

The Impact of Occupational Groups on Family Relationships

El impacto de los grupos ocupacionales en las relaciones familiares

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Abstract

Keywords
Occupational groups;
family relationships; work-
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metaphor analysis;
qualitative research

Introduction: This study investigates how different occupational groups shape family relationships through the metaphors people use for children, spouses, and family, as well as through their reflections on communication within the family. **Methodology:** Using a qualitative phenomenological design supported by metaphor analysis, the research was conducted with 104 participants from diverse professions, including justice workers, academics, military personnel, tradespeople, office clerks, teachers, police officers, and healthcare staff. Data were collected through semi-structured face-to-face interviews and analyzed in MAXQDA through open coding and thematic categorization. **Results and discussion:** The findings show that children were most often described through behaviorist metaphors, spouses through Gestalt-oriented metaphors, and family through behaviorist metaphors. At the same time, some occupational groups showed distinctive patterns, such as justice workers' more ecological understanding of family. The results also indicate that occupational demands shape family communication in multiple ways. Time pressure, workload, shift systems, and work-related stress were frequently associated with difficulties in allocating sufficient time to children, spouses, and other family members. However, some professions, particularly teaching and healthcare, were reported to support communication by fostering empathy, patience, and constructive interaction. **Conclusions:** Overall, the findings indicate that occupational roles do not influence family life in a uniform manner; rather, profession-specific experiences shape family meanings, communication practices, and relational expectations. These findings contribute to the work-family literature by offering a holistic qualitative perspective on how occupational cultures are reflected in family dynamics.

Resumen

Palabras Clave
Grupos ocupacionales;
relaciones familiares;
interacción trabajo-familia;
análisis metafórico;
investigación cualitativa

Introducción: el presente estudio analiza cómo distintos grupos ocupacionales configuran las relaciones familiares a través de las metáforas utilizadas para referirse a los hijos, la pareja y la familia, así como mediante las valoraciones de la comunicación en el ámbito doméstico. **Metodología:** con un diseño fenomenológico cualitativo, complementado por análisis metafórico, la investigación se llevó a cabo con 104 participantes de perfiles profesionales diversos: personal del sector justicia, académicos, militares, trabajadores de oficios, empleados administrativos, docentes, policías y profesionales sanitarios. Los datos se recopilaban mediante entrevistas presenciales semiestructuradas y se examinaron en MAXQDA mediante codificación abierta y categorización temática. **Resultados y discusión:** los hallazgos evidencian que los hijos se representaron con mayor frecuencia mediante metáforas de



orientación conductista, la pareja mediante metáforas afines al enfoque gestáltico y la familia nuevamente mediante metáforas conductistas. No obstante, se observaron diferencias entre grupos ocupacionales; por ejemplo, en el sector justicia emergió una comprensión más ecológica de la familia. Asimismo, los resultados muestran que las demandas laborales inciden de manera múltiple en la comunicación familiar: la presión temporal, la carga de trabajo, los turnos y el estrés ocupacional se asociaron recurrentemente con dificultades para dedicar tiempo suficiente a hijos, cónyuges y otros miembros del hogar. En contraste, ciertas profesiones, especialmente la docencia y el ámbito sanitario, fueron descritas como facilitadoras de la comunicación al promover empatía, paciencia e interacciones constructivas. **Conclusiones:** en síntesis, el estudio concluye que los roles ocupacionales no influyen de forma homogénea en la vida familiar; más bien, son las experiencias específicas de cada profesión las que modelan los significados atribuidos a la familia, las prácticas comunicativas y las expectativas relacionales. Desde esta perspectiva, la investigación contribuye al campo trabajo-familia al ofrecer una interpretación cualitativa integral de cómo las culturas ocupacionales se proyectan en las dinámicas familiares.

1. Introduction

A profession is generally defined as a form of work through which individuals earn a living, typically regulated by its own legal and ethical standards and often requiring advanced education and long-term training (Clark, 2013). It plays a major role in shaping a person's lifestyle, worldview, and standard of living. Professional roles also provide a channel through which individuals express themselves socially and, over time, become an essential social function within the wider community (Pekkaya & Çolak, 2013). In addition, careers influence social status, prestige, perceived self-worth, and interpersonal relations (Kuzgun, 2009). Professionals both influence and are influenced by other areas of life, and this reciprocal process most often begins within the family (Voydanoff, 2008). People tend to prioritize both work and family in their lives (Brinkerhoff, 1984; Goldsmith, 1989). These two domains not only require substantial time and energy but also carry deep personal significance and are areas in which individuals actively seek success (Voydanoff, 2008). Before the Industrial Revolution, work and family life were structurally intertwined; accordingly, scholarly attention to their relationship began in the 1930s (Frone, 2003). As organizational life has become more flexible in terms of place and time, the boundaries between work and family have increasingly overlapped (Allen et al., 2000). As a result, these spheres are in continuous interaction, jointly affecting both general and individual quality of life (Williams, 2003). This interaction can generate both positive and negative outcomes. In the literature, the term work–family spillover is widely used to describe this dynamic relationship (Polatçı, 2014). When attempting to meet the demands of one role, individuals may unintentionally neglect the other, which can lead to work–family conflict and role strain (Greenhaus & Beutell, 1985).

Within the household, individuals undertake multiple family roles, such as parent, spouse, or sibling (Ericksen et al., 1979). It is also observed that professionals may carry work-related attitudes



into the family environment, which can produce role conflict and shifts in relational dynamics (Tenbrunsel et al., 1995). Therefore, it is important to examine whether and how professional roles shape relationships with children, spouses, and other family members. In contemporary societies, occupational roles strongly influence lifestyles, social identities, and family dynamics (Berkovskiy et al., 2021). One's occupation shapes value systems, personality traits, and communication styles (Simpson & Simpson, 1960). Moreover, occupational engagement may either facilitate or hinder interaction between work and family domains, producing positive or negative outcomes (Grzywacz & Butler, 2005). Accordingly, the literature contains a broad body of research examining how parents' job demands, working conditions, and workload affect both themselves and their families. These effects have been investigated through various thematic frameworks, variables, and conceptual dimensions (Arslan, 2012; Greenhaus & Beutell, 1985; Mott et al., 2019; Santos & Monteiro, 2022; Sulfan & Syahrizal, 2022; Tilly & Scott, 2016; Voydanoff, 1987). This study seeks to contribute to that literature by analyzing the work–family interface from a holistic perspective. It also aims to explore how individuals from diverse occupational backgrounds perceive the concept of “family” and how these perceptions shape family relationships. Kohn and Schooler (1983) demonstrated that work life plays a significant role in forming individuals' values and personality traits. They further emphasized that the broader effects of occupational experience on social structure and individual attitudes are essential for understanding family roles and dynamics. Similarly, Greenberger and Goldberg (1989) examined how young adults manage the work–family interface, highlighting its effects on stress and adaptation processes.

