



Research Article

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Describing the Relationship Between Role Conflict and Student Satisfaction with Educational Services: A Case Study of Business Faculty in a Higher Education Institution in UAE

Roudaina Houjeir¹

Rasha Mohamed Abousamra²

Florida Veljanoska¹

Wiktor Patena³

¹Higher Colleges of Technology, Abu Dhabi Men's Campus,
St 19, Muroor Road, Al Saada Street, Al Nahyan,
Abu Dhabi, United Arab Emirates

²Higher Colleges of Technology, Sharjah Men's Campus,
University City, Muwaylih Suburb, Sharjah,
United Arab Emirates

³Higher Colleges of Technology,
Dubai Men's Campus, Academic City,
Dubai, United Arab Emirates

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Abstract

In the competitive setting of higher education, institutions are continuously trying to maximize student satisfaction, recognizing its pivotal role in attracting prospective students through positive word-of-mouth. In order to do so, it is crucial the higher educational institutions to determine the factors that influence on students' satisfaction with educational services. Only, by knowing what factors determine students' happiness, the higher educational institutions can introduce policies and measures that will improve students' satisfaction. This research investigates the unexplored dimension of student satisfaction by investigating the complex role between role conflict and demographic factors, and their combined impact on student satisfaction with educational services. The central research question driving this study is twofold: First the paper investigates how role conflict, particularly family/study and work/study conflicts shape undergraduate students' satisfaction with the educational services provided by the university's Business Faculty and additionally the research studies how the timing of data collection within the academic semester influences the level of satisfaction with extracurricular activities? In order to get more reliable results, the significance and the strength of the relationship between the satisfaction with service provision factors is studied, including advisory system, first-year course structure, study and family balance, and faculty extra activities; and the demographic factors that are possibly causing a role conflict with being a student role. The semester at which the student is sampled during the data collection period of this study is also examined in relation to the level of satisfaction with extra activities of the faculty. Employing a comprehensive case study approach, we focus on a prominent higher education institution in the UAE, specifically within the Business Faculty. Our research design centers on both survey data collection and subsequent analysis, executed through an online survey distributed to 200 respondents. After careful data cleaning, a final sample size of 100 respondents was utilized for robust analysis. To get the most accurate results we have applied the simple Pearson correlation method. The results of the correlation analysis reveal a significant relationship between perception of the first-year courses and the marital status of the student and the semester in which the student is studying. The study also found significant correlation between the study and family balance and the working conditions and marital status, and significant correlation between the semester in which the student is studying and the school extra activities. These compelling insights prompt many implications. Firstly, they underline the critical nature of role conflict as a determinant of student satisfaction, shedding light on demographic factors that can trigger such conflicts. Secondly, the findings boost the formulation of an actionable roadmap for enhancing student satisfaction, urging the institution to consider tailored interventions that address role conflict dynamics. Lastly, this research reveals ground for future inquiries, encouraging deeper investigations into role conflict's nuanced influence on diverse student segments and extending the scope to other faculties and institutions.

Keywords: Role Conflict; Student Satisfaction, Education Service; Business Faculty; Higher Education; Case Study Analysis

1. Introduction

In today's competitive landscape of higher education, universities are not only focused on academic excellence but are also driven by the imperative to attract and retain students. Achieving higher student satisfaction rates and enhancing retention levels have become crucial goals for institutions striving to stand out in this dynamic environment. To do that, universities need to be fully aware of the determinants of the students' satisfaction level and take into account how students perceive university services, such as the advisory system, the first-year courses structure, and the extra-curriculum activities. However, analyzing only the level of students' satisfaction is not sufficient, but it is necessary to consider the students' marital and employment status and investigate whether they influence students' satisfaction with university services. Particularly within the specialized context of the Business Faculty in the UAE, a deeper exploration of these factors becomes imperative. Higher education institutions must recognize that student perceptions extend beyond conventional academic parameters. Elements such as the efficiency of the advisory system, the structure of first-year courses, and the scope of extra-curricular activities influence students' overall educational journey. However, evaluating these factors in isolation, offers an incomplete picture. To comprehensively understand the dynamics at play, it is essential to account for additional dimensions and take into account the fact that increasing number of students engage in employment alongside their studies, and also increasing number of students get married during the studies. Such conflicts, if unaddressed, have the potential to disrupt academic engagement, prolong the study period and even may contribute to premature attrition.

