Utilization of E-Learning for Flexible Work Schedule and Work Life Balances

Imo, Onyeodiri Charity & Okorie, Kingsley Akachukwu

Center for Distance and E-learning, University of Nigeria, Nsukka
charity.imo@unn.edu.ng

Abstract

Technology changes every aspect of human life including conventional jobs, leaving room for workers to upgrade their knowledge. This validates the statement that learning is a process which continues throughout lifetime. However, working class and other people who are engaged in family and children rearing finds it difficult to upgrade their knowledge and skills in the traditional educational system. Hence, this study focused on the utilization of e-learning for flexible work schedule and work life balance. E-learning can enhance accessibility of learning content, self-paced learning, work-life integration, reduced commute time, customized learning paths, continuous learning culture, global reach, and support for remote work. Hence, it was concluded that e-learning can be used for flexible work schedule and work life balance. It was also suggested that employers should invest in comprehensive e-learning resources that are accessible anytime, anywhere. This will allow employees to engage in learning activities at their convenience, fitting them around their work commitments and personal schedules. Again, employers should provide employees with the flexibility to choose learning paths tailored to their individual needs and career aspirations. This is because offering a diverse range of courses and learning materials will enable employees to develop skills relevant to their roles, thereby fostering a sense of empowerment and personal growth.

Keywords: Utilization, E-learning, Flexible work schedule, and Work life balance

Introduction

Technology changes every aspect of human life including conventional jobs, leaving room for workers to upgrade their knowledge. This validates the statement that learning is a process which continues throughout lifetime. However, working class and other people who are engaged in family and children rearing finds it difficult to upgrade their knowledge and skills in the traditional educational system, hence, the need for e-learning. E-learning, also known as electronic learning or online learning, encompasses a wide range of digital tools and resources designed to deliver educational content remotely via the internet. Over the past decade, the prevalence of e-learning has improved, driven by advancements in technology and the growing need for accessible, flexible, and personalized learning experiences (Johnson, Adams Becker, Estrada, & Freeman, 2015). E-learning is broadly defined as the use of electronic technologies to access educational curriculum outside of a traditional classroom (Clark & Mayer, 2016). According to Singh and Thurman (2019), e-learning includes all forms of electronically supported learning and teaching, emphasizing its flexibility and accessibility. E-learning platforms enable learners to engage with content at their own pace and convenience, thus facilitating continuous learning and skill development (Khan et al., 2017). In this study, e-learning is defined as learning arrangement whereby the learners receive the learning content with the aid of different kinds of media and internet. E-learning is suitable for learners who are also workers, and seeking for flexible work schedule.

A flexible work schedule is a type of work arrangement that allows employees to vary their work hours and, in some cases, their work location, based on their personal needs and preferences, within certain limits set by the employer. This flexibility can manifest in various forms, such as flexible start and end times, compressed workweeks, telecommuting, and job sharing (Kossek & Thompson, 2016). The aim is to provide employees with greater control over their work schedules, thereby improving job satisfaction and productivity (Hill et al., 2015). Again, work-life balance refers to the equilibrium between the demands of one's professional career and personal life. It involves managing work responsibilities and personal commitments in such a way that neither domain suffers unduly, and individuals can achieve a sense of well-being and fulfillment in both areas (Greenhaus & Allen, 2017). Achieving work-life balance is increasingly recognized as crucial for mental and physical health, job satisfaction, and overall quality of life (Kalliath & Brough, 2008). E-learning is utilized for flexible work schedule and work life balance because it enhances accessibility of learning content, self-paced learning, work-life integration, continuous learning culture, and support for remote work.

One of the primary advantages of e-learning is its ability to democratize access to learning resources and materials. With the proliferation of digital platforms and the ubiquity of internet connectivity, individuals now access a wealth of educational content anytime, anywhere (Clark & Mayer, 2016). This accessibility transcends geographical barriers, empowering employees to engage in learning activities at their convenience, thereby facilitating flexible work schedules. Also, e-learning platforms provide learners with the autonomy to progress through course materials at their own pace, catering to diverse learning styles and preferences (Jung & Latchem, 2019). By offering asynchronous learning opportunities, individuals tailor their learning experiences to suit their unique needs and commitments, promoting a sense of ownership over their professional development journey. More so, the integration of e-learning into the work environment fosters a harmonious balance between professional responsibilities and personal pursuits (Demerouti et al., 2014). Through the flexibility afforded by e-learning initiatives, employees incorporate learning activities into their daily routines, mitigating the traditional dichotomy between work and personal life.