Within this framework, the central aim of the present study is to investigate how different occupational groups construct and shape family roles and structures through the lens of work socialization theory. The study further examines the socio-economic status, education background, and cultural values of different occupational groups to assess their varying effects on family structures and interpersonal relationships. In addition, this study addresses how these professional groups conceptualize “family” and how these conceptualizations influence role conflict, stress-management strategies, and adaptation mechanisms within family life.

Beyond examining the content of family-related perceptions, this study adopts a theoretically informed perspective to interpret how individuals construct meaning through metaphors. Metaphors are not merely linguistic expressions but cognitive tools that reflect underlying belief systems, values, and interpretive frameworks (Cameron, 2007). In this sense, individuals' metaphorical descriptions of children, spouses, and family can be understood as implicitly drawing on broader theoretical orientations regarding human behavior, relationships, and social interaction.

Therefore, this study engages with selected theoretical traditions in psychology and social thought, particularly behaviorist, Gestalt, existential, humanistic, social learning, and ecological perspectives, as interpretive lenses. These frameworks offer distinct ways of understanding human development, relational dynamics, and the role of environment and meaning-making processes. Rather than treating metaphors as isolated expressions, this approach enables the analysis to situate them within broader conceptual systems that shape how individuals interpret family life. In doing so, the study aims to bridge the gap between subjective meaning-making and established theoretical perspectives in the work–family literature.



Research Objectives:

- A. How do the metaphors used by individuals from different occupational groups reflect their relationships with children, spouses, and family members?
- B. In what ways do individuals' occupations influence their familial relationships?

Accordingly, this study aims to examine how occupational groups shape family relationships through metaphorical constructions. The following section presents the methodological framework of the study.

2. Methodology

This section provides a detailed account of the research design, participant characteristics, data collection procedures, and analytical strategy. In line with the qualitative orientation of the study, phenomenology and metaphor analysis were used together to capture participants' lived experiences in depth. To ensure methodological rigor and transparency, the section also reports the sampling strategy, the development of data collection tools, and the ethical principles guiding the interviews. In addition, the coding phases and thematic analysis procedures used in data interpretation are systematically explained, showing clearly how the findings were organized and how they were derived from the data in a transparent and traceable way.

2.1. Research Design

This study adopted a qualitative research approach to examine events and phenomena holistically within their natural settings (Yıldırım & Şimşek, 2018). Phenomenology and metaphor analysis were used together to investigate participants' lived experiences and their construction of subjective meaning (Creswell, 1998; Patton, 2005; Polkinghorne, 1989;). Whereas phenomenology centered on participants' direct experiences, metaphor analysis provided a deeper and more nuanced understanding of social realities. No hypotheses were developed during the study; instead, participants' perspectives were explored through open-ended questions.

2.2. Sampling

In phenomenological research, the study group typically consists of individuals who have directly experienced the phenomenon under investigation and are able to articulate these experiences clearly (Rubin & Babbie, 2016). In line with this principle, the present study employed maximum variation sampling, a purposeful sampling strategy aimed at capturing diverse perspectives.

Participants were drawn from a range of occupational fields (e.g., law, healthcare, education, and security) and varied socio-demographic backgrounds. Occupational diversity was intentionally prioritized to enable a comparative analysis of how different professions shape family relationships. Participants were recruited from individuals residing in the city center of Hakkari, and access was facilitated through the researchers' prior field experience and professional networks. Each participant was contacted individually, and all interviews were conducted on a voluntary basis. To increase transparency regarding the sampling strategy, explicit inclusion criteria were applied. Participants were required to (a) be actively employed in one of the identified occupational groups, (b) have at least one child and/or be married, and (c) have a minimum of one year of professional



experience in their current occupation. These criteria ensured that all participants had direct and relevant experience with both work and family domains.

Although participants were reached through the researchers' professional networks, several steps were taken to minimize potential sampling bias. First, maximum variation sampling was systematically applied by intentionally including participants from diverse occupational sectors, gender groups, and education backgrounds. Second, recruitment continued until a sufficient diversity of perspectives was achieved across occupational categories. Third, participants were not selected based on convenience alone; rather, efforts were made to avoid overrepresentation of any single occupational or social group.

Data collection proceeded until thematic saturation was reached, meaning that no substantially new themes or metaphorical patterns emerged in subsequent interviews. This approach enhances the credibility and adequacy of the sample within qualitative research standards (Braun & Clarke, 2021). The final sample consisted of 104 participants from different professional backgrounds. In classifying participants into occupational groups, the analysis considered occupational definitions, functional roles, sectoral distributions, and individuals' social roles. Demographic variables such as gender, education level, and professional experience were also incorporated into both classification and analysis. This comprehensive categorization enabled the examination of gender-based differences across occupational groups and their influence on perceptions of family. The diversity of the sample allowed for a more nuanced understanding of how occupational variation shapes family structures and relationships. In qualitative research, sample sizes typically range between 5 and 25 participants per group (Patton, 2005). Accordingly, the sample size in this study ($n = 104$) is considered sufficient within qualitative research standards. Table 1 presents the demographic characteristics of the 104 participants.

Table 1. Demographic Information of the Participants

Variable	Category	Number (n)
Gender	Male	61
	Female	43
Education level	High school	13
	Associate degree	13
	Undergraduate	57
	Post-graduate	21
	1	56
Number of children	2	29
	3	12
	4	7
Family structure	Nuclear family	88
	Extended family	16
Occupational groups	Justice worker	8
	Academician	9
	Military personnel	12
	Tradesman	11
	Office clerk	15
	Teacher	24
	Policeman	8
Year of service group	Medical personnel	17
	0-10 years	58
	11-20 years	30
	21-30 years	16

Source: Prepared by the authors



2.3. Data Collection Tools

In phenomenological research, interviews constitute the primary data collection method (Yıldırım & Şimşek, 2018). For this study, a semi-structured interview form was developed, and participants were asked six open-ended questions regarding the metaphors they used to describe their children, spouses, and families, as well as how these metaphors related to their professional roles. Data were collected through face-to-face, one-on-one interviews conducted at the participants' workplaces, each lasting approximately 30–45 minutes. All interviews were conducted voluntarily, using written notes and audio recordings, with participants providing both verbal and written consent for the recordings.

