

Work-Life Balance, Online Learning and Technology

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Since the 1970s, scholars have been interested in the work-family relationship since it shows how work affects the family and vice versa (Clark, 2000). On the other hand, the information society of today offers us a societal picture in which ICTs play a significant part in every aspect of life, including education. Online learning is one of the new educational formulas made feasible by the broad growth of communications and technology. On the other side, the influx of new technologies has hurt the workplace. Since its debut, the workplace has undergone significant change. The productive reality includes things like email use, Internet access, automated worker data processing, teleworking, and the use of new technologies for labor benefit monitoring and control. These are just a few examples of how new technologies are becoming more widely used in businesses.

Keywords

Peer review and academic publication reviews are included in this work. to guarantee the articles' veracity and accuracy. One of the most important steps in the bibliographic search process is properly formulating the search strategy. We can use the search method on many databases once it has been developed and designed. The Capella University Library, Google Scholar, ProQuest, and EBSCO were among the resources consulted for this paper. A combination of keywords, including work-life balance, seminal, online learning, mobile worker, mobile workforce, teleworker, and systematic literature review, was used in the search approach. Which keywords were deemed ineffective or rejected? To have a more in-depth discussion about the keywords that fulfills a portion of the assignment, Patricia, add these keywords here.] These keywords aid in refining the search and locating the research for this article. Although it took a lot of time, employing the strategic plan also helped to speed up the process. The year of

publication was the basis for the article selection process, particularly for the foundational work.

"Seminal works are papers that first introduced a concept of significant importance or effect

within a certain discipline. They are also commonly referred to as crucial or landmark studies.

You will probably see these sources often cited in other journal articles, books, dissertations, etc.

since seminal articles are widely cited in research (Capella, n.d.). Reviewing the bibliography,

which lists the articles we chose because they fit our theme, was also crucial.

Theories Seminal Works and Recent Research

The harmony between the numerous roles that people perform in various facets of their lives is what makes work, family, and personal life balanced. The history of work-life balance initiatives is closely linked to the tension that exists between work and family, an issue that has attracted organizational and scientific attention in recent decades. "The work/family theory was introduced by Clark (2002) and argued that the primary connection between the work/family system is not emotional but human" (p. 748). Additionally, Clark (2000) acknowledged that the disparate domains of work and family have an impact on one another, and there are a number of hypotheses that can account for this relationship. Most of what is known about it comes from the theory of spillover, which explains how events in one important domain—whether favorable or unfavorable—have an impact on another dynamic domain, i.e., the indirect influence that the family has on the workplace and vice versa. When role conflicts arise in one area, they may cause emotions of unease and strain in other areas that impact the execution of other crucial jobs. According to current study, Ayadauri (2018) defined spillover theory as a process by which people's experiences in one position influence their experiences in another, with each role's experiences having the potential to have either positive or negative spillover effects (p. 9). Conversely, Pleck (1977) developed a framework of work-family roles and examined the

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relationships between male roles in the workplace, male family roles in the home, and female roles in the workplace and home. So, as stated by Ayadurai (2018), males experienced spillover from job roles into family roles, while women experienced spillover from work roles into family responsibilities. When role conflicts arise in one area, they may cause emotions of unease and strain in other areas that impact the execution of other crucial jobs. Therefore, tensions that result in work-family conflict are created when labor needs and family obligations are incompatible. Similarly, work-family balance self-efficacy—that is, people's confidence in their capacity to manage their future roles in work and family—was covered by Killian et al. (2003). The predicted work-family conflict construct and this individual difference construct might be connected. In other words, people who think they can manage their work and family responsibilities in the future could be less prone to foresee conflict between the two (As cited by Friede, 2005, p.1). Friede (2005) examined the self-efficacy of two sample questionnaires that assessed work-family balance. They were, "I think I could concentrate at work if I had family problems on my mind" and "I could integrate job and family roles without too much difficulty" (p. 5). According to Friede (2005) on page 5, the poll revealed that work-family conflict is anticipated as a type of conflict between the duties of work and family. Thus, by examining the mediating mechanisms of self-efficacy and work-life balance based on the social cognitive theory, which explains psychosocial functioning based on the triadic reciprocal determinism model, Chan, Kalliath, Brough, Siu, O'Driscoll, and Timms (2016) investigated in their research how work-family enrichment contributes to job and family satisfaction. According to this concept, environmental, behavioral, and personal factors function as interacting determinants that have a reciprocal effect on one another and eventually alter an individual's self-perception (As stated by Chan et al., 2016, p. 4). Accordingly, satisfaction is the result of a worker's