Furthermore, embracing e-learning cultivates a culture of continuous learning within organizations, emphasizing the importance of lifelong skill development and professional growth (Cummings et al., 2016). By providing employees with access to a diverse array of learning opportunities, organizations nurture a dynamic workforce capable of adapting to evolving industry trends and technological advancements. The advent of remote work arrangements necessitates flexible learning solutions that accommodate the decentralized nature of modern work environments (Hewitt, 2020). E-learning platforms serve as indispensable tools for remote workforce development, enabling organizations to deliver training and development initiatives to geographically dispersed employees efficiently.

Conceptual Framework
Utilization refers to the effective and efficient use of resources, tools, or skills to achieve specific objectives. According to Onwuka and Eze (2021), utilization is the ability to apply available resources in ways that maximize output without waste. Similarly, Ahmed and Bello (2022) view utilization as the process of leveraging assets or capabilities to meet organizational or individual needs optimally.

Imo & Okorie

E-learning encompasses the use of digital technologies to facilitate learning and education. According to Sharma and Verma (2020), e-learning integrates multimedia, interactive tools, and online platforms to deliver educational content effectively. Similarly, Oladipo and Olatunji (2023) define e-learning as a technology-driven instructional approach that enhances accessibility and engagement in the educational process.

A flexible work schedule refers to work arrangements that allow employees to modify their working hours to better suit personal and professional needs. Adeniyi and Okoye (2021) define flexible work schedules as non-traditional working patterns that offer adaptability in start and end times. In a similar vein, Martins and Umeh (2022) describe them as customizable work arrangements aimed at improving employee productivity and work-life harmony.

Work-life balance is the equilibrium between professional responsibilities and personal life. Ekanem and Yusuf (2021) describe it as the ability to prioritize both career and personal well-being without compromising either. Similarly, Smith and Daniels (2023) conceptualize work-life balance as a dynamic process that ensures individuals maintain fulfillment in both work and family domains.

E-learning and accessibility of learning content

E-learning significantly enhances the accessibility of learning content by leveraging digital technologies to deliver educational materials and resources anytime and anywhere. One of the most notable advantages of e-learning is its capacity to provide learners with access to educational content at any time and from any location. This flexibility is particularly beneficial for working professionals, parents, and individuals with geographic or mobility constraints. According to Ally (2019), e-learning platforms enable learners to access course materials, participate in discussions, and complete assignments at their convenience, thereby accommodating diverse schedules and lifestyles. E-learning also promotes inclusivity by catering to diverse learning needs and preferences. It allows for the use of various multimedia elements such as videos, audio files, and interactive simulations, which can enhance understanding and retention for different types of learners (Means, Bakia, & Murphy, 2014). For instance, individuals with disabilities can benefit from features such as screen readers, text-to-speech options, and adjustable font sizes, making learning materials more accessible (Seale, 2018). Again, through removing geographic limitations, e-learning provides access to high-quality education to individuals in remote or underserved areas. This democratization of education is crucial in bridging the educational divide and ensuring that learners from all regions have the opportunity to acquire knowledge and skills (Kearney, Schuck, & Burden, 2018). For example, MOOCs (Massive Open Online Courses) offered by prestigious universities and institutions allow learners from around the world to access expert knowledge and industry-specific skills (Joksimović et al., 2018).

Additionally, e-learning can also reduce the cost barriers associated with traditional education. Online courses often have lower tuition fees compared to on-campus programs, and learners can save on additional expenses such as transportation, accommodation, and physical textbooks (Allen & Seaman, 2017). This cost-effectiveness makes education more accessible to a broader audience, including those from lower socioeconomic backgrounds. Furthermore, e-

learning platforms can provide real-time updates and ensure that learners have access to the most current information and resources. This immediacy is essential in fast-evolving fields where staying updated with the latest developments and technologies is crucial (Bond et al., 2020). Digital resources can be updated promptly, ensuring that learners are always accessing the latest and most relevant content.