2.4. Data Analysis

Qualitative data analysis typically involves transcription, coding, researcher reflection, and category development (Çelik et al., 2020). In this study, all audio-recorded interviews were transcribed verbatim and analyzed using an open coding approach with MAXQDA software. Initial codes were generated inductively from the data and continuously compared with the researcher's field notes and reflective journal entries. These codes were then grouped into categories and subsequently synthesized into overarching thematic structures (Charmaz, 2006; Strauss & Corbin, 2015).

The analysis was conducted at both group and individual levels. First, participants' responses to the metaphor-related questions were examined across occupational groups to identify shared patterns and thematic distributions. Second, responses were analyzed at the individual level within each occupational group to capture variations in meaning-making processes. Throughout the analysis, no causal inferences were pursued; instead, the focus remained on identifying patterns, relationships, and interpretive consistencies within the data.

In addition to inductive coding, a theoretically informed categorization process was employed to interpret participants' metaphorical expressions. Metaphors were grouped under themes such as behaviorist, Gestalt, existentialist, humanistic, social learning, and ecological perspectives. These categories were not imposed a priori; rather, they were derived through an abductive analytical strategy that iteratively linked empirical data with established theoretical frameworks in psychology and social sciences (Fife & Gossner, 2024).

The analytical process followed a two-stage structure. In the first stage, metaphorical expressions were identified and coded based on their explicit meanings and the reasoning provided by participants (Dayanan Uğur & Saylık, 2025). In the second stage, these codes were interpreted in relation to broader conceptual frameworks explaining how individuals understand human behavior, relationships, and social environments.

For example, metaphors emphasizing shaping, conditioning, and external influence (e.g., “blank slate,” “play dough”) were associated with the behaviorist perspective, which conceptualizes learning as a function of environmental stimuli and reinforcement (Skinner, 1986). Metaphors highlighting wholeness, complementarity, and relational unity (e.g., “puzzle,” “other half”) were interpreted within a Gestalt framework, which emphasizes that meaning emerges from the integration of parts into a coherent whole (Koffka, 1922). Similarly, metaphors focusing on meaning, purpose, and existential significance (e.g., “life,” “reason for being”) were linked to



existentialist perspectives, which stress subjective experience and the search for meaning (Frankl, 1967).

To ensure analytical rigor, multiple strategies were employed. Coding decisions were discussed collaboratively among the researchers, and thematic categorizations were reviewed by three subject-matter experts to enhance content validity. Inter-coder consistency was addressed by independently coding approximately 20% of the data by two researchers, followed by comparison and consensus-building to refine the coding scheme.

In addition, methodological triangulation was achieved by comparing interview data with field notes and reflective memos recorded during the data collection process. An audit trail was maintained throughout the analysis, documenting coding decisions, category development, and theme construction. These procedures enhanced the transparency, consistency, and interpretive validity of the analytical process.

2.5. Ethical Considerations

All procedures conducted in this study were reviewed and approved by the Scientific Research and Publication Ethics Committee of Hakkari University Rectorate (Document Date and Number: 20.02.2022–23184) prior to data collection. The study was carried out in accordance with established ethical standards for research involving human participants.

Informed consent was obtained from all participants before the interviews. Participants were clearly informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any stage without any consequences. Permission was also obtained for audio recording, and participants provided both verbal and written consent. To ensure confidentiality and anonymity, no personally identifiable information was recorded in the transcripts or reported in the findings. All data were securely stored and accessed only by the researchers. During the reporting process, care was taken to present participants' views without revealing their identities or professional vulnerabilities. In addition, particular attention was paid to minimizing any potential psychological discomfort during the interviews. The semi-structured format allowed participants to skip questions they did not wish to answer, and no sensitive or intrusive questions were imposed. These measures were implemented to ensure that the research process adhered to ethical principles of respect, confidentiality, and voluntary participation.

3. Results and Discussion

The findings are presented below, followed by a discussion that interprets these results within relevant theoretical frameworks. Participants' metaphors regarding the concepts of child, spouse, and family were categorized according to theoretical frameworks related to their professional roles. Additionally, participants' perspectives on intra-family communication patterns and relationships were examined through descriptive analysis. The findings are supported with tables and illustrative quotations to enable readers to understand the unique perspectives of each occupational group on family life.



3.1. Findings on the Metaphors, Themes, and Sample Expressions of the Themes Employed by Different Occupational Groups Concerning the Child, Spouse, and Family

In Table 2, it was found that justice professionals most frequently used behaviorist metaphors for the child, Gestalt metaphors for the spouse, and ecological metaphors for the family. This suggests that they perceive the child as shaped by external influences, the spouse as a complementary part of the self, and the family as a dynamic system of interrelated layers. These metaphorical expressions highlight a holistic understanding of interpersonal relationships and the interconnected nature of family life.

Table 2. Findings for Justice Workers

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	5	‘It’s like children’s play dough because it can take any shape’ (JW1).
	Existentialist	3	‘The child is like a butterfly; it is necessary to be careful’ (JW2).
Spouse is like... Because...	Existentialist	1	‘The equivalent earth is like air, it is the meaning of life’ (JW5).
	Gestalt theory	7	‘Spouse is like a puzzle. Because we complement each other’ (JW2).
Family is like... Because...	Behaviorist	2	‘Family is like knitting, you need to process’ (JW2).
	Existentialist	2	‘Family is life. Because for me it is the reason it exists’ (JW3).
	Ecological	4	‘The family is made up of ecosystem-like layers’ (JW4).

Source: Prepared by the authors

In Table 3, academics most frequently used behaviorist metaphors for the child, Gestalt metaphors for the spouse, and ecological metaphors for the family. This indicates that they view the child as requiring external guidance, the spouse as a source of unity and emotional balance, and the family as an interconnected system that sustains life and harmony. These metaphorical patterns reflect an approach to human relationships that integrates structure, meaning, and interdependence within the family context.