The significance of role conflict in relation to students' well-being has been highlighted in previous studies (Buda and Lenaghan, 2005). Students view work as both influential and emotional in their pursuit of a college education, as highlighted by Rothbard (2001). Considering the impact of role conflict is predominantly vital today, more and more students are working. The situation of concurrently studying and working presents challenges in terms of role conflict for students. They are required to fulfill the roles of both students and workers, which, if not accompanied by suitable psychological attributes, can lead to problems. Such role conflict can disrupt lecture activities, affect the duration of the study period, and even cause dropout (Afandi et al., 2021).

Not only study-work role conflict has an impact on students' satisfaction but also study-family role conflict should be examined as it has an impact on students' satisfaction with university services. In fact, attempting to "do it all"—that is, to raise children while working and enrolled in a full-time program at a university—can result in inter-role conflicts (Adams & Corbett, 2010; Andrade, 2016; Ogren, 2003; Oliveira & Temudo, 2008). According to studies involving student mothers, it is more difficult for female students to balance several roles than it is for their male counterparts (Sweet & Moen, 2007; Zaleski et al., 1998).

In order to analyze the impact of role conflict on students' satisfaction, most of the previous studies have focused on work-study-conflict (WSC) and work-study-facilitation (WSF). WSC refers to the extent to which work interferes with a student's ability to meet study-related demands and responsibilities (Markel & Frone, 1998), while WSF is defined as the improvement of the quality of the study role resulting from participation in work (Butler, 2007). The results of many researchers have suggested that role conflict influences the way the students perceive the university services and that same services are perceived in a different way depending on whether the student is married or not married and whether it is a working or not working student. While existing research has largely concentrated on work-study-conflict (WSC) and work-study-facilitation (WSF), this study seeks to broaden the horizon. By delving into relationship between role conflict, demographic variables, and student satisfaction, our research tries to uncover nuanced insights specific to the Business Faculty within the UAE's higher education landscape.

Through a comprehensive examination of the advisory system, first-year course structure, study-family balance, faculty extracurricular activities, and their association with role conflict, in this research, we will investigate the relationship between the satisfaction with service provision factors

and the demographic factors that are possibly causing a role conflict with being a student role. The study goes beyond analyzing only the relationship between the role conflict and the level of students' satisfaction, and analyzes the relationship between the students' gender, the semester at which the student is sampled during the data collection period of this study and the level of satisfaction with extra activities of the faculty, as well. Hence, the purpose of this research is to analyze the relationship between role conflict demographics and the level of satisfaction with educational-related services of the university for undergraduate students.

In the study, the students of Business department were included as a part of the student engagement researches conducted in a Higher Education Institution.

The data were collected using an online survey that was conducted on business students of all semesters in the Higher Education Institution. The survey was distributed electronically and it took an average of 10 minutes to be completed. 200 questionnaires, were distributed and 120 were filled and returned back. The data cleaning has downsized the number of questionnaires to 100 respondents.

The following research hypothesis were stated:

H1: There is a significant negative relationship between the perception of advisory system and the gender of the student.

H2: There is a significant negative relationship between the perception of advisory system and the working condition of the student.

H3: There is a significant negative relationship between the perception of advisory system and the marital status of the student.

H4: There is a significant negative relationship between the perception of advisory system and the semester in which the student is studying currently.

H5: There is a significant negative relationship between the perception of the first-year course structure and the gender.

H6: There is a significant negative relationship between the perception of the first-year course structure and the working conditions.

H7: There is a significant positive relationship between the perception of the first-year course structure and the marital status.

H8: There is significant negative relationship between the perception of first year course structure and the semester in which the student is studying currently.

H9: There is significant negative relationship between the perception of quality of study and family balance and the gender.

H10: There is significant negative relationship between the perception of quality of study and family balance and the working conditions.

H11: There is significant positive relationship between the perception of quality of study and family balance and the marital status.

H12: There is significant negative relationship between the perception of quality of study and family balance and the semester in which the student is studying currently.

H13: There is significant negative relationship between the school extra activities and gender.

H14: There is a significant negative relationship between the school extra activities and the working conditions.

H15: There is significant positive relationship between the school extra activities and the marital status.