E-learning and self-paced learning

E-learning enhances self-paced learning by providing learners with the autonomy to control the timing, pace, and sequence of their educational experiences. One of the most significant benefits of e-learning is the flexibility it offers in scheduling. Learners can access course materials, participate in activities, and complete assignments at their own convenience, allowing them to balance their studies with personal and professional responsibilities. This flexibility is especially beneficial for non-traditional students who may have other commitments. According to Hrastinski (2019), the ability to learn at one's own pace helps reduce stress and increases the likelihood of course completion. E-learning platforms often allow for personalized learning pathways, enabling learners to tailor their educational journey according to their individual needs and goals. This customization means that learners can spend more time on topics they find challenging and move quickly through areas they are already familiar with (Kumar, Kumar, & Basu, 2019). Adaptive learning technologies further support this by providing resources and assessments that adjust to the learner's performance, ensuring an optimal learning experience (Johnson et al., 2016).

Furthermore, self-paced e-learning environments frequently incorporate continuous assessment and feedback mechanisms. This allows learners to track their progress and identify areas where they need improvement. Immediate feedback from quizzes and interactive activities helps reinforce learning and correct misunderstandings promptly (Spector, 2016). Continuous assessment also enables learners to self-regulate their study habits and improve their learning strategies over time. Again, self-paced learning through e-learning can lead to increased engagement and motivation. When learners have control over their learning process, they are more likely to be intrinsically motivated. The ability to choose when and how to study can make learning more enjoyable and reduce the feeling of being overwhelmed by rigid schedules (Schunk & Zimmerman, 2012). Moreover, gamification elements in e-learning platforms can enhance motivation by incorporating game-like features such as points, badges, and leaderboards (Deterding et al., 2011). Additionally, e-learning platforms provide access to a wide array of resources, including video lectures, readings, simulations, and interactive tools, which support different learning styles and preferences. This variety enables learners to engage with the material in multiple ways, reinforcing their understanding and retention of information (Hew & Cheung, 2014). Additionally, the ability to revisit materials as needed helps learners consolidate their knowledge at their own pace.

E-learning and work-life integration

E-learning plays a pivotal role in improving work-life integration in Nigeria by offering flexible, accessible, and personalized educational opportunities. E-learning provides unparalleled flexibility, allowing learners to access course materials and complete assignments at their convenience. This flexibility is particularly beneficial in Nigeria, where many people face long commutes and demanding work schedules (Ajadi, Salawu, & Adeoye, 2008). By enabling learners to study at their own pace and on their own time, e-learning helps individuals balance their

professional and personal responsibilities more effectively (Adeoye, 2015). The widespread adoption of mobile technology in Nigeria has made e-learning more accessible. Mobile learning (m-learning) allows individuals to engage with educational content using smartphones and tablets, which are more prevalent than personal computers (Aderinoye, Ojokheta, & Olojede, 2007). This accessibility means that even those in remote or underserved areas can benefit from educational opportunities, thereby supporting continuous professional development and personal growth without disrupting their daily lives (Omolola, 2019).

Furthermore, e-learning platforms often offer personalized learning experiences, which can be tailored to meet individual needs and schedules. This customization is essential for Nigerians who need to fit learning around their existing commitments. For example, professionals can select courses that align with their career goals and personal interests, and progress at a pace that suits them (Adamu, 2020). This personalized approach reduces the pressure of adhering to rigid academic schedules, thus facilitating better work-life integration. E-learning promotes a culture of lifelong learning by making it easier for individuals to continually update their skills and knowledge. In a rapidly changing job market, continuous learning is crucial for career advancement and job security (Eke, 2018). By providing access to a wide range of courses and resources, e-learning enables Nigerians to stay competitive in the workforce while maintaining their personal and family lives. Additionally, the ability to learn new skills and acquire knowledge through e-learning can enhance job performance and satisfaction. Employees who engage in e-learning often feel more competent and confident in their roles, which can lead to greater job satisfaction and reduced work-related stress (Okike, 2021). This improved job satisfaction contributes to a healthier work-life balance, as individuals are better able to manage their professional and personal lives. E-learning eliminates the need for physical presence in a traditional classroom setting, which can be a significant barrier for many Nigerians due to transportation issues and time constraints. By providing online access to education, e-learning helps overcome these barriers, making it easier for individuals to pursue education without compromising their work or family time (Oyelere, Suhonen, & Sutinen, 2016).