Table 3. Findings for Academics

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	2	‘The child is dough; we need to help shape it’ (AC6).
	Existentialist	4	‘The child is life. Because life is the cause of my smile’ (AC8)
	Gestalt	1	‘The child is life, it provides balance’ (AC7).
	Social learning	2	‘The child is a mirror, he reflects what he sees’ (AC4).
Spouse is like... Because...	Behaviorist	3	Similar to the co-company, it is necessary to provide good management (AC1).
	Existentialist	2	‘Spouse is support, the meaning of life’ (AC2).
	Gestalt	4	‘The wife is like the other half. Because it provides unity and integrity’ (AC5).
Family is like... Because...	Behaviorist	4	‘The family is a treasure, it is very precious’ (AC2).
	Existentialist	2	‘The family is like the source of life. Because it is a phenomenon that connects to life’ (AC4).
	Gestalt	2	‘Like a safe haven, providing integrity’ (AC7)
	Ecological	1	‘Operating System-Like, Systems Are Intertwined’ (AC1).

Source: Prepared by the authors



In Table 4, military personnel most frequently used behaviorist metaphors for the child, Gestalt metaphors for the spouse, and ecological metaphors for the family. This suggests that they view the child as needing guidance and protection, the spouse as a complementary and supportive partner, and the family as a structured yet emotionally cohesive unit. These metaphors reflect a disciplined, duty-oriented, and solidarity-based perspective on family life, emphasizing both emotional depth and a strong sense of responsibility.

Table 4. Findings for Military Personnel

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	3	'Life is our guarantee, the future is our guarantee' (MP4).
	Existentialist	8	'A child is like happiness. For it is the meaning of life' (MP1).
	Social learning	1	'It is a fruit tree, reflecting our cultivation style' (MP3).
	Behaviorist	6	'It is like a peer support point, with me in difficulties' (MP6).
	Existentialist	3	'It is love; it is our reason for being' (MP4).
Spouse is like... Because...	Gestalt	1	'He/she is the one who completes us because it is the other half of us' (MP11).
	Social learning	2	'A spouse is like a travel companion. Because we have what we learn from each other, we are sharing' (MP8).
	Behaviorist	6	'It's like home, it's warm and safe' (MP12).
Family is like... Because...	Existentialist	2	'It is like life, it is necessary to live indescribably' (MP11).
	Gestalt	4	'Family is unity. Because it has to be maintained' (MP1).

Source: Prepared by the authors

In Table 5, tradesmen most frequently used behaviorist metaphors for the child, Gestalt metaphors for the spouse, and ecological metaphors for the family. This suggests that they perceive the child as shaped by observation and external influences, the spouse as a valuable and complementary partner, and the family as a cohesive system where each member plays an essential role. These metaphors highlight tradesmen's emphasis on mutual respect, unity, and the moral significance of togetherness, reflecting a balance between emotional warmth and social responsibility.

Table 5. Findings for the Tradesperson Profession

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	6	The child is like a blank slate. Because it reflects your behavior, your attitudes' (TP1)
	Existentialist	2	'It is life itself, because it is the source of life' (TP2).
	Humanism	1	'He is an individual because he is a being open to development, he must be treated humanely' (TP6).
	Social learning	2	'Similar to a flower, it takes shape according to the way it is grown' (TP5).
	Behaviorist	6	'It is like a pearl grain, it is very valuable' (TP8).
Spouse is like... Because...	Existentialist	1	Spouse is like the most special and beautiful thing. Because it is the source of happiness' (TP2)
	Social learning	4	'Gold is like a chain, every link has the same value' (TP9).
	Behaviorist	6	The family is white gold. Because it shines beautifully' (TP3).
Family is like... Because...	Gestalt	2	'It is the embracing, the complementary, the wholeness' (TP1).
	Humanism	1	'It's similar to the gold bridge because every one is different' (TP11).
	Social learning	2	'The rosary, because we are interacting' (TP7).

Source: Prepared by the authors

In Table 6, office clerks most frequently used behaviorist metaphors for the child, Gestalt metaphors for the spouse, and ecological metaphors for the family. This suggests that they view



the child as shaped through experience and guidance, the spouse as a complementary partner maintaining harmony, and the family as a meaningful system integrating individuality and unity. These metaphors reflect office clerks' approach to family life, balancing emotional connection, personal development, and collective cohesion, while incorporating both traditional and human-centered perspectives.

Table 6. Findings for the Office Clerk Profession

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	5	'It is a blank page, we fill in what we want' (OCP5).
	Existentialist	6	'A child is like happiness. Because the child is life' (OCP6).
	Humanism	1	'It is like a rainbow, it is special, it is individual' (OCP15).
	Social learning	3	'The mirror will reflect what it takes from the environment' (OCP1).
	Behaviorist	2	'It is a flower, it demands constant attention and attention' (OCP2).
Spouse is like... Because...	Existentialist	1	'Like the flower of life, it is the reason for the existence of our family' (OCP5).
	Gestalt	1	'Similar to co-deltoid. Because no matter how long one side is, the other side must complete it' (OCP7).
	Social learning	1	'It is common because marriage is the art of learning and living together' (OCP11).
	Behaviorist	6	'Family is like gold, it is precious, it is expensive' (OCP3).
	Existentialist	2	'It is sacred because each individual gains value within the family' (OCP12).
Family is like... Because...	Gestalt	4	'It's a puzzle, it gives meaning when you're together and it looks perfect' (OCP1).
	Humanism	3	'The family is like a fruit basket. Because each of the family members has a different taste' (OCP8).

Source: Prepared by the authors

In Table 7, it was established that the metaphors used by teachers in relation to the child were most commonly related to the behaviorist theme, while those used in relation to the spouse were relevant to the Gestalt theme and those used in relation to the family were behaviorist. This finding suggests that teachers tend to view the child as a being shaped by experience and learning, the spouse as a complementary partner contributing to unity, and the family as a nurturing and protective environment that sustains emotional well-being. These metaphorical expressions reveal that teachers conceptualize human relationships through an educational and developmental lens, emphasizing growth, harmony, and the interdependence between individual and family dynamics.

Table 8 shows that the metaphors used by police officers in relation to the child, spouse, and family were most typically associated with the behaviorist, Gestalt, and behaviorist themes, respectively. This indicates that police officers perceive the child as a being shaped by guidance and experience, the spouse as a complementary partner contributing to harmony, and the family as a protective and structured environment. These metaphorical expressions reflect the disciplined, duty-oriented perspective of police officers, emphasizing both emotional bonds and the role of guidance, protection, and cohesion within the family unit.



