



Influence of Psychological and Technology factors on Work life balance of Teachers in Digital revolution by adopting Technology Acceptance Model (TAM)

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Abstract

During Pandemic Information and Communication Technology (ICT) has turned into a vital part which has impacted the education sector in Information and Communication Technology. Technology tools were applied and alterations made in the out-dated methodology of teaching. Tremendous changes incorporated in the conventional teaching learning strategies. During this time ICT utilization has developed colossally. The ascent of advances has jumbled its reaction and teachers found difficult while teaching. The compelling joining of innovation in class rooms rehearses represents a challenge to instructors than interfacing PCs to an organization. For fruitful mix of ICT into teaching, the review has featured on factors that emphatically or adversely impact educators' utilization of ICT. Contingent upon how teachers deal with the limits between the work and life spaces, exercises in a single area can make overflows to the next area, bringing about job struggle or job confusion. Teachers can utilize adaptability of ICT to decrease week after week work requests and re-establish harmony in ones work life balance. (WLB)

Key words: Psychological factors, Information and Communication Technology (ICT), education sector, adaptability of ICT, work life balance

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Introduction:

Education is one of the areas that have been generally decisively impacted by the pandemic. A large number of youngsters everywhere, alongside their instructors and guardians, needed to abruptly adjust to better approaches for learning and getting to educational resources. Trust in computerized learning has developed and the capability of

innovation has been understood.'The sudden change to computerized learning was startling. Internet educating adversely affected their psychological wellness. As technology has progressively become installed in each part of our lives, it was ostensibly unavoidable instruction would ultimately move along these lines. Teachers have now



become surer on working with technology. Educators

Sentiments, information and perspectives influence their utilization of ICT in teaching. Research has shown that educators' perspectives towards technology impact their acknowledgment of the convenience of technology and its coordination into teaching. On the off chance that educators' perspectives are positive toward the utilization of educational technology, they can undoubtedly give valuable knowledge about the adoption and integration of ICT into educating experiences. (5)

Owing to COVID-19 many sectors got affected and the education field was worst affected. The unexpected disturbance of closure of educational institutions made the teachers to make alternative arrangements and moved from traditional method of direct teaching to online coaching. As they are dealing with the students, care must be taken by the teachers and use their time effectively and make the students understand through online education. The education division has been wisely applying technology to reach the students, as during COVID-19 lockdowns, physical distancing, travel restrictions were imposed by the government. Abundant digital platforms to transmit teaching-learning progressions have developed and are widely used by the education sector. The effectiveness of teaching-learning methods and the consequences of nonstop online events for longer periods affected the work life balance of the teachers. (6)

Objectives:

To discover the difficulties of teachers in digital revolution

To ascertain the influencing of Psychological elements and Technology factors in work life balance of teachers due to digital revolution

To propose suggestions to balance the teachers work life

Review of literature

Charles Buabeng-Andoh in his article Factors influencing teachers' adoption and integration of information and communication technology into teaching (2012) stated that entrance to ICT infrastructure and resources

in educational institutions is a required form to the incorporation of ICT in education. Actual adoption and integration of ICT into teaching in educational institutions depend on the availability and ease of access of ICT assets such as hardware, software, etc. when teachers cannot access ICT assets, then they will not use them. The teachers must be trained to use computers; updated software and hardware and incorporation of technology. A study revealed that access to technological resources is an effective way to teachers' pedagogical use of ICT in teaching. A study in higher education in Turkey showed that majority (82.5%) of the teachers is having access to computers and the internet. (8)

Ana-Maria Cazanher study the digitalization of working life: Challenges and opportunities- (2020) mentioned that after pandemic, the role of technology in working life has enlarged. Technology and digitalization play a critical role in the development of the institutes and the entire society. The dominance of digital revolution has become an extensively researched topic, the digital workplace environment must possess infrastructure in the organization to increase employee productivity. Digitalization generates alterations in the work place, improving business performance and worker output, gives job satisfaction, able to manage work life balance, enhances worker self-sufficiency and checking hierarchical levels. Information and Communication Technologies (ICT) are essential mechanisms for improving the working environment. (1)

Difficulties faced by teachers in digital revolution:

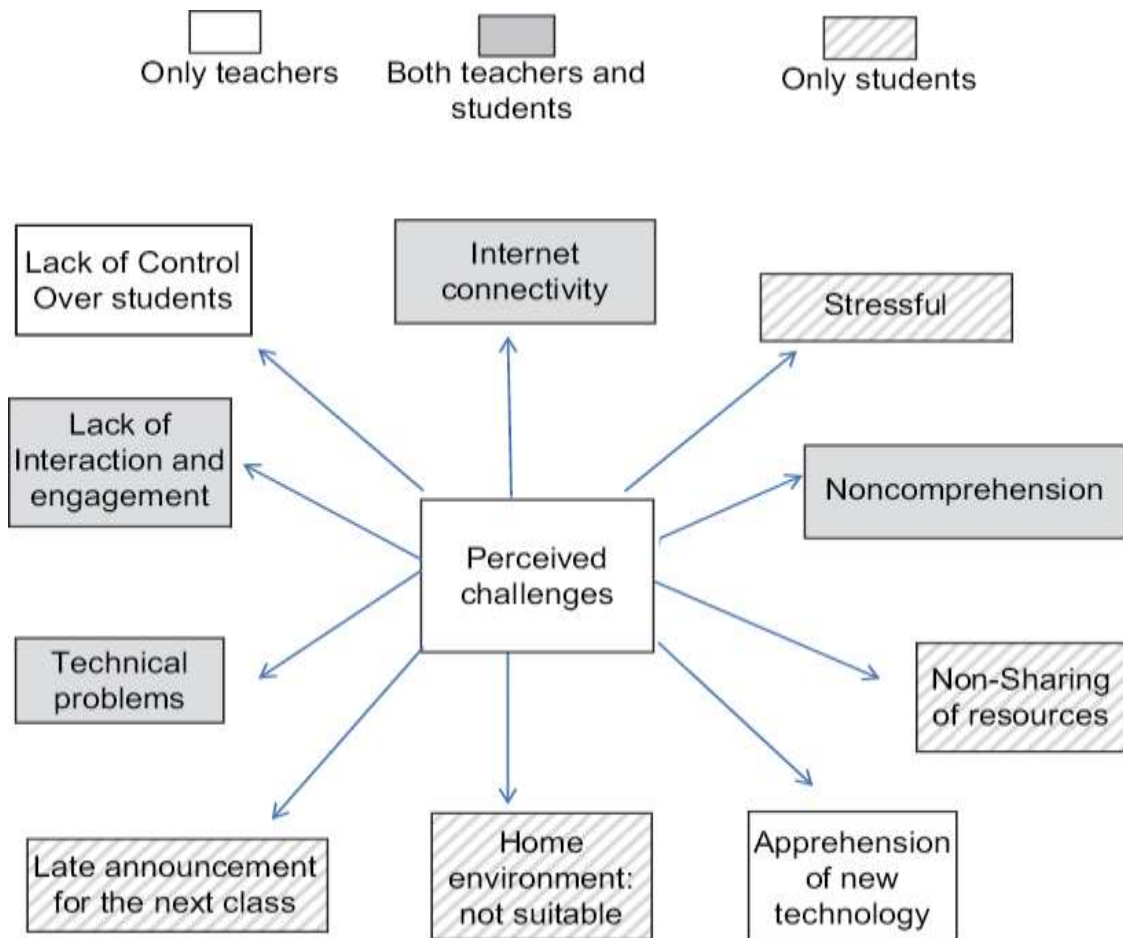
Teachers have been challenging a lot of academic issues in this isolated mode of online teaching. Still online teaching activities have retained students involved in academics, keeps them away from any undesirable things entering their minds which might create psychological deviations. As the educational institutions are involved in online teaching, it becomes authoritative to evaluate the consequences of the use of Information and Communication Technology (ICT) by teachers



in performing their tasks. The paradigm shift in the teaching methods has focused teachers for creating interactive course contents, distributing with students, and progress interactiveways to maximize student learning. Due to digital revolution the type of

knowledge, skills, and abilities required by educational institutions transformed and requires to have autonomy, interdependence, increased cognitive, creative, technical and social skills to improve their performance. (2)

Figure- 2 – Problems faced due to online teaching



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The above chart shows the difficulties faced by teachers due to online classes. Since it is a virtual class teachers are unable to control students, unable to access internet, delayed information about their working hours, may face technical issues, unable to interact with students and clear their doubts. Students also not comfortable with online classes as they miss the personal touch, disturbance at home, internet problems and feel stressed by

continuously attending online classes without much break. Students miss the college environment and unable to meet their friends in person, also miss the fun they will enjoy in class room atmosphere. Teachers have to prepare for long hours to take online classes as they find difficult which affects their work life balance. They find less time to leek after their personal work.