H16: There is significant negative relationship between school extra activities and the semester in which the student is studying currently.

In order to test the research hypothesis, the quantitative analysis was conducted using the simple Pearson correlation.

The paper is organized into six sections. In the first section, the literature review is given. In the second section, the conceptual framework and the research hypotheses are presented. The methodology is presented in the third section, while the descriptive statistic is given in the fourth

section. The hypothesis testing is done in the fifth section, the interpretation and the discussion of the results in the sixth section, while the conclusion, recommendations and limitations are presented in the last section.

2. Literature Review

The Ministry of Higher Education (MOHE) of the United Arab Emirates regulates and supervises a vast number of higher learning institutions in the UAE. The Higher Education Institution where the study was conducted is one of the largest college in the UAE, with a student population of over 23,000 students in Emirates across the country. The students' performance is critical in developing high-quality graduates who will serve as excellent leaders and manpower for the country. Finding a balance between schoolwork, career, and family commitments can be difficult in today's world. Experiencing satisfaction with the new work-family dynamic, maybe even more difficult to achieve. Role conflict is experienced by students when mismatched demands are pretty rated to a set of standards or conditions that affect their role performance. Academic burnout occurs when students are constantly confronted with the role conflict. There are numerous elements that influence a student's ability to stay in college or, conversely, to drop out. Students' high school successes and academic accomplishments, ethnicity, gender, marital status, advising, students' curricular and extracurricular activities, family demographic features, academic majors, role conflict, and work status are just a few of them (Bank, Biddle, & Slavings, 1992).

According to the literature, a student's first year of higher education is crucial to their future success, retention, and perseverance in the university (Merhi et al., 2018; Baik et al., 2019). In addition to developing views toward their academic coursework that may influence how they engage with the area in the future, first-year students also develop self-awareness as learners (Hernández-Pina et al., 2006; Lerdpornkulrat et al., 2018; Soytürk and Tepeköylüztürk, 2019). According to Yorke and Longden (2004), inadequate transition management can lead to severe suffering, subpar academic performance, and higher dropout rates.

Universities and colleges in the United Arab Emirates have long recognized this, and the majority have worked to improve the support and services they provide to new students. Because of the strong evidence that early college/university experiences are highly predictive of student satisfaction in the long term (Krause & Coates, 2008) and that study habits established in the first year are enduring (Matthews, Andrews & Adams, 2011), these have most commonly taken the form of increased first year orientation, enhanced learning support, improved advisory program, improved extracurricular activities, and first year teaching initiatives (Matthews, Andrews & Adams, 2011). Studying the significance and strength of the relationship between the satisfaction with service provision factors, which include the advisory system, first-year course structure, study and family balance, and extracurricular activities; and the demographic factors that are potentially causing a role conflict with being a student role, was an important part of this initiative to investigate the factors influencing overall first-year student satisfaction.

2.1 Student Engagement

Many higher education institutions struggle with first-year student retention and achievement. First-year intakes have increased dramatically as a result of considerable modifications that numerous schools and universities throughout the globe have made to their admissions procedures. It is vital to identify the elements that contribute to overall student happiness and satisfaction in order for universities to do their part in boosting student success and retention and, in turn, the economy of their respective countries. Student engagement plays a vital role in the academic and intellectual development of the students and improves students' performances (Dassanayake and Senevirathne, 2018; Sun and Rueda, 2012).

2.2 Role Conflict

The contradictory duties of a student put a lot of pressure on an individual as he or she tries to achieve all of them at the same time. This is referred to as "role conflict," and it is the leading cause of drop-outs and marital dissatisfaction among students with families (Hanniford & Sagaria, 1994; Home, 1998; Tian, 1996).

Role conflict was described as the degree to which a person experienced pressures from one job that were incompatible with pressures from another role (Kopelman et al., 1983). In the link between work and college students, role conflict would logically follow role balance. Role conflict is described as the stress or anxiety that results from conflicting responsibilities within one role or between two or more roles.

Role conflict has been extensively discussed in the work/family literature (Greenhaus and Powell, 2006; Barnett and Hyde, 2001; Parasuraman and Greenhaus, 1986). However, few studies have examined how students and their employment interact as well as friction between roles. The resulting role conflict between schooling and employment can lead to stress, absenteeism, and even turnover. In a study they conducted in 2005, Buda and Lenaghan thoroughly examined this connection. Conflict between the needs of the workplace and the needs of the school is known as work-school conflict (WSC). According to Carlson, Kacmar, and Williams (2000), there are three different types of conflict: time-based, strain-based, and behavior-based.