Table 7. Findings for the Teachers

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	1	‘The child is like a blank slate. Because the upbringing determines the style’ (T19).
	Existentialist	4	‘Patience, joy – the meaning of existence, leaving a mark’ (T2).
	Humanism	3	‘The new nature is like the sun, every child is born in a different beauty’ (T7).
Spouse is like... Because...	Social learning	7	‘A child is like happiness. It reflects what it sees’ (T22).
	Behaviorist	2	‘He is like a guard, constantly watching and trying to protect’ (T7).
	Existentialist	2	‘The earth – the reason for your existence, the breath of life, a cold breath’ (T3).
Family is like... Because...	Gestalt	2	‘It’s similar to co-complementing pieces. Because it provides unity and integrity’ (T5).
	Behaviorist	1	‘Little paradise, a place of refuge—a place of salvation from hardships and dangers, a place of rest, a place of safety’ (T1).
	Existentialist	5	‘Family is us. Because family is the meaning of life that makes us who we are’ (T13).
	Gestalt	5	‘Like food – if it is not in all the ingredients, it will have no flavor’ (T11).
	Humanism	1	‘The experience of difficulties and beauties together, the institution that develops human characteristics’ (T2).
	Social learning	1	‘Destiny – your own destiny, your choices, your self-improvement, your direction of your life’ (T6).
	Ecological	1	‘The foundation of a solid building – protective, sustaining, happy’ (T16).

Source: Prepared by the authors

Table 8. Findings for the Police Profession

Metaphor question	Theme	F	Example expression
Child is like... Because...	Behaviorist	5	‘A child is like notebook. Because you read what you write’ (PP3)
	Existentialist	1	‘Flower because it is the source of life’ (PP5).
	Gestalt	2	‘Like a puzzle, it provides integrity’ (PP4).
Spouse is like... Because...	Behaviorist	2	‘It’s like breathing, it’s a basic need’ (PP5).
	Gestalt	6	‘The spouse is similar to a different note. Because when we come together in harmony, symphony is formed’ (PP7).
	Behaviorist	4	‘It is a fortress; it protects us from external dangers’ (PP1).
Family is like... Because...	Existentialist	2	‘It is the only element that connects us to life’ (PP5).
	Social learning	2	‘The family is like society. Because everyone in society is affected by each other.’ (PP6).

Source: Prepared by the authors

In Table 9, healthcare workers employed behaviorist metaphors for children, Gestalt metaphors for spouses, and behaviorist metaphors for families. This suggests that healthcare staff view the child as a being shaped and developed through guidance and interaction, the spouse as a complementary partner fostering unity and cohesion, and the family as a protective and nurturing environment. These metaphorical expressions reflect the caring, structured, and relational approach of healthcare professionals toward family life, emphasizing both individual growth and the interconnectedness of family members.



Table 9. Findings for Healthcare Staff

Metaphor Question	Theme	F	Example Expression
Child is like... Because...	Behaviorist	7	‘The child is like an untreated mine. Because it is valuable when processed’ (HS13).
	Existentialist	4	‘It is a flower; it is special and it is the reason why we hold on to life’ (HS6).
	Gestalt	2	‘It is a gift, a gift from spouses to each other to complete their nests’ (HS3).
	Social learning	4	‘It is a mirror; it takes what it sees and reflects it’ (HS12).
Spouse is like... Because...	Behaviorist	5	‘It is a mountain; its presence gives strength’ (HS10).
	Gestalt	1	‘The wife is like the other half. Because it provides unity and integrity’ (HS5).
	Humanism	1	‘It is the tree in the forest, it is better for the family members to have different characteristics’ (HS2).
	Behaviorist	6	‘Shadow, is a refuge on the same sunny days’ (HS7).
Family is like... Because...	Existentialist	3	‘Family is like a warm home. Because it contains the meaning of life’ (HS5).
	Gestalt	4	‘Fruit basket – everyone tastes different’ (HS9).
	Humanism	2	‘The family is where I can reflect my self-identity’ (HS3).
	Social learning	2	‘It is the institution that affects each other, that affected from each other’ (HS7).

Source: Prepared by the authors

3.2. Results from Participants in Different Occupational Groups on How Their Professions Affect Communication with Children, Spouses, and Family

Examining Table 10 reveals that persons in this occupational category value their children but cannot devote sufficient time to them. The impact of these individuals’ occupational groups on their spouses and families likewise varies. Observably, the relationships of some employees are negatively impacted, while those of others are unaffected.

Table 10. Findings for Justice Workers

Code	Example Expression
Child-oriented communication	‘I have little communication, but as long as I’m at home, I try to spend a lot of time.’ (JW1)
	‘Limited time, I wish I could have more time allocated.’ (JW3)
Spouse-oriented communication	‘I want to go home as soon as possible and take care of my child.’ (JW4)
	‘My relationship with my wife is very good’ (JW1)
Family-oriented communication	‘My wife and I are in a different profession and sometimes she wouldn’t want to understand how tired I could be.’ (JW2)
	‘Sometimes it can be adversely affected by being too nervous’ (JW2)
	‘There is a problem at the point of time allocation’ (JW3)
	‘I’m getting closer to social events. I’m becoming more protective of the body.’ (JW4)

Source: Prepared by the authors

Table 11 shows that people in this occupational category report more communication with their children as they learn more about them. The job’s tough working environment also affects these people’s procreation motivation. These individuals try to balance their relationships with their



spouses and families, and their professional occupation have positive and negative effects on certain relationships.

Table 11. Findings for Academics

Code	Example Expression
Child-oriented communication	‘The more I know about the child, the more positive my attitude towards him’ (AC8)
	‘After, I had a child; I started going home more often. I’ve had a positive life.’ (AC5)
	‘I’m working hard, I’m not thinking about children because I can’t take care of it enough.’ (AC4)
Spouse-oriented communication	‘No problem after balanced level’ (AC2)
	‘I developed more moderate positive attitudes towards my wife.’ (AC8)
	‘There can be arguments because of stress and fatigue due to my profession.’ (AC5)
Family-oriented communication	‘There are positive effects due to my profession’ (AC2)
	‘It causes me to lack a like-minded environment in social situations.’ (AC1)
	‘My profession has allowed me to have positive attitudes to different individuals as well.’ (AC8)

Source: Prepared by the authors

Table 12 shows that people in this occupational category are often absent from home due to their employment and cannot spend enough time with their children. Absence from home and job seem intensity affect spousal and family contact, some positively and others negatively. This pattern highlights the unique communication challenges faced by military personnel, emphasizing how occupational demands shape family dynamics and affect the quality of relationships at different levels.

