

Double work presence (work–family conflict) in university teaching: bibliometric review 2010–2025

Doble presencia laboral (conflicto trabajo–familia) en la docencia universitaria: revisión bibliométrica 2010–2025

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Abstract

Work-family conflict (WFC) is a psychosocial risk with direct implications for mental health, academic performance, and the quality of education provided by teachers. This article analyzes scientific research on dual work presence in university teaching published between 2010 and 2025. The study was descriptive in scope; the search strategy was carried out in Web of Science and Scopus, using equations with descriptors and Boolean operators. The records were imported into Microsoft Excel and selected at three levels, represented in the PRISMA flowchart. The synthesis of the 28 articles was processed in Bibliometrix (RStudio) based on an integrative narrative analysis. The findings show sustained growth, with an annual increase of 8.16%, and recent literature with the most relevant contributors. The conceptual structure revealed three clusters focused on work-family conflict, stress, and resources, consolidating an expanding field that integrates dimensions of teacher well-being and work-life balance.

Keywords: conflict, family, work

Resumen

El conflicto trabajo-familia (CTF) constituye un riesgo psicosocial con implicaciones directas para la salud mental, el desempeño académico y la calidad educativa que ofrece el profesorado. Este artículo analiza la producción científica sobre la doble presencia laboral en la docencia universitaria, publicada entre 2010 y 2025. El estudio tuvo un alcance descriptivo; la estrategia de búsqueda se realizó en Web of Science y Scopus, mediante ecuaciones con descriptores y operadores booleanos. Los registros fueron importados a Microsoft Excel y seleccionados en tres niveles, representados en el flujograma PRISMA. La síntesis de los 28 artículos se procesó en Bibliometrix (RStudio) a partir de un análisis narrativo integrador. Los hallazgos muestran un crecimiento sostenido, con un aumento del 8,16 % anual, y una literatura reciente con los contribuyentes más relevantes. La estructura conceptual reveló tres clústeres enfocados en el conflicto trabajo–familia, el estrés y los recursos, lo que consolida un campo en expansión que integra dimensiones del bienestar docente y del equilibrio vida–labor.

Palabras clave: conflicto, familia, trabajo

Introduction

In the past decade, the role of university faculty has solidified as one of the professions requiring substantial time investment to adequately fulfill academic responsibilities (Kim et al., 2025), which include tutoring, research, and community engagement (Carvalho et al., 2024; Pimenta et al., 2023). This phenomenon has redefined the boundaries between work and personal life, making the dual presence in the workplace more visible (Dong et al., 2025), often referred to as work-family conflict (WFC). Such a situation arises when the pressures of work and family responsibilities overlap (Aldhafeeri et al., 2025; Tavassoli & Sunyer, 2025) and constitutes a stressor in both domains (Sanz et al., 2025). On one hand, it negatively impacts satisfaction, productivity, and

organizational performance; on the other hand, it reduces the time devoted to family and assigned roles (Carvalho et al., 2024).

The problem addressed in this research is the scarcity of bibliometric studies that integrate the framework of dual presence among academic personnel in higher education. Although studies have reported a negative correlation between work-family conflict and work commitment among female university faculty—mediated by burnout syndrome and moderated by job position and traits of persistence (Dong et al., 2025)—this conflict has also been associated with dimensions of vigor and dedication (Carvalho et al., 2024) and innovative behavior, mediated by stress and moderated by gender (Bao et al., 2025).

From a practical management perspective, Higher Education Institutions (HEIs) face increasing pressures, such as heavy teaching loads, research expectations, service requirements, and changing family obligations of faculty, all contributing to role conflicts that may harm well-being, performance, and retention. From an academic standpoint, mapping the growth, thematic structure, and disciplinary critical points of research on dual presence in university teaching can guide future inquiries. Additionally, from a social viewpoint, the dual presence of work and family functions intersects with gender equality, institutional support systems for balancing work and family life, and the sustainability of academic careers, making it a topic of relevance for the governance of higher education and human resource policies.

