

## **Vocational and Technical Educators' Acceptance and Use of Digital Learning Environments Beyond Working Hours: Implications for Work-Life Balance and the Role of Integration Preference**

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**Abstract :** Teachers (vocational and technical educators inclusive) use Information and Communications Technology (ICT) for tasks outside of their normal working hours. This expansion of work duties to non-work time challenges their work-life balance. However, there has been inconsistency in the results on how these relationships correlate. This, therefore, calls for further research studies to examine the moderating mechanisms of such relationships. The present study, therefore, ascertained how vocational and technical educators' technology acceptance relates to their work-related ICT use beyond their working hours and work-life balance, as well as how their integration affects these relationships. The population of the study comprised 320 Vocational and Technical Educators from the Southeast geopolitical zone of Nigeria. Data were collected from the respondents using the structured questionnaire. The questionnaire was validated by three experts. The reliability of the study was conducted using 20 vocational and technical educators from the South who were not part of the population. The overall reliability coefficient of 0.81 was established using Cronbach's alpha method. The data collected was analyzed using Structural equation modeling. Findings, among others, revealed that vocational and technical educators' work-life balance was mediated by increased digital learning environment use after work hours, although reduced by social influence.

**Keywords :** vocational and technical educators, digital learning environment, working hours, work-life balance, integration preference

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