Table 12. Findings for Military Personnel

Code	Example Expression
Child-oriented communication	‘We can’t be in constant communication because of the distance.’ (MP3)
	‘We don’t have any communication problems because we live together now. But we can have problems during our separation.’ (MP6)
	‘I have problems in communication from time to time due to assignments and seizures.’ (MP8)
Spouse-oriented communication	‘Distance, strengthened our love, respect and bond.’ (MP1)
	‘It’s like I’m living different lives. I don’t reflect on the difficulties I’m going through.’ (MP4)
	‘We have little sharing because we cannot be together too much.’ (MP12)
Family-oriented communication	‘I’m having trouble taking my time.’ (MP2)
	‘In my available time, I can only spare time for my family, not much time for other family members.’ (MP3)
	‘Even though I can’t be there for them because of the distance, they respect to this.’ (MP6)

Source: Prepared by the authors

Table 13 shows that some members of this occupational group believe their occupation does not affect their capacity to communicate with children, while others have trouble allocating time due to their work intensity. Their intense workload affected their family and marriage communication. These findings underscore how the demanding nature of tradesman work can create variability in family interactions, with some relationships remaining resilient while others experience strain.



Table 13. Findings for the Tradesman Profession

Code	Example Expression
Child-oriented communication	‘Unfortunately, my profession has nothing to do with children. All I can say is they love desserts.’ (TP1) ‘Timelessness, fatigue, problems. It can be difficult to take time and show interest in some situations.’ (TP6) ‘We have to spend less time.’ (TP1)
Spouse-oriented communication	‘My wife is my colleague. He knows the situations, the challenges. She lives it himself. Of course, the difficulties experienced at work affect couples negatively.’ (TP6)
Family-oriented communication	‘It made us spend less time.’ (TP1) ‘Spend less time. There’s no time left for the kids, for work.’ (TP6)

Source: Prepared by the authors

Table 14 shows that parents in this professional category communicate differently with their children for several reasons. Some parents said their employment helped them communicate with their kids, while others said their focus on work hurt them. Their careers affect their marriages and families. Due to society’s reluctance to embrace working-women, spouses experienced communication issues with their husbands.

Table 14. Findings for the Office Clerk Profession

Code	Example Expression
Child-oriented communication	‘Because we can’t spend time together, and because we sometimes take work home, there can be extreme stubbornness and resentment.’ (OCP1) ‘It provided a broader perspective.’ (OCP2) ‘Being an employee with children can cause difficulties in communication.’ (OCP5) ‘Being apart from him during the work process can cause stress.’ (OCP9) ‘I’m more selfless about communication.’ (OCP12) ‘I was connected with more love.’ (OCP2)
Spouse-oriented communication	‘My profession strengthens my relationship.’ (OCP4) ‘Being a working woman and dealing with the expectations society places on working women sometimes makes it difficult for me to concentrate.’ (OCP5) ‘Due to the lack of time, the effect on communication can be negative.’ (OCP6)
Family-oriented communication	‘Because there’s little time, I can’t spare much time.’ (OCP1) ‘My profession gives meaning to my family relationships.’ (OCP4) ‘No negative impact.’ (OCP10)

Source: Prepared by the authors

Table 15 shows that this occupational group views children as part of themselves, sources of love, unique creatures, and persons with rights. Due to their professional positions and continuous interaction with children in schools, these adults indicated they communicate well with children and value them. Due to work stress, some teachers had trouble communicating with their spouses, while others believed their employment had a good influence. Teachers said their jobs improved family communication.

Table 16 shows that this occupational group values their children, shows attention, considers them as their future, and does not bring work business difficulties to their relationships. Work intensity and night shift can cause these people to have trouble communicating with their spouses and families. These results highlight the dual impact of police work, where dedication and care toward children coexist with occupational challenges that may strain spousal and family communication.



Table 15. Findings for the Teachers

Code	Example Expression
Child-oriented communication	‘Everything changes in the perception of children. Since I personally see children as one of the most sensitive and precious beings, my perspective on them also curves in this direction.’ (T8)
	‘In accordance with our profession, we are the nurturers of children both spiritually and academically. Building a strong and healthy bond will surely positively affect the foundations of their future.’ (T14)
	‘I usually have the mentality that supports creativity, cares about their temperament, and that every child is special.’ (T17)
	‘Our communication with children is very good, we are role models. Our state and actions are effective in the development of the child.’ (T19)
Spouse-oriented communication	‘The hard work process causes me to spend less time with my wife, and that’s why we sometimes have problems.’ (T4)
	‘No negative effects.’ (T7)
Family-oriented communication	‘Since I continue the same profession with my wife, we have a lot in common. That’s why we can support each other when we are struggling.’ (T12)
	‘I have seen positive contributions in terms of transferring the experiences I have had in my profession to my family.’ (T9)
	‘My profession allows me to have a more positive attitude to other family members.’ (T10)

Source: Prepared by the authors

Table 16. Findings for the Policeman Profession

Code	Example Expression
Child-oriented communication	‘I see it as our future and I always act compassionately.’ (PP1)
	‘Our communication is good because I don’t reflect my business problems’ (PO3)
Spouse-oriented communication	‘Since patience is a profession, it can often take precedence over the family.’ (PP1)
	‘If you have night shift, you can’t have a family atmosphere with your spouse.’ (PP4)
Family-oriented communication	‘Our profession also affects our family relationship.’ (PP2)
	‘My profession has no effect on them because I see so little’ (PP3)

Source: Prepared by the authors

Examining Table 17, this occupational group’s respondents indicated that their profession favourably affects their communication with their children. It was discovered that their occupation had a good effect on their relationship with their spouse as well. It was observed that persons in the same occupational group as their spouses comprehend and support one another better. In conversations with the family, it became apparent that work intensity was causing problems.

Table 17. Findings for Healthcare Staff

Code	Example Expression
Child-oriented communication	‘Communication has been intense due to my profession. I’ve usually been able to address them.’ (HS2)
	‘My job has made me more solution-oriented.’ (HS13)
	‘I have to mingle with the children because of my job.’ (HS16)
Spouse-oriented communication	‘Since we are the same professional, we have a supportive relationship.’ (HS2)
	‘Since the profession is similar, we understood each other.’ (HS5)
	‘My profession has had a positive impact on our relationship with my wife. We supported each other.’ (HS8)
Family-oriented communication	‘Because of my busyness, my family and my environment have to persevere with me.’ (HS4)
	‘It has a negative impact because I work hard.’ (HS8)

Source: Prepared by the authors



In this section you should describe in detail the process used so that others can replicate the results obtained.