This study is founded on the theoretical framework of work-family conflict, initially posited by Kahn in 1964 and further articulated by Greenhaus and Beutell (1985), who emphasize that it constitutes a form of role conflict in which the pressures from work and family domains are mutually incompatible in certain respects. According to this theory, conflict arises when engagement in one domain (e.g., the role of a university professor) hinders participation in another (e.g., family responsibilities).

Globally, prior research indicates that there has been attention to work-family conflict within the realm of higher education. In Chilean universities, women in leadership positions have identified the absence of reconciliation policies as a barrier to achieving work-family balance (Gaete, 2018). In China, studies involving female university faculty have highlighted the negative association between conflict in these two spheres and commitment (Dong et al., 2025; Qiaolan & Man, 2023). These findings suggest that while the issue is recognized, there is still a lack of specific bibliometric reviews focused on university teaching over a defined period. The present study aims to fill this gap through a bibliometric mapping of research on dual presence.

The objective of the study is to analyze the scientific production pertaining to work-family dual presence (work-family conflict) in university teaching, published from 2010 to 2025. Specifically, it aims to: 1. Determine the temporal evolution of scientific production related to work-family dual presence in university teaching. 2. Identify the main contributors using bibliometric indicators such as authors, journals, institutions, and countries that are most productive in this field. And 3. Explore the conceptual structure through co-occurrence analysis of keywords and thematic mapping associated with work-family dual presence in university teaching. Through these objectives, the study seeks to provide a global perspective of the field and to offer guidance for both institutional policies and research agendas.

Methodology

To analyze the scientific production regarding work-family dual presence (work-family conflict) in university teaching, a quantitative bibliometric approach was employed, which facilitated visualization of the activity, collaboration, and structure of academic entities (Ng et al., 2025). By utilizing published information from scientific articles and their associated metadata, statistical methods were deployed to describe and illuminate the relationships among the published works (Ninkov et al., 2021). This approach enabled the identification of temporal evolution in the records, the major contributors, the conceptual structure, and, consequently, the gaps and future opportunities within the research topic.

A descriptive scope was adopted with a non-experimental, cross-sectional design. This methodological choice is appropriate as the study aimed to map scientific production without manipulating variables or inferring causality. The cross-sectional framework allowed for the extraction and analysis of bibliographic metadata corresponding to the timeframe from 2010 to 2025, providing a snapshot of research dynamics and changes over this period. Through established bibliometric indicators, the design facilitated systematic description and comparison of contributions.

The study population consisted of the total scientific production associated with the topic of dual presence in university teaching, indexed in the major academic databases: Web of Science (WoS) by Clarivate Analytics and Scopus by Elsevier. Bibliometrically, this population represented the corpus of retrieved documents, which included only scientific articles from the specified period. Each document served as an analytical unit.

The selection of databases was aligned with the observations made by Kumpulainen and Seppänen (2022), who note that these databases are generally regarded as primary sources and citation indices for general literature. The search period spanned from January 1, 2010, to the present, employing search equations constructed with Boolean operators and related key descriptors, as detailed in Table 1.

Table 1
Search syntax

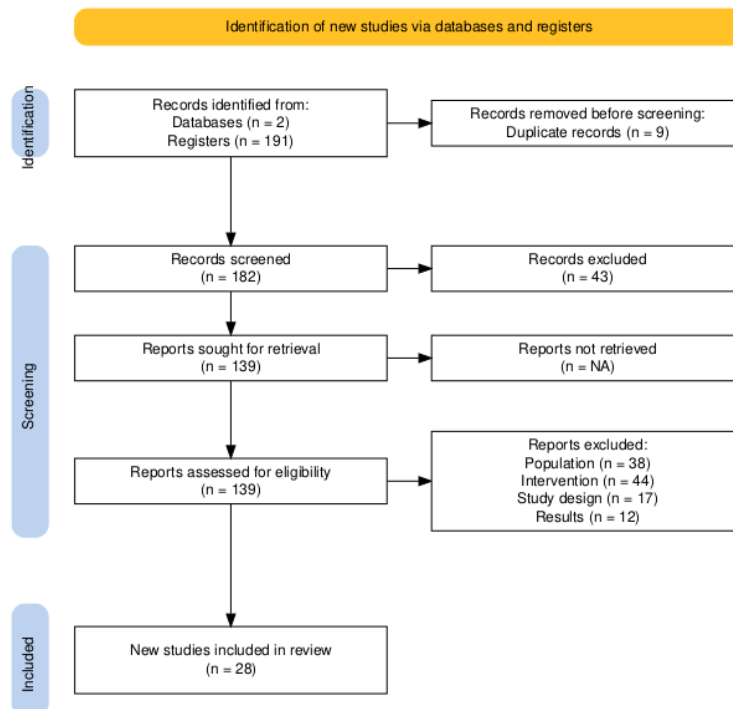
Database	Strategy
Scopus	(TITLE-ABS-KEY (work family conflict) OR TITLE-ABS-KEY (family work conflict) OR TITLE-ABS-KEY (work life conflict) AND TITLE-ABS-KEY (university teacher)) AND PUBYEAR > 2010 AND PUBYEAR < 2025 AND (LIMIT-TO (DOCTYPE , "ar"))
Web of Science	((TS=(work family conflict)) OR TS=(family work conflict)) OR TS=(work life conflict) AND TS=(university teacher)