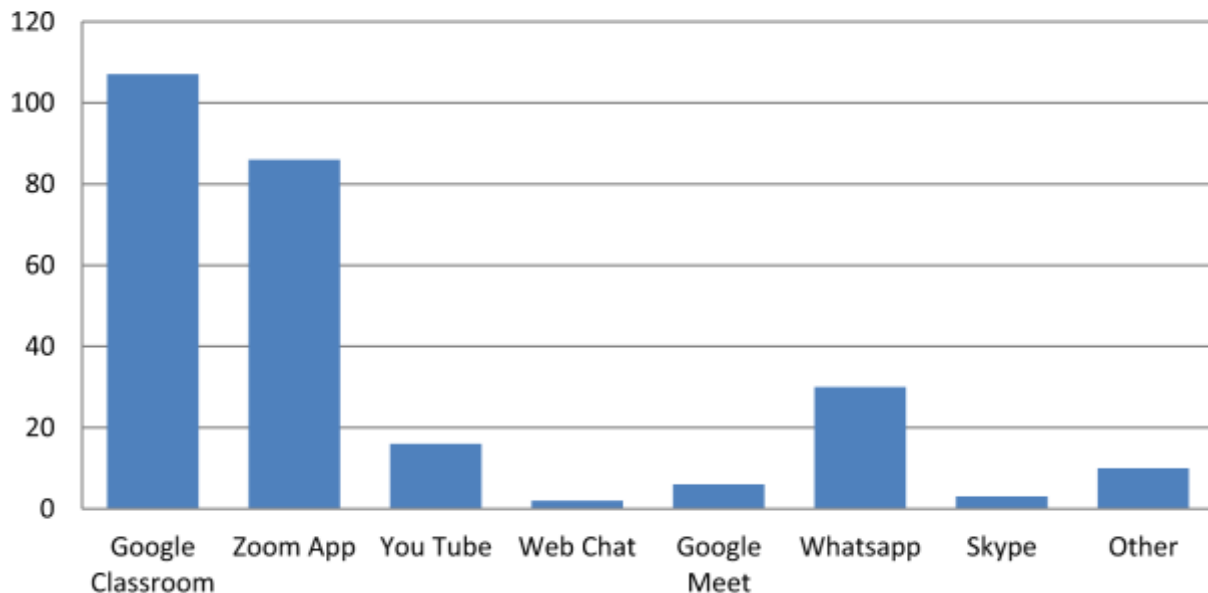


Figure-2 Traditional classroom and Online Teaching



Chart -3

Tools Used for Online Class



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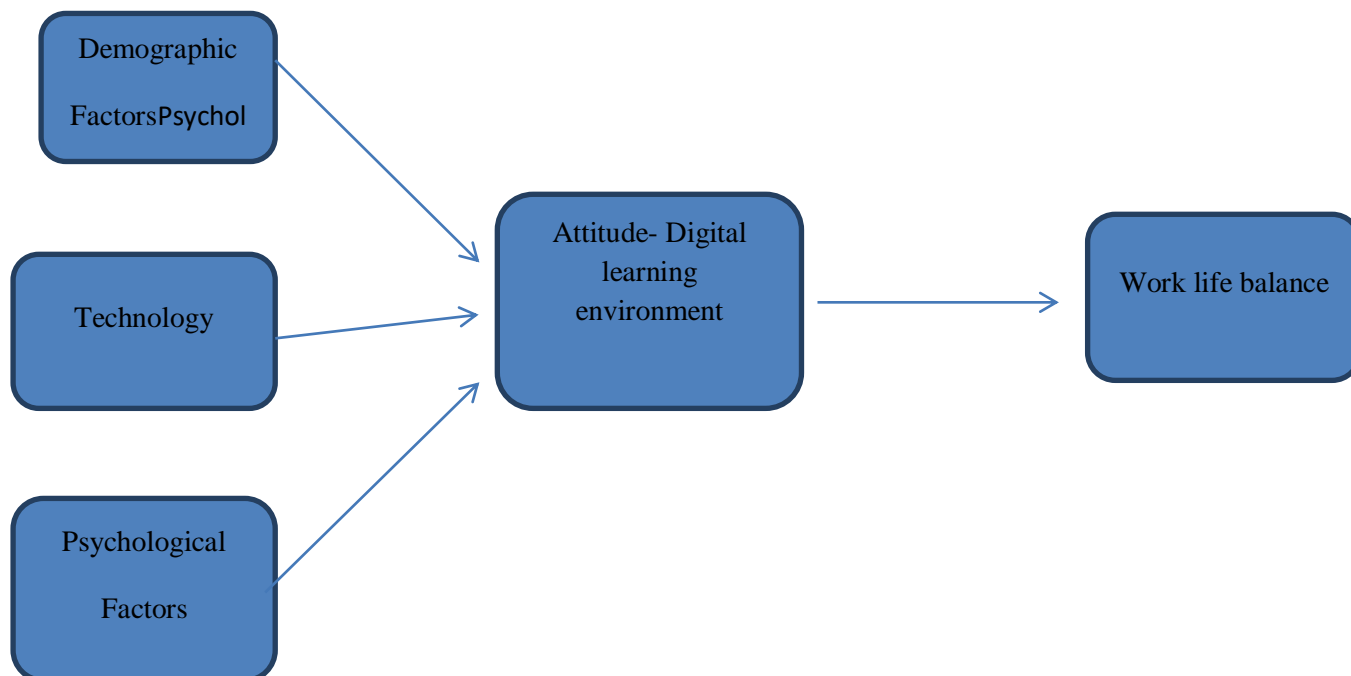
It is observed from the above chart Google app and zoom is used in many educational institutions as the cost incurred is less. Web chat and Skype was used by less teachers Work life balance means employees insight of having adequate chance to meet their responsibilities at work and at home. While the work and life areas appear to be free;