Time-based conflicts arise when time spent in one position interferes with time spent in another. Conflict that is based on strain happens when strain from one role interlopes into another (Carlson et al., 2000; Voydanoff, 2005). Finally, behavior-based conflict arises when particular behaviors essential for one function are inconsistent with those necessary for another. Numerous researchers have identified time management as one of the most challenging aspects of juggling multiple responsibilities (Oliveira & Temudo, 2008; van Rhijn, 2014; van Rhijn, 2016).

2.3 Measurement of Role Conflict and its Relationship with level of Satisfaction

Number of researches in the domain of the relationship between the role conflict and the level satisfaction focused on the negative direction of this relationship. The increase in the role conflict is correlated with the decrease in the level of satisfaction. This is a direct correlation relationship that is based on the measurement of the level of role conflict in a certain context and the level of satisfaction in the same context and for the same respondents. In the current research, it is found that the students who are playing other roles than just being a student, like being a house wife or husband, or being a worker at the same time of being a student, are experiencing less levels of satisfaction with the services provided by the university. This is an indicator of the probability of having a role conflict and there is a need to measure the level of the perceived role conflict felt by the students of the research sample to relate it to their perceived level of satisfaction. The current study is just representing a try to shed light on the possible future research areas that may investigate the reasons behind the level of satisfaction with the services provided other than the quality of the service and this is what may be referred to as an external reason.

2.4 Advisory System

Due to its impact on students' retention, achievement, and satisfaction, academic advising has been the focus of a lot of study (Soria, 2012; Young-Jones, Burt, Dixon, & Hawthorne, 2013; Hsu & Bailey, 2011; Nasser, Khoury, Abouchdid, 2008). According to Young-Jones et al. (2013:9), academic advising "is a point at which institutionally controlled conditions and student behavior influence student achievement." According to Grites (1979), academic counseling is a "decision-making process in which students reach their optimum educational potential through dialogue and information exchanges with an advisor. Both the adviser and the student are in charge of it, and it is continual

and complicated. According to Kramer (1988), academic advising is a disciplined and planned relationship between the adviser and the student. In order for pupils to reach their full potential, it aids them in selecting educational programs (O'Banion, 2009). The largest attrition rates are among first-year students, and those attending large public universities, particularly those who are first-generation students, may find it challenging to transfer from high school to college (Alexitch, 2002). Prior study on student counseling has determined that it is essential to a successful academic experience. It includes assignments where academic staff members assist students in meeting graduation requirements. Additionally, both students and advisers must put a lot of planning into it (Feghali, Zbib, & Hallal, 2011, p. 82).

Academic advising is a systematic and deliberate collaboration between the student and the advisor (Kramer, 1988). It helps students in choosing educational programs to attain their total potential (O'Banion, 2009). First-year students experience the highest rates of attrition, and those at large public universities, particularly those of first-generation status, may find the transition from high school to college mainly hard (Alexitch, 2002). Prior research on student advising designates that student advising is an indispensable component of a successful academic experience. It comprises tasks where faculty members help students complete the requirements essential to graduate. It also necessitates substantial planning on the part of both students and advisors (Feghali, Zbib, & Hallal, 2011, p. 82).

2.5 *Extra-curriculum activities*

Students attending college/university are expected to gain academic and career abilities, and many of them do so while still juggling family obligations and employment. Because of their various duties, students are frequently forced to choose between on-campus and off-campus extracurricular activities. Extracurricular activities have an impact on students' academic performance. Numerous studies have looked at the elements that influence students' academic success, and many activities have been discovered to have a substantial impact. Even though the activities are not obviously related to academic subjects, many extracurricular activities have proven to be effective in building and strengthening academic accomplishment (Shulruf, 2010; Marsh & Kleitman, 2002). Our Higher Education Institution has taken it a step further by encouraging early student involvement in college and community life through a program that fosters and recognizes student development and accomplishment in extracurricular activities. According to Marsh & Kleitman (2002), students' participation in school-sponsored extracurricular activities can boost school engagement, which leads to the development of more favorable attitudes about school and learning. Students who participate in extracurricular activities have a more favorable attitude toward school and are less likely to drop out.