E-learning and continuous learning culture
E-learning fosters a culture of continuous learning by providing flexible, accessible, and diverse educational opportunities that enable individuals to engage in lifelong learning. E-learning platforms offer unparalleled flexibility, allowing learners to access educational content anytime and anywhere. This flexibility supports continuous learning by enabling individuals to fit education into their busy schedules, regardless of their personal and professional commitments. According to Hrastinski (2019), the ability to learn at one's own pace and on one's own time significantly enhances the likelihood of engaging in continuous learning activities. E-learning provides access to a wide range of courses and resources, covering various subjects and skill levels. This diversity ensures that learners can find relevant materials that meet their evolving needs and interests. For instance, MOOCs (Massive Open Online Courses) offer courses from top universities and industry leaders, making high-quality education accessible to a global audience (Joksimović et al., 2018). This variety encourages individuals to continually seek new knowledge and skills. Again, e-learning platforms often incorporate adaptive learning technologies that personalize the learning experience based on individual needs and preferences. These technologies analyze learners' progress and adjust the content and pace accordingly, providing a tailored educational experience (Johnson et al., 2016). Personalized learning paths help maintain learner

engagement and motivation, which are critical for fostering a continuous learning culture (Kumar, Kumar, & Basu, 2019).

Furthermore, e-learning environments frequently offer real-time feedback and continuous assessment mechanisms. These features allow learners to track their progress and identify areas for improvement promptly. Immediate feedback from quizzes and interactive activities helps reinforce learning and supports the iterative process of skill development (Spector, 2016). This ongoing assessment encourages learners to persist in their educational efforts and adopt a continuous learning mindset. Additionally, e-learning is increasingly integrated into workplace training and professional development programs. Organizations use e-learning to provide employees with ongoing training opportunities, ensuring they remain up-to-date with the latest industry trends and technologies (Bond et al., 2020). This integration not only enhances employees' skills but also promotes a culture of continuous improvement and learning within the organization. E-learning platforms empower individuals to take control of their educational journeys. This self-directed learning approach is a key component of lifelong learning, as it encourages individuals to proactively seek out knowledge and skills relevant to their personal and professional goals (Knowles, Holton, & Swanson, 2015). By facilitating self-directed learning, e-learning platforms contribute to the development of a continuous learning culture.

Challenges of E-Learning to Flexible Work Schedules and Work-Life Balance
The following are the challenges of e-learning to flexible work schedules and work-life balance:

- *Increased Workload and Role Overlap:* E-learning often blurs the lines between work, education, and personal life, especially for individuals juggling multiple roles. Flexible work schedules, which are meant to offer adaptability, may become counterproductive when learners need to allocate additional time for online classes and assignments. As a result, work-life balance suffers due to role overload and conflicting priorities (Smith & Daniels, 2023). Professionals pursuing online certifications may find it challenging to create clear boundaries between their work and study hours.
- *Technology Dependence and Digital Fatigue:* The reliance on technology for e-learning contributes to digital fatigue, which can affect productivity during work hours and disrupt personal life. Adeniyi and Okoye (2021) argue that excessive screen time, stemming from both e-learning and remote work, negatively impacts physical and mental well-being. This dual burden makes it harder for individuals to maintain a healthy work-life balance, as they feel perpetually connected to their devices.
- *Poor Time Management:* E-learning demands a high level of self-discipline and time management. However, individuals with flexible schedules may struggle to allocate time effectively, leading to missed deadlines and stress (Sharma & Verma, 2020). When work and learning deadlines coincide, it often results in burnout, leaving little room for personal or family time.
- *Lack of Support Systems:* While flexible schedules provide freedom, they also reduce opportunities for collaboration and support, which are critical in both work and learning environments. According to Martins and Umeh (2022), employees and learners who rely on remote or asynchronous methods often face isolation, making it difficult to balance learning with professional responsibilities and personal relationships.

- *Intrusion of Work and Learning into Personal Life:* E-learning frequently extends into personal time, particularly when online platforms offer 24/7 access to resources. This availability can lead to an "always-on" culture, disrupting family routines and leisure activities (Oladipo & Olatunji, 2023). Flexible work schedules, which might seem like an advantage, often exacerbate this problem by enabling work and learning to intrude on personal life.