Records were downloaded in CSV and BibTeX format. Subsequently, they were imported into Excel to form a database, and an extraction matrix was designed to include bibliographic information: author(s), title, publication year, journal title, volume, issue, page, DOI, country of origin, institution, keywords, abstract, language, document type, open access status, and source. Using this information, a careful reading of the articles was undertaken, selecting only those that met the eligibility criteria outlined under the PICOS model (Table 2).

Table 2
Eligibility criteria (PICOS)

Component	Inclusion criteria
Population (P)	University faculty from any country, gender, or teaching area.
Intervention / Exposure (I)	Exposure to work-family conflict (“work-family conflict” / “family-work conflict”), including its manifestation (“dual presence”) or related factors (e.g., excessive teaching loads, academic multitasking, tutoring, research, extracurricular engagement).
Comparator (C)	Research comparing different levels of conflict, comparisons among faculty by gender, discipline, country, modality (full-time vs. part-time), or studies including work-family facilitation as a counterpoint.
Outcomes (O)	Measures related to: faculty well-being (burnout, stress), work engagement (vigor, dedication), teaching performance, innovative behavior, job satisfaction, family effects, mental health, etc.
Study Design (S)	Empirical studies (quantitative, qualitative, and mixed methods) with experimental or non-experimental designs, published in indexed academic journals in Scopus or Web of Science (WoS).

Figure 1
PRISMA flow diagram



The selection of articles was structured across three levels, represented in the PRISMA flow diagram. As illustrated in Figure 1, a total of 19 records were initially retrieved through the search strategy in Scopus and WoS, followed by the removal of duplicates (9). In the screening phase, titles and abstracts were reviewed, leading to the exclusion of 43 studies that did not meet this initial filter. Subsequently, a thorough reading of the remaining 139 articles was conducted, resulting in the dismissal of those that failed to fulfill the PICOS eligibility criteria. Ultimately, 28 articles were identified as the final sample for inclusion.

To ensure the validity of the results in this bibliometric study, methodological quality criteria were adopted. Initially, the consistency of the extracted metadata in the Excel format (authors, affiliations, year, document type, and source) was verified, along with the indexing in high-impact databases (Scopus and WoS), and the correspondence among title, abstract, and keywords. Additionally, bias related to coverage due to record duplication and language limitations (only articles in English and Spanish) was monitored. This process minimized distortions in identifying trends and analyzing the conceptual structure of the field.

The processing of information from the 28 scientific articles and its visual representation were conducted using the Bibliometrix package in RStudio, in conjunction with tools that generated an automated report comprising graphs and tables. Furthermore, the heterogeneity of the included studies was addressed through an integrative narrative analysis, allowing for the identification of prevailing research lines and theoretical gaps associated with work-family conflict in university teaching.

