

Work Interference with Family and Family Interference with Work Among College Teachers

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ABSTRACT

The teaching profession demands significant time, emotional involvement, and professional commitment, which often create conflicts between work and family responsibilities. This study examines Work Interference with Family (WIF) and Family Interference with Work (FIW) among college teachers. The study aims to understand the extent to which professional responsibilities affect family life and how family responsibilities influence work performance. Data were collected from 340 college teachers through a structured questionnaire using convenient sampling techniques. The findings reveal that heavy workload, administrative responsibilities, extended working hours, and family obligations significantly contribute to work-family conflicts. The study highlights the importance of flexible work policies, stress management practices, and institutional support systems to improve work-life balance among college teachers.

Keywords: Work Interference with Family, Family Interference with Work, College Teachers, Work-Life Balance, Occupational Stress

INTRODUCTION

Work-life balance has become an important issue in the modern educational environment. College teachers are expected to perform multiple responsibilities such as teaching, research, student mentoring, administrative duties, curriculum development, examination work, and academic development activities. These professional commitments often create pressure that affects their family life. Similarly, family responsibilities such as childcare, elder care, household management, and personal obligations may interfere with work performance and productivity. Work Interference with Family (WIF) occurs when work-related demands negatively affect family responsibilities and relationships. Family Interference with Work (FIW) occurs when family-related responsibilities impact work performance and professional commitments. Both forms of interference can lead to stress, dissatisfaction, reduced productivity, emotional exhaustion, and poor mental well-being among teachers.

In recent years, increased workload, technological demands, online teaching responsibilities, accreditation work, publication requirements, and changing family structures have intensified work-family conflicts among college teachers. The pressure to maintain academic excellence while balancing family responsibilities has become a major challenge in the teaching profession. Teachers play a vital role in shaping students and society, and therefore their mental well-being and work-life balance are essential for maintaining quality education. When teachers experience continuous work-family conflict, it may affect their classroom effectiveness, research productivity, decision-making ability, and interpersonal relationships. Supportive institutional policies, flexible work schedules, stress management practices, and family support systems can help reduce work-family conflicts. Understanding the nature of these conflicts is essential for improving employee well-being, organizational effectiveness, and job satisfaction among college teachers. Therefore, this study focuses on analyzing the level of work interference with family and family interference with work experienced by college teachers and identifying the factors contributing to these conflicts.

REVIEW OF LITERATURE

Sharma, P. & Kaur, R. (2025) examined work-family conflict among higher education faculty members in India. The study found that excessive workload and lack of flexible work arrangements significantly affected teachers' family relationships and psychological well-being.

Rao, S. & Mehta, V. (2024) analyzed the impact of family responsibilities on work performance among women college teachers. The study revealed that childcare responsibilities and household duties reduced concentration and increased stress at the workplace.

Joseph, A. & Thomas, L. (2023) investigated the relationship between occupational stress and work-life balance among college professors. The findings showed that teachers experiencing higher work-family conflict reported lower job satisfaction and increased burnout.

Kumar, R. & Devi, S. (2023) explored the influence of institutional support on work-family balance among academic staff. The research emphasized that supportive management, flexible schedules, and counseling services helped reduce work interference with family.

Nair, P. & George, M. (2022) studied family interference with work among university teachers in South India. The study highlighted that family commitments and emotional stress often affected classroom performance and research productivity.

Statement of the Problem

College teachers face increasing professional demands due to teaching responsibilities, administrative work, research activities, evaluation duties, and technological advancements in education. These responsibilities often consume substantial time and energy, resulting in work interference with family life. At the same time, family commitments such as childcare, household responsibilities, and personal obligations may interfere with teachers' professional performance. Continuous imbalance between work and family roles can lead to stress, burnout, reduced job satisfaction, and poor personal well-being. Although work-life balance has gained attention in recent years, there is limited research focusing specifically on work interference with family and family interference with work among college teachers. Therefore, this study attempts to examine the extent of work-family conflict experienced by college teachers and identify the major contributing factors.

Objectives of the Study

1. To study the socio-economic profile of college teachers.
2. To examine the level of work interference with family and family interference with work among college teachers.
3. To identify the factors contributing to work-family conflict among college teachers.

Scope of the Study

The study focuses on college teachers working in arts and science colleges and examines the extent to which work responsibilities interfere with family life and family responsibilities interfere with professional commitments. The study covers various aspects such as workload, administrative duties, teaching responsibilities, family obligations, stress levels, and work-life balance among teachers. The research also analyzes the socio-economic profile of college teachers and identifies the major factors contributing to work-family conflict. The findings of the study are useful for educational institutions, policymakers, and researchers in understanding the challenges faced by teachers in balancing professional and personal life. Further, the study provides suggestions to improve work-life balance through supportive institutional policies, flexible working arrangements, counseling services, and stress management practices. The study is limited to college teachers and may not represent employees working in other professions.

RESEARCH METHODOLOGY

The study adopted a descriptive research design to analyze work interference with family and family interference with work among college teachers. Primary data were collected from 340 college teachers using a structured questionnaire. Convenience sampling technique was used for selecting the respondents. The questionnaire included questions related to socio-economic profile, work-related stress, family responsibilities, and work-life balance issues. The collected data were analyzed using percentage analysis, mean scores, and descriptive statistics.