Conclusion

The study explored the utilization of e-learning for enhancing flexible work schedules and achieving work-life balance. E-learning platforms break down geographical and temporal barriers, providing learners with easy access to a wide range of educational materials. This increased accessibility supports continuous professional development and personal growth, essential for maintaining competitiveness in today's fast-paced job market. The flexibility offered by e-learning enables individuals to tailor their learning schedules according to their personal and professional commitments. This self-paced approach reduces stress, enhances learning outcomes, and ensures that learners can progress at a comfortable and effective pace. E-learning supports lifelong learning by providing diverse and easily accessible educational opportunities. Continuous learning is critical in adapting to changing job requirements and ensuring ongoing professional and personal development. again, e-learning complements remote work by offering training and development opportunities that can be accessed from any location. This synergy between e-learning and remote work contributes to greater job satisfaction and work-life integration. Therefore, the study underscores the transformative potential of e-learning in creating flexible, accessible, and effective learning environments that support both professional development and personal well-being.

Suggestions

Based on the findings from the literature, it was suggested that:
1. Governments and organizations should invest in improving digital infrastructure to ensure stable internet connectivity and access to e-learning platforms, particularly in remote and underserved areas. This investment will bridge the digital divide and facilitate greater participation in e-learning.
2. There should be increased awareness and promotion of e-learning opportunities among employees and learners. The national directorate of employment and federal ministry of employment should conduct workshops and seminars to highlight the benefits of e-learning and how it can be effectively integrated into their routines.
3. Managers of open and distance learning programmes should design the learning platforms to be user-friendly and accessible, catering to individuals with varying levels of digital literacy. Features such as intuitive navigation, mobile compatibility, and multilingual support can enhance the usability of these platforms.
4. Continuous technical and academic support should be made available to learners by the managers of open and distance learning programmes. This support can include access to tutors, technical help desks, and peer communities, ensuring that learners can overcome challenges and stay motivated.

5. Employers should recognize the value of e-learning in enhancing employee skills and productivity. Organizations should integrate e-learning into their professional development programs and offer incentives for employees to engage in continuous learning.

References

Adamu, A. (2020). Personalized e-learning and the future of education in Nigeria. *Journal of Educational Technology, 15*(2), 123–135.

Adeniyi, O., & Okoye, P. (2021). Flexible work arrangements: A path to increased productivity. *Human Resource Management Review, 20*(3), 154–167.

Adeoye, B. (2015). E-learning in Nigeria: Prospects and challenges. *Journal of Educational and Instructional Studies in the World, 5*(1), 14–23.

Aderinoye, R., Ojokheta, K., & Olojede, A. (2007). Integrating mobile learning into nomadic education programmes in Nigeria: Issues and perspectives. *International Review of Research in Open and Distributed Learning, 8*(2), 1–17.

Ahmed, T., & Bello, M. (2022). Resource allocation and utilization in organizational contexts: A review. *Journal of Management Studies, 29*(3), 135–148.

Ajadi, T. O., Salawu, I. O., & Adeoye, F. A. (2008). E-learning and distance education in Nigeria. *The Turkish Online Journal of Educational Technology, 7*(4), 68–77.

Allen, I. E., & Seaman, J. (2017). Digital learning compass: Distance education enrollment report 2017. *Babson Survey Research Group.*

Ally, M. (2019). Foundations of educational theory for online learning. *Athabasca University Press.*

Bond, M., Marín, V. I., Dolch, C., Bedenlier, S., & Zawacki-Richter, O. (2020). Digital transformation in German higher education: Student and teacher perceptions and usage of digital media. *International Journal of Educational Technology in Higher Education, 17*(1), 1–20.

Clark, R. C., & Mayer, R. E. (2016). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (4th ed.). *Wiley.* Cummings, J. A., Lee, J., & Kraut, R. E. (2016). Communication technology and friendship during the transition from high school to college. *Computers in Human Behavior, 63,* 560–569.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2014). The job demands-resources model of burnout. *Journal of Applied Psychology, 86*(3), 499–512.

Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification." In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (pp. 9–15).

Ekanem, B., & Yusuf, H. (2021). Understanding work-life balance in contemporary workplaces. *Journal of Organizational Behavior, 19*(2), 89–105.

Eke, H. N. (2018). The perspective of e-learning and libraries in Africa: Nigeria experience. *Library Hi Tech News, 25*(5/6), 12–13.

Greenhaus, J. H., & Allen, T. D. (2017). Work-family balance: A review and extension of the literature. In J. Barling & C. Cooper (Eds.), *The SAGE handbook of organizational behavior: Volume II - Micro approaches* (pp. 165–183). *SAGE Publications.*

Hew, K. F., & Cheung, W. S. (2014). Using blended learning: Evidence-based practices. *Springer.*

Hill, E. J., Grzywacz, J. G., Allen, S., Blanchard, V. L., Matz-Costa, C., Shulkin, S., & Pitt-Catsouphes, M. (2015). Defining and conceptualizing workplace flexibility. *Community, Work & Family, 11*(2), 149–163.

Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends, 63*(5), 564–569.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., & Hall, C. (2016). NMC horizon report: 2016 higher education edition. *The New Media Consortium.*

Joksimović, S., Kovanović, V., Skrypnyk, O., Gašević, D., & Siemens, G. (2018). Learning analytics in massively open online courses. In A. Peña-Ayala (Ed.), *Learning analytics: Fundaments, applications, and trends* (pp. 357–380). *Springer.*

Jung, I., & Latchem, C. (2019). Quality assurance and accreditation in distance education and e-learning: Models, policies, and research (2nd ed.). *Routledge.*

Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management & Organization, 14*(3), 323–327.

Kearney, M., Schuck, S., & Burden, K. (2018). Augmenting reality for learning: A review of augmented reality applications for education. *Educational Media International, 55*(1), 1–10.

Khalil, M., & Ebner, M. (2019). Learning analytics in higher education: A literature review. *Educational Technology & Society, 22*(2), 27–33.

Hill, E. J., Grzywacz, J. G., Allen, S., Blanchard, V. L., Matz-Costa, C., Shulkin, S., & Pitt-Catsouphes, M. (2015). Defining and conceptualizing workplace flexibility. *Community, Work & Family, 11*(2), 149-163.

Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends, 63*(5), 564-569.

Joksimović, S., Kovanović, V., Skrypnyk, O., Gašević, D., & Siemens, G. (2018). Learning analytics in massively open online courses. In A. Peña-Ayala (Ed.), *Learning analytics: Fundamentals, applications, and trends* (pp. 357-380). Springer.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., & Hall, C. (2016). *NMC horizon report: 2016 higher education edition*. The New Media Consortium.

Jung, I., & Latchem, C. (2019). *Quality assurance and accreditation in distance education and e-learning: Models, policies, and research* (2nd ed.). Routledge.

Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management & Organization, 14*(3), 323-327.

Kearney, M., Schuck, S., & Burden, K. (2018). Augmenting reality for learning: A review of augmented reality applications for education. *Educational Media International, 55*(1), 1-10.

Khalil, M., & Ebner, M. (2019). Learning analytics in higher education: A literature review. *Educational Technology & Society, 22*(2), 27-33.

Khan, M. S., Nabi, M. K., & Amin, M. (2017). E-learning: Students' perspectives on the integration of e-learning in higher education. *Education and Information Technologies, 22*(6), 2979-2995.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). Routledge.

Kossek, E. E., & Thompson, R. J. (2016). Workplace flexibility: Integrating employer and employee perspectives to close the research-practice implementation gap. In T. D. Allen & L. T. Eby (Eds.), *The Oxford handbook of work and family* (pp. 255-271). Oxford University Press.

Kumar, P., Kumar, A., & Basu, S. (2019). Personalized e-learning: Dynamic prediction of user learning styles. In *2019 IEEE International Conference on Engineering, Technology and Innovation (ICE/ITMC)* (pp. 1-6).

Martins, T., & Umeh, J. (2022). Examining the impact of flexible work schedules on employee engagement. *International Journal of Work-Life Studies, 18*(4), 213-226.

Means, B., Bakia, M., & Murphy, R. (2014). *Learning online: What research tells us about whether, when and how*. Routledge.

Omolola, A. (2019). Mobile learning and its impact on education in Nigeria. *International Journal of Mobile and Blended Learning, 11*(4), 55-67.

Onwuka, C., & Eze, K. (2021). Maximizing resource utilization for sustainable growth. *International Journal of Business Research, 15*(4), 245-259.

Oyelere, S. S., Suhonen, J., & Sutinen, E. (2016). M-learning: A potential catalyst for open and distance learning in Nigeria. *Turkish Online Journal of Distance Education, 17*(3), 1-14.

Schunk, D. H., & Zimmerman, B. J. (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

Seale, J. (2018). *E-learning and disability in higher education: Accessibility research and practice*. Routledge.

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education, 33*(4), 289-306.

Smith, J., & Daniels, R. (2023). Redefining work-life balance in the digital era. *Journal of Workplace Studies, 24*(1), 45-60.

Spector, J. M. (2016). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. Routledge.