2.6 *Gender differences and School-Family Conflict*

Although starting college is often regarded as a joyful experience, students must often make numerous adjustments and deal with new problems (Von Zuben, 2004). Young adults who are about to start college are handling routine lifecycle responsibilities, such as gaining independence and autonomy from their family and forming new relationships. Researchers who are examining the academic side of the conflict between school and marriage have carefully examined how outside factors like family and employment affect adult students' academic progress and retention rates (Alzyoud, 2020; Wreh, 2015). The issue of home/school conflict affects women who hold roles that are incompatible with one another, particularly those who balance the responsibilities of family, studies, and careers. Conflict between family and school refers to the expectations placed on higher education students who are married and may or may not have children (Olson, 2014). Female students experience stress from juggling multiple responsibilities, and parents feel bad about being unavailable when their kids need them (Terrell, 1993). In fact, mothers enrolled in university programs frequently

experience tension over the trade-offs between short-term and long-term benefits for their children as well as stress from the demands of their dual roles as parents and students (Oliveira & Temudo, 2008; van Rhijn, 2014; Zaleski, Levey-Thors, & Schiaffino, 1998).

Other researchers contend that since marriage is primarily a coercive institution for women, conflict management may always be a challenge for married female students. When female students find the opportunity to study, they frequently lack a private, peaceful place to do so. The main difficulty faced by students with family commitments is finding uninterrupted time to complete their assignments (Aronson, 1998). According to Gardner, Dishion, and Connell (2008), working-class women might be seen as transcending the socioeconomic class to which their family belongs and becoming outsiders in their own homes. It might take older kids longer than younger ones to develop a sense of freedom (Macari, Maples, & D'Andrea, 2005). While there are many reasons to drop out of college, for women in particular, choosing to get married while still a student plays a significant role. According to Austin (2005), 26% of males and 59% of women cite this reason for dropping out of college. The transition to marriage involves a lot of new expectations and changes, which requires the student to make additional adaptations. While a spouse may offer stronger assistance, marriage also increases accountability in many areas. Being married at college entrance increases women's chances of dropping out by 11%, but it has the contradictory effect on men.. Men who are married when they enroll in college have an 8% lower chance of dropping out (Austin, 2005). To better understand and serve the needs of students who are married or considering marriage, further research into gender differences and the decision to continue attending school throughout the marital transition is required.

3. Conceptual Framework and Research Hypotheses

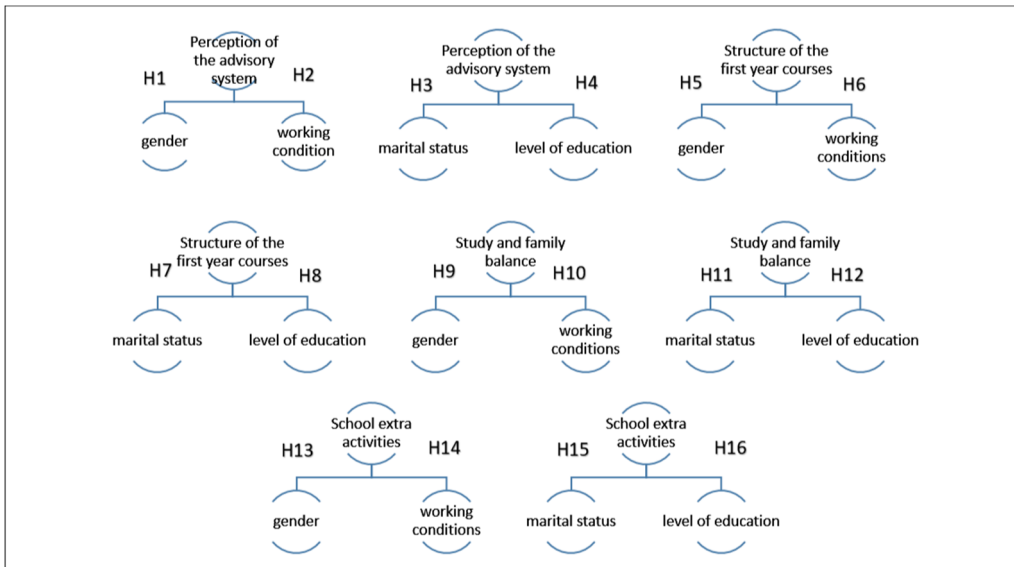


Figure 1:

H1: There is a significant negative relationship between the perception of advisory system and the gender of the student.