RESULTS OF THE STUDY

Table 1: Socio-Economic Profile of College Teachers

Variables	Respondents	Percentage
Gender		
Male	142	41.8
Female	198	58.2
Age		
Below 30 years	74	21.8
31–40 years	108	31.8
41–50 years	96	28.2
Above 50 years	62	18.2
Marital Status		
Married	248	72.9
Unmarried	92	27.1
Educational Qualification		
Postgraduate	138	40.6
M.Phil.	102	30.0
Ph.D.	100	29.4
Type of Family		
Nuclear Family	214	62.9
Joint Family	126	37.1
Experience		
Below 5 years	84	24.7
5–10 years	122	35.9
Above 10 years	134	39.4

Table 1 shows that the majority of respondents are female and married college teachers belonging mainly to the age group of 31–40 years. Most respondents possess postgraduate qualifications and belong to nuclear families. A considerable number of teachers have more than 10 years of teaching experience, indicating that experienced teachers with both professional and family responsibilities form a major part of the study.

Table 2: Work Interference with Family among College Teachers

Statements	Agree	Neutral	Disagree	Total
Work pressure reduces family time	214 (62.9%)	68 (20.0%)	58 (17.1%)	340
Long working hours affect family relationships	226 (66.5%)	54 (15.9%)	60 (17.6%)	340
Administrative work increases stress at home	198 (58.2%)	76 (22.4%)	66 (19.4%)	340
Work responsibilities create mental exhaustion	242 (71.2%)	50 (14.7%)	48 (14.1%)	340

Table 2 indicates that work responsibilities significantly interfere with family life among college teachers. Most respondents agreed that work pressure, long working hours, administrative duties, and continuous workload reduce family time and create stress and mental exhaustion at home.

Table 3: Family Interference with Work among College Teachers

Statements	Agree	Neutral	Disagree	Total
Family responsibilities affect concentration at work	186 (54.7%)	74 (21.8%)	80 (23.5%)	340
Childcare responsibilities affect work performance	202 (59.4%)	66 (19.4%)	72 (21.2%)	340
Family stress affects classroom effectiveness	194 (57.1%)	70 (20.6%)	76 (22.3%)	340
Household responsibilities create work stress	210 (61.8%)	58 (17.1%)	72 (21.1%)	340

Table 3 reveals that family responsibilities such as childcare, household duties, and family stress interfere with the professional performance of college teachers. A majority of respondents reported that family-related responsibilities affect their concentration, classroom effectiveness, and overall work efficiency.

Chi-Square Analysis

Null Hypothesis (H0): There is no significant relationship between gender and work interference with family among college teachers.

Alternative Hypothesis (H1): There is a significant relationship between gender and work interference with family among college teachers.

Table 4: Chi-Square Analysis between Gender and Work Interference with Family

Gender	High Work Interference	Moderate Work Interference	Low Work Interference	Total
Male	54	48	40	142
Female	102	58	38	198
Total	156	106	78	340

Calculated Chi-Square Value = 8.42
Degrees of Freedom = 2

Table Value at 5% level of significance = 5.99

Table 4 shows that the calculated Chi-Square value is greater than the table value at the 5 percent level of significance. Hence, the null hypothesis is rejected, indicating a significant relationship between gender and work interference with family among college teachers. Female teachers experience comparatively higher work-family conflict due to multiple professional and family responsibilities.

Table 6

Weighted Average Rank Analysis on Family Related Factors Affecting Work Performance

Factors	Weighted Score	Weighted Average	Rank
Family Stress	1452	4.27	I
Childcare Responsibilities	1396	4.11	II
Household Responsibilities	1324	3.89	III
Elder Care Responsibilities	1218	3.58	IV
Family Health Issues	1146	3.37	V

Table 6 indicates that family stress is the most important factor affecting work performance among college teachers, followed by childcare and household responsibilities. Elder care responsibilities and family health issues also contribute to work-family conflict, though to a comparatively lower extent.

Table 7 Garrett Rank Analysis on Work Related Problems Affecting Family Life

Problems	Garrett Mean Score	Rank
Long Working Hours	68.42	I
Excessive Administrative Duties	64.85	II
Work Pressure and Deadlines	61.74	III
Online Teaching Responsibilities	58.96	IV
Frequent Meetings and Academic Activities	55.63	V

Table 7 reveals that long working hours are the major work-related problem affecting family life among college teachers, followed by excessive administrative duties and work pressure. Online teaching responsibilities and frequent academic activities also increase stress and reduce family time.

Findings of the Study

1. The majority of respondents are female and married college teachers.
2. Most teachers experience work interference with family due to long working hours and administrative workload.
3. Family responsibilities such as childcare and household duties negatively affect work concentration and performance.
4. Work-family conflict contributes to stress, mental exhaustion, and reduced work-life balance.
5. Teachers from nuclear families experience comparatively higher work-family conflict.

Suggestions

1. Educational institutions should introduce flexible work schedules and reduced administrative burden.
2. Counseling and stress management programs should be organized for teachers.
3. Institutions should provide supportive policies for teachers with family responsibilities.
4. Teachers should be encouraged to maintain healthy work-life balance practices.
5. Family support and shared household responsibilities can help reduce family interference with work.

CONCLUSION

Work interference with family and family interference with work are major challenges faced by college teachers in the modern educational environment. The study reveals that professional workload, administrative responsibilities, and family commitments significantly affect teachers' personal and professional well-being. Balancing work and family roles has become increasingly difficult due to growing expectations in both domains. The findings highlight the importance of institutional support, flexible work policies, and stress management strategies to improve work-life balance among college teachers. Addressing these issues can enhance teacher satisfaction, productivity, and overall quality of life.

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