Results and discussion

This section presents the scientific production on work-family dual presence (work-family conflict) in university teaching from 2011 to 2025, comprising 28 documents published across 24 sources, with an annual growth rate of 8.16%. This growth indicates sustained and increasing interest in the topic (Figure 2). The average age of the publications is 4.36 years, with an average citation rate of 10.07 citations per document, reflecting a relatively recent and moderately visible bibliographic corpus. A total of 108 authors contributed, of which only two published independently, revealing strong collaboration patterns and a 17.86% rate of international co-authorship. All documents are peer-reviewed articles, establishing this format as the primary channel for disseminating knowledge in the field.

Figure 2

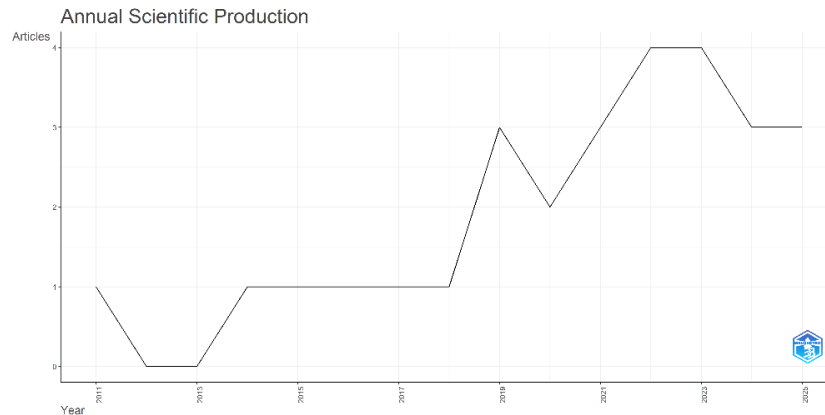
Description of the main information related to the temporal evolution of scientific production (2010-2025)



The production in 2010 did not yield any publications; however, the graph displays a gradual growth from 2011 to 2025. Following an initial period of isolated publications between 2011 and 2018 (one per year), a sustained increase is observable from 2019 onward, marked by the publication of three articles in that year. This upward trend continued to peak in 2022 and 2023, with four publications each year, highlighting a solidified interest in the subject. In the most recent years, 2024 and 2025, production stabilized with three articles published annually, indicating a continuation of research and ongoing academic discourse regarding work-family conflict among university educators.

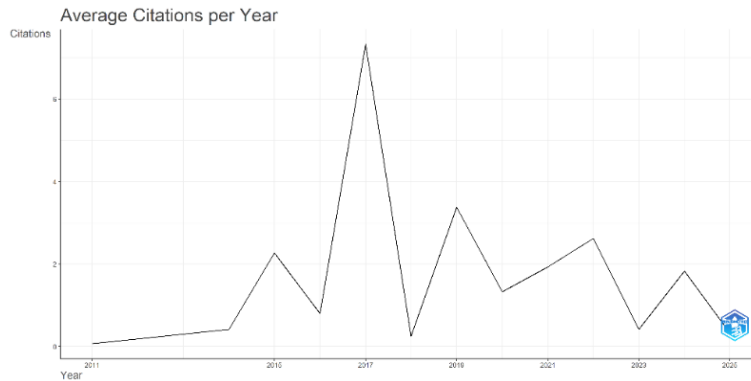
Figure 3

Annual scientific production



The analysis of average citations per year revealed an irregular yet significant evolution in the academic impact of the publications. Figure 4 illustrates that, in the initial years, there was a low average citation rate, peaking at just 0.07 citations annually in 2011. This rate increased gradually, culminating in a notable peak in 2017, with an average of 7.33 citations per year, suggesting the publication of a highly referenced work. Subsequently, between 2019 and 2022, a consolidation phase was observed, with annual averages ranging from 1.33 to 3.38 citations, reflecting greater visibility and stability. However, in the recent years from 2023 to 2025, the average citation rate decreased, ranging from 0.33 to 1.83. Overall, these data signal a progressive development of academic interest and recognition of the topic, although it remains in an expansion phase.