H2: There is a significant negative relationship between the perception of advisory system and the working condition of the student.

H3: There is a significant negative relationship between the perception of advisory system and the marital status of the student.

H4: There is a significant negative relationship between the perception of advisory system and the semester in which the student is studying currently.

H5: There is a significant negative relationship between the perception of the first-year course structure and the gender.

H6: There is a significant negative relationship between the perception of the first-year course structure and the working conditions.

H7: There is a significant positive relationship between the perception of the first-year course structure and the marital status.

H8: There is significant negative relationship between the perception of first year course structure and the semester in which the student is studying currently.

H9: There is significant negative relationship between the perception of quality of study and family balance and the gender.

H10: There is significant negative relationship between the perception of quality of study and family balance and the working conditions.

H11: There is significant positive relationship between the perception of quality of study and family balance and the marital status.

H12: There is significant negative relationship between the perception of quality of study and family balance and the semester in which the student is studying currently.

H13: There is significant negative relationship between the school extra activities and gender.

H14: There is significant negative relationship the school extra activities and the working conditions.

H15: There is significant positive relationship the school extra activities and the marital status.

H16: There is significant negative relationship between school extra activities and the semester in which the student is studying currently.

4. Description of the Model

In light of the literature review a hypothetical model is introduced and it includes sixteen hypotheses. The first group of four hypothesis test the relationship between the perception of the advising system and student's gender, working conditions, marital status and the semester in which the student studies. Gender may or may not have an impact on the perception of the advising system, and this research should prove that. The working conditions can also influence on positive or negative perception of the advising system. The reason this hypothesis is introduced is that the authors expect that the students who are working may have negative perception toward the advising system because it won't suit their busy schedules and that the students who are not working may perceive it as a positive advising system because it simply fulfills their needs without any conflicts. Similarly the marital status may also impact the perception of the advising system, as married students have different types of obligations, and that may impact the perception of the advising system. The authors' expectations are also that the semester at which the student studies also impacts the perception of the advising system, as the students who study in the higher semesters have less options to combine the courses, and may find more challenging to have a schedule that fits their needs.

The second group of hypothesis (H5 – H8) in the model, studies the relationship between the first-year structure from one side and the student's gender, working condition, the marital status and the semester in which the student studies, on the other side. The authors expect that the evaluation of the first-year courses is different depending on the students' gender. Also, it is expected that the study-work conflict impacts the evaluation of the first-year courses as it may be challenging for working students to manage this conflict. The evaluation of the level of difficulty of the study can also be different depending on marital status of the student. The authors' expectations are that students

who are married may perceive the first-year courses differently as they have different loads and abilities and may find difficult to manage their university life and at the same time their family life. The last hypothesis in this group is that the semester in which the student study also affects their perception of the first year courses. This relates the satisfaction with the first-year structure to the level of education the student has. Students in the sample of the study are chosen from different educational levels including first year, second year, third year, and fourth year students. This means that students grow up in the ladder of education and this may cause a difference in how they evaluate the structure of the first year in the university.

The third group of hypothesis is related to the relationship between the study and family balance and the students' gender, working condition, marital status and the semester in which the student is studying currently. The tenth and eleven hypotheses are mainly related to the direct study of the role conflict between studying and having a job or studying and having a family. The authors want to test if the students who are single and are not working are having more balance in their life between study and family and that those who are working and/or married may have less balance between their study and their family life. The last hypothesis in this group, studies whether the semester in which the student currently is enrolled impacts the study and family balance.

The last group of hypothesis tests the relationship between the satisfaction with the school extra activities, and the students' gender, working conditions, marital status and the semester in which the student is studying currently. The hypothesis tests if the students' gender impacts the students' satisfaction with the school extra activities, and whether the study/work or study/family conflict impacts the students' satisfaction with school extra activities. The last hypothesis in this group tests if students in higher levels of education are more or less satisfied with the extra activities compared to the students in relatively lower educational levels.