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reciprocal relationship with his or her working environment, which includes factors like control or power that can impact and regulate equality in the workplace (Chan et al., 2016, p. 4). The degree of self-efficacy affects how one interprets and responds to environmental pressures. It contributes to what is thought to be a protective aspect for people's health by absorbing perceived stress. The degree of specificity of the task or situation that an individual must encounter determines their level of self-efficacy since they can believe they are capable of handling one circumstance but not another (Chan et al., 2016, p. 5).

According to McIntosh and Gunawardena (1996), online learning is a type of remote learning in which the information is created using any electronic medium, such as the Internet, intranet, extranet, audio/video cassettes, and interactive television. On the other hand, online learning is an instructional technique that relies heavily on the use of modern technologies, according to Nguyen (2015). As we can see, the idea is wide and offers a wide range of options for distant learning. Training in both synchronous and asynchronous modes is introduced. But with the advent of modern technology, synchronous training is now possible, allowing teachers and students to interact with each other at the same time regardless of where they are physically located (McLsaac & Gunawardena, 1996, Sun & Chen, 2016). Nonetheless, scholars contended that although technology accentuates the concept of remote learning, research and theoretical underpinnings in the subject are lacking (McLsaac & Gunawardena, 1996).

Similar to this, Thomas Russell (1999) assembled more than 350 studies on online and distance learning beginning in 1928 and concluded that there is no discernible difference between mediated instruction and the traditional face-to-face format in terms of learning outcomes (As referenced by Nguyen, 2015, p. 312). It is recommended that study not just

concentrate on technology but also examine the ways in which it interacts with students' lives and impacts both teaching and learning (McLsaac & Gunawardena, 1996, Nguyen, 2015).

On the other hand, there aren't many research that are relevant to the literature on WLB and online learning. According to Ayaduri (2018), "Although work-life conflict in traditional work and educational settings has been extensively researched, one aspect of work-life conflict that has not been thoroughly examined is the role of online students" (p. 3). The learning environment (home, office, or learning center), or the space-time framework in which the learner produces activities, will primarily determine the obstacles required for the learning process.

According to Pookaiyaudom (2015) (quoted by Ayaduri, 2018, p. 3), "Students may be overwhelmed due to their academic workload, paid job demands, personal commitments, and family responsibilities." As elucidated by Antonaci and Klemke Specht (2019), gamification has emerged as a promising approach to user engagement that has promise for the realm of online education. To fill in the blank of how gamification affects user behavior in online learning, the authors conducted a thorough assessment of the literature. Through the use of gamification, the instructor would be in charge of encouraging students to participate when it is lagging, mandating their regular engagement in the process, inviting specialists to join the process to quickly give specialized information, or having students take the lead in the debate. In the study, Ayaduri (2018) divided the effects of gamification into six categories: social awareness, performance, motivation, and engagement, as well as attitude toward gamification and collaboration. The results clarified why there is a dearth of empirical study on gamification because the discipline is still young and gamification's application in online learning, particularly in Massive Online Open Courses (MOOCs) is one of its applications.

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Researchers attempting to comprehend the impact of mobile information technology devices (MITDs) on workers' work-life balance (WLB) are particularly interested in these gadgets (Adisa, Gbadamosi & Osabutey, 2017). The impact of MITDs on employees' work-life balance was examined by the researchers through semi-structured interviews. The results highlight the critical role that MITDs play in achieving flexibility, which is essential for reaching WLB. But there is now less distinction between the work and non-work domains due to the adoption of MITDs. Employees' overall health and well-being, their family ties, and their working hours have all been negatively impacted by this unintentionally extended workweek. Since its antecedent—the noun to which a pronoun refers—is not made explicit, the demonstrative pronoun "this" in this instance is ambiguous. Making use of the pronoun as a demonstrative adjective is one technique to resolve this problem. As an illustration, this solution has unintentionally caused further issues. Who or what has unintentionally increased work hours for employees at the expense of their families, general health, and well-being?] Research indicates that while MITDs may enhance work-life balance, improper management may result in work-life conflict. The report urges a reexamination of border theory and WLB policies and practices to make sure that MITDs can boost productivity without unintentionally contributing to subpar WLB. It might be argued that whereas MITDs offer tools that improve output and performance at work, they can also present challenges for employers managing workers' wages (p. 2). The bulk of previous research has likewise employed quantitative methods, which fall short in assessing the pertinent subtleties common in employee border movements concerning MITDs.