employees effectively develop and violate these limits consistently. Contingent upon how employees deal with the limits between the work and life areas, exercises in a single domain can makes overflows to the next domain, bringing about job struggle or confusion.



Influence of demographic and technology factors in work life balance of teachers due to digital revolution

Figure-3 Structural model



It is detected from the above structural model Demographic, technology and psychological factors affect work life balance of teachers. When the teachers have positive attitude towards digital learning environment they will be able manage the work life balance.

Demographic factors incorporate individual attributes like literacy level, age, gender, instruction period, experience with the PC for instructive reason and attitude towards Computer(PC). The perspectives of educators towards technology enormously impact their adoption and mix of PCs into their teaching. Female educators were coordinating technology into their teaching not exactly as the male instructors. Workload of instructor's impact their acknowledgment of technology in study halls. Discoveries uncovered that more experienced teachers often use PC technology in the class room more than the more youthful educators.

Most examination showed that teaching experience impacts the fruitful utilization of ICT in class rooms. Uneasiness, absence of

certainty and competence and panic frequently suggests ICT takes a secondary lounge to conventional teaching systems. Accordingly, a comprehension of individual attributes that impact educators' adoption and coordination of ICT into teaching is significant. Teachers are as of now overburdened, they couldn't adapt to the strain and the tension from ICT preparing. The teachers expressed "that they are overburdened to learn, plan and practice what they learn. (3)

Among the elements that impact fruitful incorporation of ICT into instructing are teacher's attitude and convictions towards technology. In the event that instructors' mentalities are positive towards the utilization of educational technology, they can give valuable understanding about the adoption and mix of ICT into educating and learning process. Research has shown that educators' perspectives towards technology impact their acknowledgment of the helpfulness of technology and its integration into teaching. The more experience teachers

have with PCs, they will certainly show positive attitude towards computers (PCs). Positive PC attitudes are supposed to cultivate computer incorporation in the classroom.

For effective change in educational practice, client needs to foster positive attitudes towards the development. Technology qualities impact the dispersion process of advancement and are critical elements affecting innovation adoption. Proof recommends that innovation attributes to relative benefit, similarity, intricacy, trial ability and observability as seen by people impact the pace of adoption. He focuses on the need to grasp the view of advancement, as this has solid effect on future expectation of adoption of explicit innovation. Understanding teachers' view of innovation is vital to fruitful adoption of technology in learning. When teachers incorporate ICT into teaching, they work as trend-setters.

For the successful implementation and incorporation of ICT into teaching, teachers must observe the technology; steady with their current values, use past experiences, comfort to use, can be experimented before making a choice to adopt and finally apply the technology. Many teachers are doubtful to change an existing program which they know through debate and reading and not through observation. If teachers have negative attitudes towards technology, even if excellent ICT facilities are offered, it will not influence them to use it in their teaching. Hence, teachers must be confident that technology will make their teaching interesting, easier, more effective and more enjoyable to students.