This study examined the impact of different professions on individuals' family communication. The findings are presented in separate sections, focusing on how professionals metaphorically describe children, spouses, and families, as well as how they communicate about these subjects. The distribution of metaphors used by all participants to describe children, spouses, and families is shown in Table 18 below.

Table 18. Distribution of the Metaphors Used by the Working Group Regarding Spouse, Child and Family into Themes

Metaphor / Question Theory	Child is Like... Because... (F)	Spouse is Like... Because... (F)	Family is Like... Because... (F)
Behaviorist theme	43	27	45
Existentialist theme	32	10	19
Gestalt theme	5	59	21
Humanism theme	5	1	7
Social learning theme	19	7	7
Ecological theme	—	—	5
Total	104	104	104

Source: Prepared by the authors

As shown in Table 18, the majority of the metaphors used by participants to describe the child are clustered under the behaviorist theme, while metaphors related to the spouse are predominantly grouped under the Gestalt theme. Metaphors concerning the family are again largely concentrated within the behaviorist framework. Within behaviorist theory, learning is explained through stimulus–response associations, and behavioral change is achieved through reinforcement. This perspective foregrounds observable and measurable behaviors rather than internal cognitive processes (Aslan et al., 2012). The mind is conceptualized as a “blank slate,” and the individual as a “black box,” where emphasis is placed on inputs and outputs while internal processes remain secondary (Ormrod, 1990).

Within this framework, parents who employ behaviorist metaphors tend to position the child as an object of conditioning, prioritizing observable behaviors over emotional or cognitive processes. Reinforcement thus becomes central to learning and development. The findings indicate that participants most frequently resort to behaviorist and existential metaphors when describing the child, suggesting that children's development is often interpreted through externally observable behavioral patterns rather than internal psychological dynamics.

Recent developments in qualitative research highlight the increasing use of metaphor analysis as a tool for understanding how individuals construct meaning in complex social domains. Metaphors function as cognitive framing devices that translate abstract experiences into more concrete and communicable forms (Semino et al., 2018). In the context of family and work studies, they reveal underlying assumptions about care, responsibility, and relational dynamics, particularly in situations characterized by role complexity and emotional labor. Supporting this perspective, recent qualitative studies indicate that behavior-oriented parental interpretations persist across different socio-cultural contexts. For example, Dayan Pinus et al. (2025) show that parents in



structured occupational environments tend to adopt more directive and control-oriented approaches, emphasizing compliance and behavioral outcomes. Similarly, Li (2025) demonstrates that occupational cultures shape parenting logics, particularly in relation to discipline and developmental expectations. These findings are consistent with the present study, reinforcing the argument that occupational environments indirectly influence parental meaning-making frameworks.

At the same time, occupational variation is evident. Participants from the justice, trade, education, law enforcement, and healthcare sectors are most frequently associated with behaviorist metaphors regarding the child. However, a notable exception emerges in the justice sector, where participants tend to conceptualize the family through an ecological perspective rather than a behaviorist one. The ecological approach emphasizes the interaction of internal and external influences in shaping human development, situating individuals within interconnected sociocultural systems (Bronfenbrenner, 1979). Consistent with this view, participants in the justice sector frame the family as a dynamic structure shaped by historical and social processes while simultaneously shaping these processes. Contemporary research confirms the continued relevance of this perspective. For instance, Yang and Oh (2024) demonstrate that the interaction between family environments and broader social structures directly influences children's cognitive, emotional, and social development, supporting a systemic rather than individual-level understanding of family dynamics.

In contrast, metaphors related to the spouse are predominantly aligned with the Gestalt perspective. Gestalt theory posits that meaning emerges from the perception of wholes rather than isolated parts (Karaman, 2020). Participants employing Gestalt-oriented metaphors tend to describe their spouses as complementary and mutually enriching partners, reflecting a relational understanding grounded in interdependence. This pattern is particularly evident among participants outside military and craft-related occupations. Existing literature supports this interpretation, indicating that perceptual integration and complementarity between partners strengthen relationship quality (Foucreault et al., 2023). More recent studies further reinforce this view. Singh et al. (2023) show that couples who perceive their relationships as integrative and mutually supportive report higher emotional well-being and more effective conflict resolution. Similarly, Cox et al. (2022) highlight the importance of shared meaning-making and relational coherence in maintaining relationship quality under work-related stress. Together, these findings suggest that Gestalt-oriented metaphors reflect a holistic and relational conceptualization of spousal dynamics.

Existential themes also occupy a significant place in participants' metaphorical constructions. Existentialist perspectives emphasize meaning-making, purpose, and the subjective experience of existence (Çelik, 2017). In this study, existential metaphors are particularly prominent in relation to children, especially among participants in academic and military professions, who frequently describe their children as central to their sense of purpose. This highlights the coexistence of different interpretive frameworks: while behaviorist metaphors emphasize control and external shaping, existential metaphors foreground meaning, value, and emotional significance.

Beyond metaphorical constructions, participants' narratives also reflect broader work–family dynamics. Many participants report that workload and occupational demands limit the time they can allocate to their children and spouses, thereby affecting the quality of family interactions. This



aligns with longstanding findings that work-related stress and time pressure negatively affect family functioning (Kelly & Voydanoff, 1985). Education level is also known to shape parenting practices and parent–child relationships (Laosa, 1983; Michael, 1972), while recent research highlights the increasing involvement of fathers in early child development (Harewood et al., 2017). Contemporary studies further strengthen these observations. For example, Liang and Chen (2025) demonstrate that work–family conflict negatively affects parent–child relationships, partly through parental burnout, while Wang et al. (2023) show that work-to-family conflict predicts social behavior problems in preschool children. These findings support the argument that occupational demands may have long-term implications for both children and parents.