Critical concepts like the tension between work and family, the negative effects of taking on too many responsibilities on people's wellbeing and satisfaction, and the labor organization's

support for the creation of accommodative policies are all reasons why these models are important to use as a foundation for the analysis of this research.

Summary

The purpose of this study was to examine in-depth the perspectives of the seminal work and contemporary scholars on technology, work-life balance, and online learning, as well as the effects these factors have on their personal, familial, and professional lives. Among the most relevant and significant results for the theoretical field of balance, the advancement of technology stands out. For some authors, gender roles play an essential role in the family socialization process, but also as part of formal education, mass media, etc. (Women's Institute, 2008). The literature shows that the elements associated with the balance are diverse. However, they are generally classified into three broad groups, namely: family, work, and person. For example, studies such as Mangels (2008) reveal that success careers is associated with an adequate balance between work and family factors. Similarly, Chan et al., 2016 found that satisfaction in the personal / family or work environment is invariably affected by the perception of limitation in at least one of them. In addition, they concluded that for women to be considered successful, three trends are identified: work-family balance, personal success, and job growth. Finally, it was found that age has to do with the perfection of satisfaction in these areas because while women are older, the perception of satisfaction increases in all trends (Friede, 2005).

On the other hand, the use of technology can be an innovative strategy that responds to some of the existing problems. It also constitutes an essential element of adaptation of students and teachers to the characteristics of the Information Society in the We are currently. The educational community is concerned about this issue; therefore, numerous investigations and studies have been carried out in this regard. We can find some works that follow this same line in

the Literature review. Thus, for example, the investigations of da Ponte and others (2007) Lee & Wu (2006) or Moore and others (2000) use different technological resources to try to reach the same end. It is related to the improvement of the processes that make the student in practice act in a more thoughtful way and receive the excellent support possible to achieve this goal.

Reflections

We can conclude by making a general reflection of what this document has meant in the area in which we are moving and the possible continuation we estimate. It could occur in new paths that complement what has already been done or explore other related fields. This reflection must also arise from the full awareness of the limitations of this study. In this world of accelerated technological changes, the incorporation of technologies into education through the various innovation processes does not automatically transform or improve educational processes, but it does substantially modify the context in which these processes take place and the relationships between their actors and between them and learning tasks and content. A theory is a series of interrelated constructors (or variables) that makeup propositions or hypotheses, which specify the relationship between variables. The systematic approach can be an argument, an argument, or a foundation, and it helps explain phenomena that occur in the world.

Progress and Future Strategy

Throughout this assignment, I have made substantial progress in the literature search and topic development on the impact of online learning on work-life balance. By utilizing databases such as the Capella University Library, Google Scholar, ProQuest, and EBSCO, I conducted a comprehensive search using keywords like "work-life balance," "online learning," "mobile workforce," and "systematic literature review." This meticulous search yielded a robust

collection of articles, forming a solid foundation for understanding the interplay between online learning and work-life balance.

The literature search provided critical insights into the dual nature of technology's impact on personal and professional lives. Key theories such as work-family conflict, spillover, self-efficacy, and work-family enrichment emerged as essential frameworks for this research. These insights have been pivotal in shaping my research direction, underscoring the necessity of examining both positive and negative ramifications of online learning on work-life balance.

Moving forward, refining the research question to focus on specific aspects of work-life balance influenced by online learning is paramount. A detailed analysis of the collected articles will be undertaken to extract significant findings and trends. Engaging with recent studies employing both qualitative and quantitative methodologies will be crucial to providing a balanced perspective on the subject.