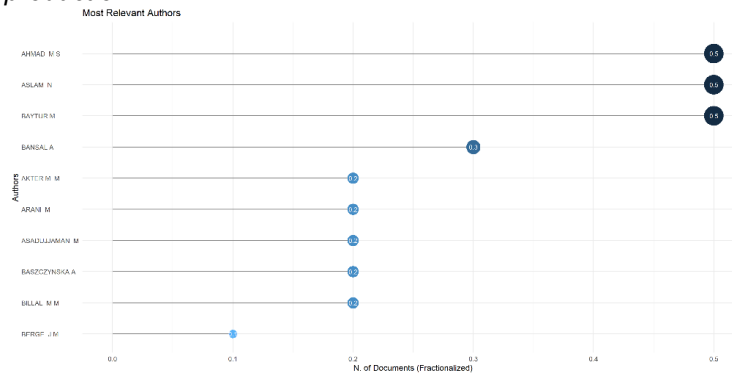
Figure 4
Average citations per year



Key contributors

Figure 5 identifies the most influential authors based on the number of fractionalized documents, which represents the actual contribution of each author to the relevant publications in the field. This metric accounts not only for the number of articles an author has signed but also for the proportion of co-authorships. In this context, the graph indicates that authors such as AHMAD M S, ASLAM N, and BAYTUR M achieved scores of 0.5, likely having participated in fewer articles but with greater prominence or fewer co-authors.

Figure 5
Most relevant authors in production



The results reveal that the most prominent source is *Frontiers in Psychology*, with four articles published between 2010 and 2025. Following this, *Interdisciplinaria* ranks second with two publications, while other sources, such as *Argumenta Oeconomica*, *Asia-Pacific Education Researcher*, and *Ciencia e Saúde Coletiva*, each contributed one publication. Overall, this distribution also indicates a thematic concentration in psychology and social sciences journals.

Table 3
Most relevant sources

Sources	Articles
FRONTIERS IN PSYCHOLOGY	4
INTERDISCIPLINARIA	2
ARGUMENTA OECONOMICA	1
ASIA-PACIFIC EDUCATION RESEARCHER	1
CIENCIA E SAUDE COLETIVA	1
DIVERSITAS-PERSPECTIVAS EN PSICOLOGIA	1
EUROPEAN JOURNAL OF SOCIAL SCIENCES	1
FRONTIERS IN EDUCATION	1
INTERNATIONAL JOURNAL OF BEHAVIORAL SCIENCE	1

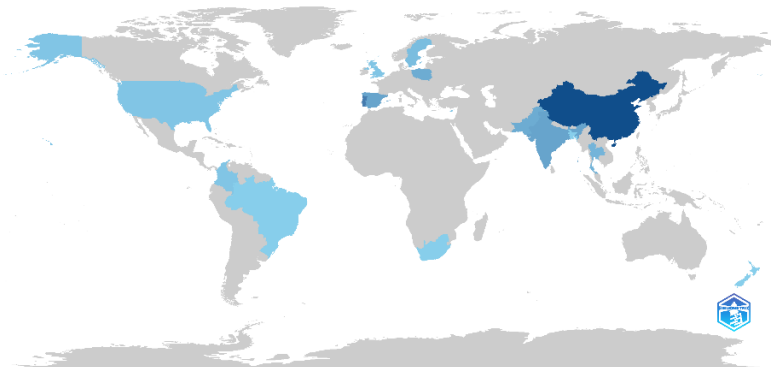
According to the findings, the University of Minnesota Medical School stands out with 15 articles, establishing itself as the leading institution on the subject. Following closely are Rajshahi University of Engineering and Technology, Universidade de Coimbra, Universitat de Barcelona, and University of Central Punjab, each with four publications. Other institutions such as International University of La Rioja, Universidade Católica Portuguesa, Universidad Internacional de La Rioja, and University of Łódź recorded three publications each. Lastly, COMSATS University Islamabad is noted for two articles. This distribution highlights significant participation from universities located in America, Europe, and Asia.