Gender dynamics constitute another important dimension of the findings. Female participants, particularly those working in public institutions, report that societal prejudice against women's employment negatively affects family relationships. This is consistent with previous research indicating that work–family imbalance increases relational conflict (Aycan et al., 2007) and that women often experience greater role strain due to competing expectations in professional and family domains (Özen & Uzun, 2005). Although domestic support can mitigate this tension (Gülbayrak & Açıık, 2004), gender differences remain evident. Recent research confirms this pattern: Townsend et al. (2024) find that women with traditional gender role beliefs experience higher levels of work–family conflict, while Taouk et al. (2025) demonstrate that the negative mental health effects of such conflict are more pronounced among women, particularly in relation to childcare responsibilities.

These findings can be further understood within the broader framework of role conflict. Work–family conflict arises when the demands of one domain interfere with the fulfillment of roles in another (Greenhaus & Beutell, 1985; Netemeyer et al., 1996). Contemporary research continues to support and expand this conceptualization. Sohal et al. (2025) confirm the bidirectional nature of work–family conflict and its impact on both individual well-being and family dynamics. In the present study, participants across occupational groups report difficulty in allocating sufficient time to family members due to intense work demands. However, this process is not exclusively negative. Work–family facilitation processes, whereby positive resources are transferred between domains, may mitigate these effects (Wayne et al., 2004). Indeed, recent longitudinal research demonstrates that work–family enrichment reduces parental burnout and stress (Wang et al., 2024).

Finally, recent international research highlights that work–family dynamics are shaped not only by individual experiences but also by structural and institutional factors. Ewald and Hogg (2022) show that flexible work arrangements may paradoxically intensify work–family boundaries by increasing expectations of constant availability. Similarly, Gabriel et al. (2025) demonstrate that occupational inequality significantly affects individuals' capacity to balance work and family roles, with lower-status occupations experiencing higher levels of conflict and fewer supportive resources. These findings suggest that work–family conflict should be understood within a broader structural context, where occupational conditions, institutional arrangements, and social expectations jointly shape family experiences.

Taken together, these findings suggest that occupationally shaped metaphorical constructions are not merely individual cognitive expressions but are embedded within broader socio-structural dynamics. The dominance of behaviorist metaphors, particularly among certain occupational groups, reflects not only personal parenting orientations but also the internalization of discipline-



oriented and control-based logics prevalent in structured work environments. Similarly, the emergence of Gestalt metaphors in spousal relationships points to the importance of relational coherence and mutual interdependence, especially in contexts where work-related stress requires compensatory emotional integration within the family. More importantly, these patterns highlight how occupational inequality and gendered role expectations intersect to shape family experiences. The differential distribution of time, emotional resources, and institutional support across occupational groups suggests that work–family dynamics cannot be fully understood without considering structural constraints. In this sense, the study contributes to ongoing debates in the sociology of work and family by demonstrating that individuals’ meaning-making processes, captured here through metaphors, are closely linked to their position within broader social and occupational hierarchies. Thus, rather than viewing work–family relationships solely as a matter of individual adjustment or interpersonal dynamics, the findings underscore the need to conceptualize them within a multi-layered framework that integrates psychological, relational, and structural dimensions. This perspective not only deepens the interpretative value of metaphor analysis but also positions the study within contemporary discussions on occupational inequality, gender dynamics, and the structural conditions shaping work–family balance.

4. Conclusion

This study clearly demonstrates that occupational life cannot be treated as a secondary domain in relation to family functioning. Occupation provides a primary interpretive framework through which individuals construct the meanings they attribute to children, spouses, and family. Across occupational groups, participants tended to describe children and family through behaviorist metaphors, whereas the notion of spouse was more often framed through a Gestalt oriented understanding of wholeness and completion. This pattern points to a dual structure in intrafamilial meaning making. Relationships with children and family are commonly interpreted in terms of guidance, shaping, and environmental influence, while marital relationships are understood through mutual adjustment, complementarity, and unity. The fact that participants working in the justice sector evaluated family within a more ecological frame further indicates that occupational culture does not produce only time related constraints, but also transforms perceptions of responsibility, reciprocity, and role boundaries.

Another notable contribution of the study is its evidence that work life can influence family communication in both constraining and enabling ways. Time pressure, shift-based schedules, emotional fatigue, and high workload may reduce the quality of family interactions and can particularly limit communication between spouses and between parents and children. At the same time, the findings suggest that competencies developed in professional context can positively transfer to family life. In several occupational groups, especially among teachers and healthcare professionals, empathy, patience, and effective communication skills were reported to be carried into the home environment. This result indicates that approaches that explain the work family interface only through conflict remain insufficient. Occupational roles appear to generate both difficulties and opportunities simultaneously. In this respect, the study shows that professional experience shapes not only behavioral patterns within families but also emotional orientations and systems of meaning.



The overall picture suggests that family-related policies and interventions should be designed with sensitivity to occupational differences. Flexible work arrangements, management approaches attentive to employees psychological needs, and family supportive organizational cultures emerge as particularly necessary in occupations characterized by irregular schedules and high emotional demands. Future research should examine how these relationships unfold across different regions and institutional contexts. It is also important to include longitudinal designs and to complement metaphor analysis with observation based or mixed methods approaches in order to strengthen interpretation. Taken together, the study offers a coherent and holistic account of how occupational cultures are reflected in everyday family life and demonstrates a strong link between professional experience and family dynamics.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Ethical implications

The study was reviewed and approved by the Scientific Research and Publication Ethics Committee of Hakkari University Rectorate (Document Date and Number: 20.02.2022–23184). All procedures were conducted in accordance with internationally accepted ethical standards for research involving human participants. Prior to data collection, all participants were informed about the purpose and scope of the study, their rights as participants, and the voluntary nature of their involvement. Written and verbal informed consent was obtained from all participants. Participants were assured that they could withdraw from the study at any stage without any negative consequences. Confidentiality and anonymity were strictly maintained, and no identifying information was included in the data or reported findings. All data were securely stored and used solely for academic purposes. In addition, care was taken to ensure that the interview process did not involve any psychological risk or discomfort, and participants were not exposed to any form of pressure or coercion.

Authors' Contribution

All authors contributed substantially to the study and meet the criteria for authorship. Conceptualization and study design, data collection, data analysis and interpretation, drafting of the manuscript, critical revision of the manuscript and final approval was carried out equally for all the authors.



Declaration of generative AI-assited technologies in the writing process

During the preparation of this manuscript, artificial intelligence tools were used at a limited level for language editing and translation purposes. All outputs were carefully reviewed, revised, and validated by the authors. The authors take full responsibility for the content, originality, and scientific accuracy of the manuscript.

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