachers. The findings clearly indicate that emotional and instrumental support from family members significantly enhance the ability of teachers to manage their professional and personal responsibilities effectively, while family conflict negatively affects their balance by increasing stress and reducing efficiency. The study also reveals that although teachers experience a moderate level of work–life balance, there are still challenges due to workload, family expectations, and limited support systems, especially in nuclear family settings. Among all factors, emotional support emerges as the most influential contributor to maintaining balance, highlighting the importance of understanding and encouragement within the family. Furthermore, the results emphasize that improving work–life balance requires a combined effort from both family and institutional levels, where supportive family relationships and favorable organizational policies work together to reduce stress and enhance overall well-being. Thus, fostering a positive family environment along with institutional support can lead to improved job satisfaction, better performance, and a healthier work–life balance among college teachers.

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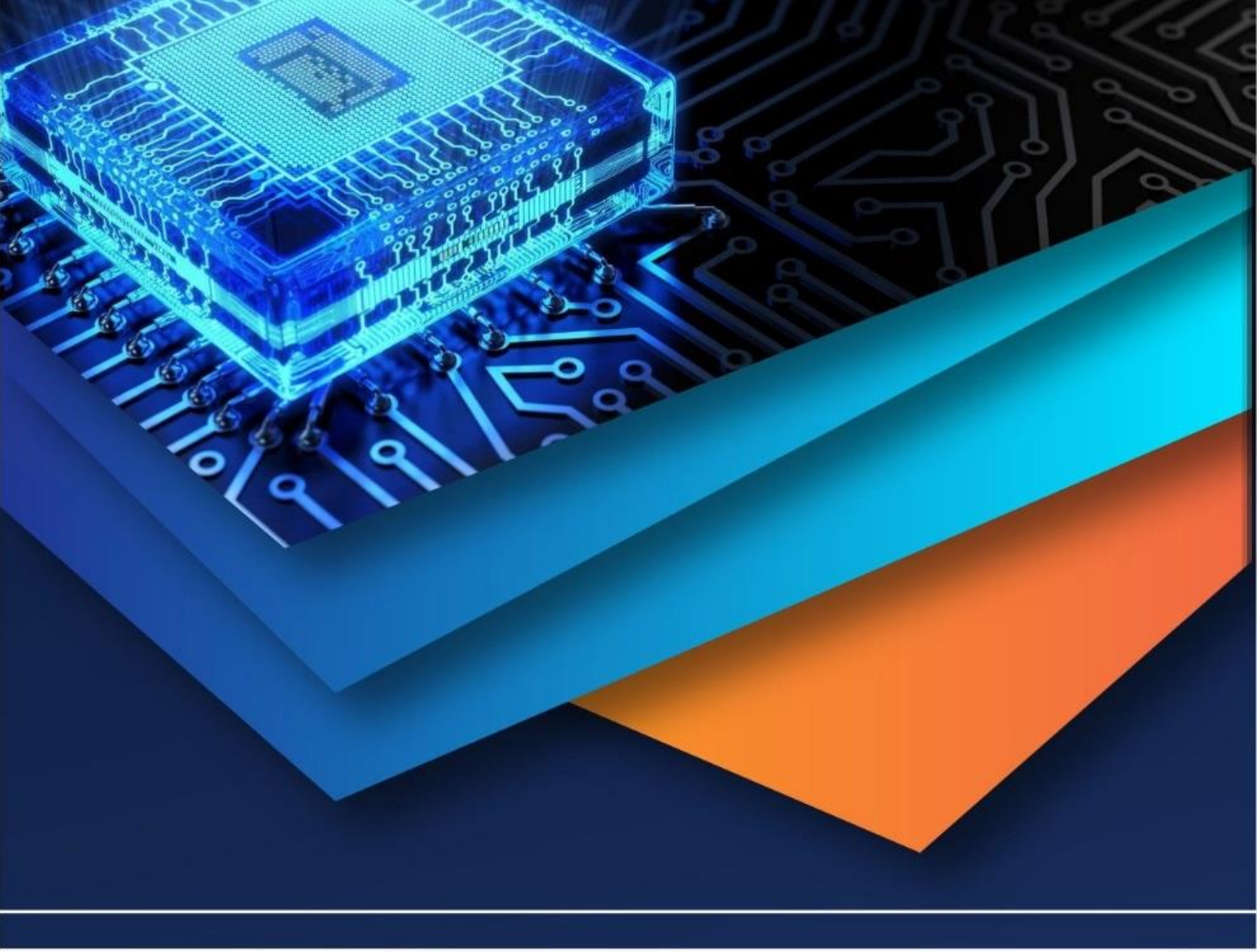
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