Table 4
Most relevant affiliations

Affiliation	Articles
UNIVERSITY OF MINNESOTA MEDICAL SCHOOL	15
RAJSHAHI UNIVERSITY OF ENGINEERING AND TECHNOLOGY	4
UNIV COIMBRA	4
UNIVERSITAT DE BARCELONA	4
UNIVERSITY OF CENTRAL PUNJAB	4
INTERNATIONAL UNIVERSITY OF LA RIOJA	3
UNIV CATOL PORTUGUESA	3
UNIV INT LA RIOJA	3
UNIV LODZ	3
COMSATS UNIVERSITY ISLAMABAD	2

Figure 6 visualizes the scientific production by country concerning work-family conflict in university teaching, employing a color scale where darker shades indicate a higher frequency of publications. In this regard, China leads with 17 articles, positioning itself as the most influential country on the topic. Portugal follows with 11 publications, and India and Spain each contribute six articles. Other notable contributors include Pakistan and Poland (5), Thailand (4), and Sweden (3), all represented in intermediate shades. Countries such as Colombia, Cyprus, the United Kingdom, and the United States each feature two publications, while Bangladesh, Brazil, New Zealand, and South Africa each have a single contribution. Overall, the geographical distribution reflects active participation from Asian and European countries, with significant contributions also from America and Oceania.

Figure 6
Country scientific production
Country Scientific Production

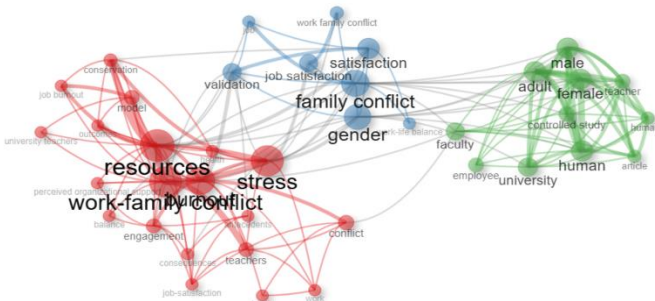


Conceptual structure

In the network, three main thematic clusters were identified. Cluster 1 (red) emerged as the densest, grouping concepts such as work-family (central node) conflict, resources, stress, burnout, and teachers. It stands out due to its high centrality and semantic connection to the core topic. Terms like resources and burnout exhibit the highest betweenness values, indicating their role as key bridges between other terms. Cluster 2 (blue) focused

on aspects such as family conflict, gender, satisfaction, and validation, incorporating psychosocial dimensions and work-life balance. Meanwhile, Cluster 3 (green) gathered terms related to *human, male, female, adult, university, and faculty*, highlighting the academic environment and the profiles of the educators studied.

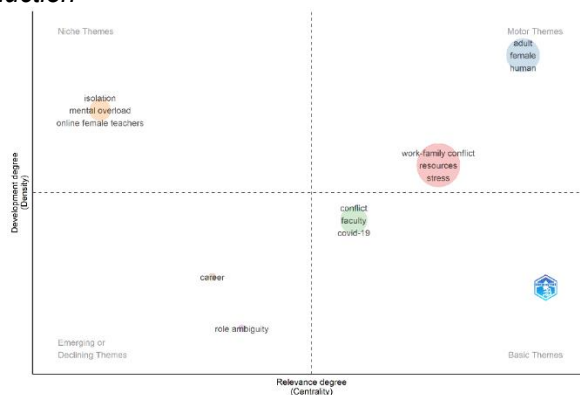
Figure 7
Co-occurrence network of keywords



The thematic map visually reflects the conceptual structure of the research field. In the upper right quadrant, identified as formative themes, terms such as work-family conflict, resources, and stress exhibit high density and centrality, meaning they are the most developed and integrative axes of the scientific production. Additionally, the prominent position of terms like adult, female, and human emphasizes that much of the research focuses on female faculty samples, consistent with the increasing investigations on gender and work-life reconciliation in academia. Niche themes located in the upper left quadrant, such as isolation, mental overload, and online female teachers, are associated with specific phenomena intensified by the pandemic and remote work, possessing the potential to evolve into new lines of inquiry if they maintain empirical relevance.

In the lower right quadrant, which encompasses basic themes, terms like conflict, faculty, and COVID-19 are recognized as the least developed; however, they are essential for understanding the foundations of the field. In other words, they appear in numerous studies as reference elements but are not typically the central focus of analyses. Conversely, the lower left quadrant, which aggregates emerging or declining themes, highlights career and role ambiguity, which, although possessing lower centrality, indicate new exploration avenues related to professional identity and clarity of teaching functions.