Considering the research question's nature, a mixed-methods approach integrating qualitative and quantitative strategies will be adopted. This approach will facilitate a comprehensive understanding of the nuanced ways online learning affects work-life balance, offering both statistical insights and in-depth qualitative data. By continuing this strategic approach, the aim is to develop a robust research framework that thoroughly addresses the complexities of work-life balance in the digital age.

References

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Dechen, T., Wangyal, S., Tanimoto, S., Sato, H., & Kanai, A. (2020). A Preliminary Study of Risk Assessment of Mobile Workers for Improvement of Work-Life Balance. *Bulletin of Networking, Computing, Systems, and Software*, 9(1), 43-45.

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Handbook of research for educational communication and technology: A project of the

Association for Educational Communication and Technology (pp.403-437). New York: Simon & Schuster Macmillan.

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.

Quinn, B. (2016). Computational thinking guiding change in online education. *Issues and Trends in Educational Technology*, 4(2).

Appendix

Antonaci, A., Klemke, R., & Specht, M. (2019). The effects of Gamification in online learning environments: A systematic literature review. *Informatics*, 6(3), 32.

doi:10.3390/informatics6030032

Antonaci, Klemke & Specht (2019) explained that Gamification has recently been presented as a successful strategy to engage users, with potential for online education. However, the authors performed a systematic literature review to close the gap explaining the effect of Gamification on user behavior in online learning. The authors affirmed that Gamification effects had been investigated in different domains such as banking, trading, medical field, and marketing. The study addressed the effects of gamification into six areas: performance, motivation, and engagement, attitude towards gamification, collaboration, and social awareness. The findings explained that Gamification and its application in online learning and, in particular, in Massive Online Open Courses (MOOCs) are still a new field; therefore, it is a lack of empirical research on Gamification.

Ayadurai, V. K. (2018). *Work-Life Balance, Work-Study Interface, Gender, Stress, and Satisfaction of Online Students*.

Ayaduri (2018) asserted that the interface between work and private life has been characterized by different terms, such as work-life balance. It is claimed that there is always interference between work and aspects of a person's life not linked to work, which

implies inter-role conflict, in which the pressures from the labor and family spheres are mutually incompatible in some respect (Ayadurai, p. 6, 2018). The author used a quantitative study to measure "the effects of gender on the relationships between work- life balance and work-study interface of working online students and their perceived stress and satisfaction with life." (Ayadurai, p. 9, 2018). Furthermore, the study examined the changing social role in gender and spillover experiences of working online students in their work-life balance and work-study interface. However, the author used a spillover theory and social role theory. According to Ayadauri (2018), Spillover theory is a process by which individuals' experiences in one role affect the individuals' experiences in another role, and the experience on each role could develop a positive spillover or negative spillover (p. 9). In addition, people may experience stress and fatigue during these spillovers. The study explained that "demographics of marital or partner status, long working hours, child-care responsibilities and support from the head of the department influenced the work-life balance of schoolteachers" (Ayadauri, p. 10, 2018). Furthermore, social role theory attempt to understand the origin of sex differences and similarities in social behavior. The author explained that according to the role," individuals may experience stronger negative emotions when one role interferes with the other role" (Ayadauri, p. 10, 2018). One of the limitations found in this study was establishing awareness and understanding of the role conflicts faced by working online students in their work-life balance (Ayadauri, p. 16, 2018).

Chan, X. W., Kalliath, T., Brough, P., Siu, O. L., O'Driscoll, M. P., & Timms, C. (2016). Work–family enrichment and satisfaction: The mediating role of self-efficacy and work–life balance. *The International Journal of Human Resource Management*, 27(15), 1755-1776.

Based on social cognitive theory, Chan, Kalliath, Brough, Siu, O'Driscoll & Timms (2016) examined in their research how to work-family enrichment contributes to job and family satisfaction by exploring the mediating mechanisms of self-efficacy and work-life balance. The authors used a heterogeneous sample of Australian employees from four different organizations. Furthermore, Chan et al., 2016 used structural equation modeling; the result provided support to their hypothesis of work-to-family enrichment and family- to-work enrichment are related to self-efficacy, and those a positive effect on work-life balance. The theoretical foundation of this research is based on the concept and prepositions of role accumulation theory that is understood as experiences of one role improve the quality of life of the other role. The authors highlighted the importance of managers and human resources to implement positive psychology interventions regularly. The study argues about the impact of work-family enrichment on self-efficacy to balance work and life. Chan et al., 2016 explained the importance that organizations help the employee to build self-efficacy.