TAM MODEL portrays the psychological elements that impact various types of ICT use by workers. TAM is worked to speculate and perceive digital learning environments (DLE) as (1) it is simple to utilize, (2) having proficient advantages, joined with (3) experiencing social burden and (4) technical support and training connect with expanded work related to ICT use after hours (WIA) ,eventually influencing worker life balance between fun and serious activities. This model can be utilized while thinking

about carrying out another piece of technology to the entire business. Surveys conducted to discover the apparent convenience and the usability of teachers Rating replies on the scale beneath, you can assemble a score for each worth, and afterward utilize this to assess your staff's general attitude towards the technology. Social influence from co-workers motivates teachers to engage in WIA. This observation contrasts studies drawing on the traditional TAM model, which have proved performance expectancy to be the most reliable predictor of different forms of ICT use behaviour (7).

Findings:

52% of teachers said their mental health was affected due to online teaching

Majority of teachers said DLE would increase use after hours, ultimately reducing their work-life balance

Social influence reduces teachers' work-life balance mediated by increased DLE use after hours.

There is Negative relationship between WIA and employees' work-life balance

Boundary theory explains how individual observe and manage the boundaries between different life domains that has significant consequences as to how they will experience and react when these boundaries are challenged. We can examine how incorporation regulates the relationship between technology acceptance, WIA and work-life balance.

Anyone can make a digital mediation any time and expect its removal on a real-time basis. This extending of working time into personal time has offered flexibility but embraced the time available for meeting personal and other commitments.

OECD reported that 14% of the existing jobs could be automated, 32% of workers must learn new skills to do their jobs, and main changes are needed to succeed in the new digitally enabled work environment

DLE require more groundwork time than their actual working hours, DLE are frequently used by teachers for work tasks beyond school



hours. This could prevent teachers from attaining a healthy work-life balance

When integration preference was related with a higher work-life balance, the relationship between social norms and WIA was not significantly stronger for participants with a higher integration preference. There is no support that teachers with a higher integration experience the implications of WIA on their work-life balance as less severe. This seems to suggest that WIA, and DLE use after hours in particular, has negative consequences for work-life balances regardless of personal preferences for integration.

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Suggestions:

Teachers shouldn't enjoy job clashes in work and life areas, rather train themselves for fulfilling the work and home necessities while guaranteeing life fulfilment, work fulfilment, and prosperity.

Different variables affecting the individual methodology for work life balance between serious and fun activities ought to line up with the work direction, character, energy level, individual control, change abilities, orientation, age, life, and the phase of profession.

Along these lines, the teachers being the sculptors of students ought to play it safe and strike a sound balance between serious and fun activities and furthermore teach a comparable sense to students through their activities.

Governments should actively collaborate and learn from teachers and students and get inputs from them and utilise it when framing future policy and curriculum development

Teachers must be brought along the digital journey and supported through professional development.

Due to digital revolution when teachers teach through online they must be confident with ICT skills; get pedagogical teacher training; suitable educational software must be installed; easy accessibility to ICT; flexible education systems; restrictive curriculum must be framed.

Conclusion

Teachers are gradually challenged with the integration of ICT into their pedagogical practices in reply to the professional demands. To take online classes the teachers make use of digital learning environments (DLE), digital tools that empower teachers to share learning materials to students, through a web browser or app. DLE help teachers to enrich their teaching, with the use of DLE, but teachers have to spend more time for preparation than specified working hours, digital tools allow students to interact with their teachers after school hours. In spite of such work-life balance (WLB) alarms, the theoretical relationship between work related ICT use after hours (WIA) and balancing one's work and life responsibilities is the problem faced by teachers. (4)

Social impact, openness, PC self-visibility, infrastructure, and delight essentially affect apparent usability of the digital learning framework. Besides, social impact, availability, PC self-adequacy, foundation, and delight were additionally found to affect the apparent value of the advanced learning framework. The Digital learning system is changing the conventional act of learning with innovation and technology. The review support that involving advanced devices in training makes academic exercises seriously fascinating, simple to get to, innovative, successful and productive. (9)

As the skilled use of these technologies spreads to other life domains, distresses are elevated of teachers' work-life balances. Students should be made aware of the efforts the teachers put in with DLE beyond their working hours and realise their psychological burden and try to allow them have a healthy



work-life balance. The educational institutions and teacher could moderate the negative allegations of DLE on teachers'work-life balance by overriding in this normative environment by discovering of psychological blockings. Institutions can permit teachers to use their DLE for the preparation of online classes with clear rules for usage.

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