Figure 8
Thematic map of scientific production



The bibliometric results demonstrate that research on the dual presence of work-family conflict (WFC) among higher education faculty has experienced a steady upward trend since 2011, with an annual growth rate of 8.16% and moderate visibility in terms of citations, reflecting an emerging field still in the process of consolidation. Additionally, a subset of authors emerged with fewer publications yet greater prominence or fewer co-authors. The most relevant sources correspond to journals in psychology and social sciences; likewise, leading universities are recognized, with a noteworthy geographical contribution from countries like China.

These findings align with recent trends identified in research, such as that conducted by Mumu et al. (2021), who confirm the increase in scientific production on this topic, albeit with moderately low citation levels and some author fragmentation. From a geographical perspective, China's leadership supports empirical works that evidence the detrimental effects of WFC on job satisfaction and burnout among female university faculty in the

Chinese context (Su & Jiang, 2023), underscoring the importance of cultural contexts in interpreting role conflict phenomena. Similarly, Wardhani et al. (2025) emphasize China's leadership, consistent with the findings regarding the geographical and disciplinary distribution of the most productive sources. These parallels consolidate evidence of the field's growing maturity, albeit still concentrated in specific regions and disciplines.

Additionally, in the conceptual structure, keyword co-occurrence indicates three main thematic clusters: a core of conflict–stress–burnout, a second focused on gender–satisfaction–family, and a third centered on the university context and faculty profile. Authors like Shaukat et al. (2022) underscore the influence of techno-stress and gender on work-family conflict, supporting the second cluster. Meanwhile, Garraio et al. (2022) demonstrate that faculty members experience greater work-life conflict than administrative staff, validating the third cluster. Collectively, these thematic clusters identified in the bibliometric data are coherent with empirical evidence.

The foundations provided by Kahn's role conflict framework, articulated by Greenhaus and Beutell (1985), remain highly relevant. The bibliometric groups reflecting “conflict–stress–burnout,” “gender–satisfaction–family,” and “university context–faculty profile” represent temporality, tension, and behavioral dimensions of WFC. Specifically, the central group surrounding stress and burnout reproduces empirical findings observed among Chinese teachers, where familism, emotional labor, and WFC mediate emotional exhaustion (Zhu et al., 2021), thereby reinforcing the connection between bibliometric structures and well-established role incompatibility mechanisms.

However, there are notable developments in identifying emerging themes, such as role ambiguity and professional identity, areas that are less developed in the WFC literature but highlighted by this study as promising thematic niches. This suggests a shift from classical role and time conflict toward identity and professional trajectories as key spaces of dual presence. The apparent decline in citation averages in recent years may indicate that newer publications are still accumulating citations or that the field has fragmented into overly specific subtopics that struggle for broader dissemination.

Conclusions

The bibliometric findings support the view that research on work-family conflict in university teaching constitutes a developing and progressively consolidating field, reflecting broader social transformations in the academic labor sphere. The observed sustained growth rate and thematic clustering indicate that this phenomenon has transcended isolated psychological perspectives to enter an interdisciplinary realm that integrates organizational behavior, gender studies, and higher education management. The prevalence of stress, burnout, and gender role imbalance as dominant themes confirms the enduring relevance of role conflict theory (Greenhaus & Beutell, 1985), while also revealing the need for its refinement in light of contemporary academic environments characterized by digitalization and hybrid work dynamics.

From a theoretical standpoint, the results indicated that dual presence functions as both a structural and psychosocial condition of academic work, rather than merely an individual adaptation issue. The significance of collaboration networks and the concentration of publications in specific regions highlight that knowledge production in this field remains unequal, necessitating increased participation from underrepresented regions and comparative institutional perspectives.

Future studies should expand toward longitudinal and mixed-method approaches that connect bibliometric trends with empirical indicators of well-being, performance, and gender equality in the academic context.

Additionally, unresolved questions persist regarding the implications of role ambiguity and identity negotiation within the academic profession, areas that this study identifies as emerging yet theoretically underdeveloped. Addressing these gaps will require integrative frameworks that combine bibliometric mapping with qualitative analyses and policy-oriented approaches to advance both the explanatory depth and practical relevance of research on work-family conflict in higher education.

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