Dechen, T., Wangyal, S., Tanimoto, S., Sato, H., & Kanai, A. (2020). A Preliminary Study of Risk Assessment of Mobile Workers for Improvement of Work-Life Balance. *Bulletin of Networking, Computing, Systems, and Software*, 9(1), 43-45.

The researchers presented a preliminary study about the risk of mobile workers. Dechen, Wangyal, Tanimoto, Sato & Kanai (2020) compile 20 different risk found in past literature review and surveys on mobile workers and the mobile workforce. The authors asserted that due to increase of business competitiveness organizations are enabling worker to work remotely and creating new workspaces environments. The data obtained by the global mobile workforce stated that it would increase from 1.45 billion in 2016, accounting for 38.8% of the global workforce, to 1.87 billion in 2022, accounting for 42.5% of the global workforce (p. 43). On the other hand,

the study highlighted that further studies showed that “81% of CIOs said their company had experienced a Wi-Fi related security incident in the last year and 62% of Wi-Fi related security incidents occurred in cafés and coffee shops. 94% of CIOs believe the rise of BYOD has increased mobile security risks, and only 46% of enterprises were confident that mobile workers were using a VPN” (Dechen, Wangyal, Tanimoto, Sato & Kanai, 2020, p. 44). The objective of the study is to understand and implement the mobile workforce and to acknowledge psychological risks to workers due to lack of work-life balance.

Holden, S., & Sunindijo, R. Y. (2018). Technology, long work hours, and stress worsen work-life balance in the construction industry. *International Journal of Integrated Engineering*, 10(2).

The author assesses the level of work-life balance (WLB) and identify factor that alter the work life balance in Australian construction industry. The study used a quantitative data sourced via a questionnaire survey. The questionnaire was divided in three section demographic-related questions, questions to measure the level of work-life balance (11 items), and questions on factors affecting work-life balance (23 items). Based on the combined results of the questionnaires technology had the biggest negative impacts on WLB because it allows employees to be steadily connected to work, thus causing difficulties for them to separate work from life. the finding showed that management is responsible for the low WLB. According to the authors “the average number of hours worked in the construction industry was 62.5 among site-based project staff, 56.1 among office-based project staff, and 49.0 among head or regional office staff, far longer than the typical 38-hour working week in Australia” (Holden & Sunindijo, 2018, p.13). Within the factor that affect WLB are; Technology, Business culture, commute time, salary compensation, and health and work- life balance initiatives. The author manifested that

collect a larger sample size and comparing the work-life balance trends between different sized construction organizations will provide a richer picture of the real conditions in the industry. The authors highlighted that a qualitative approach can be used to get deeper insight on the work-life balance issues in the construction industry so effective solutions can be developed.

McIsaac, M. S., & Gunawardena, C. N. (1996). Distance education. In D. H. Jonassen (Ed.), *Handbook of research for educational communication and technology: A project of the Association for Educational Communication and Technology* (pp.403-437). New York: Simon & Schuster Macmillan.

Dr. Marina Stock McIsaac is Professor of Educational Media and Computers at Arizona State University. “She has twice been awarded a Fulbright Senior Scholar/Researcher Award to work in Distance Education at Anadolu University, Turkey”. Dr. Charlotte Nirmalani Gunawardena is an Associate Professor of Innovative Programs at the University of New Mexico where she specializes in Distance Education. According to the authors in the late 1980, the University of Chicago opened major correspondence programs in different locations. According to the study, the establishment of the British Open University in the United Kingdom in 1969 marked the beginning of the use of technology to supplement print-based instruction through well designed courses. The researchers asserted that emerging communication technologies, and telecommunications, provide highly cost-effective solutions to the problems of sharing information and promoting global understanding between people. However, the authors argued that while technology decorate the idea of distance education, the studies in the field showed a lack of theoretical foundation and research. McIsaac & Gunawardena (1996) asserted that distance education could not properly identify theoretical frameworks, implementation issues also become important. However, the still a need for educator investigate how the learner, the

instructor and the technology collaborate to generate knowledge. Most studies have only focused on comparisons between delivery media such as television, video, or computer and traditional face-to-face teaching. Other research compared the effectiveness of one distance delivery medium over another. Most of these media comparison studies found no significant differences in learning. The authors highlighted that the traditional research literature in distance education is brief and inconclusive. McIsaac & Gunawardena (1996) states that both quantitative and qualitative studies have generally lacked rigor. Driven by practice, much research has taken the form of program evaluation, descriptions of individual distance education programs, brief case studies, institutional surveys, and speculative reports (p.32). Furthermore, the author discusses about the research and technology since both are related due to technology of delivery. Most distance education programs today require the use of technology, and various approaches have been proposed for revised evaluation techniques. The authors highlighted that research should not focus only on technology, urge research to identify how technology interacts with students and how it affects teaching and learning. On the other hand, the author highlighted the lack of research on other areas such as course design and communications, issues relating to teaching, policy and management. The author suggested that future research on establishing theoretical frameworks as a basis for research, also evaluate the interactions of technology with teaching and learning.

Thus, practitioners need to investigate issues of achievement, motivation, attrition, and control.

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.

Online learning is an educational strategy, based on the intensive use of new technologies. It is flexible operating structures and highly efficient pedagogical methods in the online learning process, which allows the students' time, space, occupation, or age conditions not

to be limiting factors or conditioning factors for learning (Nguyen, 2015, p. 308). The author argued that the question of whether online learning is as effective as face-to-face teaching for the achievement of learning outcomes will continue to be the subject of debates and research for a long time. The study analyzed several seminal works about the benefit of online learning.

According to Nguyen (2015), there are positive effects for student learning outcomes in the online or hybrid format compared to the traditional face-to-face format. Furthermore, this study explained that a group of researchers performed systematic research of the literature from 1996 to 2008 and identified vast empirical studies of online learning. According to the researcher's analysis, four factors play a crucial role in the future of virtual education can be identified: research on its effectiveness, technological advances, costs and market competition, and response to influences from the market. The authors took all the different research, compared them, and provided a breakdown of positive (92% as effective), negative (3% not as effective), mixed (4% had mixed findings), and null groupings.

Quinn, B. (2016). Computational thinking guiding change in online education. *Issues and Trends in Educational Technology*, 4(2).

Quinn's literature offers a review of the current literature on application of computational thinking in higher education and her objective is provide a framework which will support faculty who are challenging in the transition from face to face (F2F) learning to online learning. The article highlights the necessary change to success in any system. In addition, the author discussed the Innovation Theory, which address challenges as a large social challenge. Quinn (2016) described the research strategy and explained that the search was limited to peer-reviewed scholarly articles on higher education published after the year 2000. The results showed that the faculty perceived barriers to online education and solutions where technology

and training arise as a common problem. Therefore, when these problems are explored and define the application of CT strategies can bring solutions. Prior research by Wing (2006) explained how and why CT is important for problem solved. Quinn (2016) asserted that CT develop an innovate thinking, it can offer faculty the chance to explore new issues and develop their creativity in design course, research and policies within their areas of specialization.

Sun, A., & Chen, X. (2016). Online education and its effective practice: A research review. *Journal of Information Technology Education*, 15.

Sun &Chen (2016) from Rowan University discussed the effectiveness of online learning and asserted that well-designed course motivates the interaction between the instructor and learners. The authors used a qualitative content analysis evaluating 47 published studies and online research from 2008. The National Center for Educational Statistics (2008) found that some of the factors that influence institution to offer online courses included meeting students' demands for flexible schedules (68%), providing access to college for students who would otherwise not have access (67%), making more courses available (46%), and seeking to increase student enrollments (45%). On the other hand, the study explained the importance of technology in online education. The authors explained that online education began in the late 20th century, and online programs and classes were synchronous and used chat rooms, instant messaging, and texting. Both chat rooms and instant messaging, being synchronous, allow users to decide who participates in the conversation (Sun &Chen, 2016). The authors point out that the model of Massively Open Online Course (MOOC) was introduced in 2008 with the idea to increase the accessibility to higher education by larger segments of the public. In addition, the authors draw

our attention that it is a lack of research on teachers' roles in online education. The author concluded that there is a gap and future research should be performed in online instructions practices.