In summary, the model is a try to test the relationship without controlling external factors that may affect the satisfaction with the services provided by the university without being related to the quality of the university services themselves.

5. Methodology

This is a quantitative research applied to the context of educational services provision. The objectivism philosophy of the research is based on using the survey as a quantitative data collection instrument. The population of the study is all students of Business in one of the Higher Education Institutions in the UAE. The importance of choosing this population to conduct this research on is because the undergraduate stage in the MENA region is the first stage where students start many roles and begin to be more seriously taking responsibilities of family, work, and study at the same time and the authors believe that this study at this stage considers these dimensions in the design of the service and its provision and that this was not taking enough care in previous research especially on this category and at this stage of their life. The data collection protocol includes an online survey conducted on students of all semesters in the Higher Education Institution. The survey was distributed electronically and aimed at consuming 10 minutes of the student time to encourage getting relatively higher response rate. However, the duration of data collection was relatively short due to the overload on the researchers, and this affected the response rate, which is 60%. 200 questionnaires, were distributed and 120 only were filled and returned back. The data cleaning then downsized the number of questionnaires to 100 respondents. The scale of the measurement is the Likert five points scale and it is used to assure balanced responses by having an odd number intervals of the scale and is including zero satisfaction level in its lowest interval and ranging up to less than 20%, the second ordinal interval is from 20% to less than 40%, the third is from 40 to less than 60%, the fourth is from 60 to less than 80%, and the last and highest one is from 80 to 100% satisfaction. The percentages are used to describe the sample and research variables in it. The simple Pearson correlation is used to test the research hypotheses. The quantitative research approach is used in this research to match the objectives of studying what relationships with uncontrollable variables are

significantly existing and what is the strength of these relationships. The internal services provided by the HCT are not isolated from the external environmental variables, so this research is important because it adds value to the significance of the relationship between the service provision and the contextual environmental variables for service receivers. The students are coming from different circumstances, demographics, and environments and these all may or may not affect their perception and satisfaction with the services provided by HCT. The hypotheses are non-directional hypotheses to be tested objectively without being biased as possible. The neutral point on the Likert scale of the survey as well as the zero point on the scale adds to the objectivity of measuring the responses of sampling units. The sampling technique is a non-probability sampling technique as the researchers intervene in the choosing of the sampling units to belong to the four years of education and to represent both genders as well as all chosen demographics including marital status, and work conditions.

6. Descriptive Statistics

Table 1: The following table describes the research variables and the percentages of the level of satisfaction with each of them.

#	Dimension	Code	Percentage	Conclusion
1	Perception of the advisory system	Poor	11.3	Majority are satisfied but needs improvement
		Good	17.0	
		Neutral	24.5	
		Very good	32.1	
		Excellent	15.1	
2	First year course structure	Poor	11.3	Majority are satisfied but needs improvement
		Good	22.6	
		Neutral	32.1	
		Very good	17.0	
		Excellent	17.0	
3	Study and family balance	Poor	15.1	Majority are satisfied but needs improvement
		Good	20.8	
		Neutral	26.4	
		Very good	26.4	
		Excellent	11.3	
4	Schools extra activities	Poor	11.3	Majority are satisfied but needs improvement
		Good	24.5	
		Neutral	34.0	
		Very good	17.0	
		Excellent	13.2	

The table above shows that there is still room for improvement on the level of satisfaction which is coping with the key performance success factor of the Higher Education Institution that is related to the increase of students' satisfaction.

Table 2: Room for improvement

28	Gender	Male	22.6	Majority are females
		Female	77.4	
29	Working	Not working	73.6	Majority are not working
		Working	26.4	
30	Marital status	Married	15.1	Majority are not married
		Not married	84.9	

31	Semester	Semester 1	11.3	Majority are senior students
		Semester 2	1.9	
		Semester 3	15.1	
		Semester 4	3.8	
		Semester 5	17.0	
		Semester 6	5.7	
		Semester 7	20.8	
		Semester 8	24.5	

Demographics in the above table describe the sample of the study. The majority of students are not working currently. However, this fact is changing by introducing the project of start-up companies while studying. In this project, students are encouraged to increase their focus on the opening of their own companies as a start-up sponsored by the Higher Education Institution during the studying stage and before graduation. This gives more importance to this research at this time because the problem of dissatisfaction may increase due to the increase in number of the students who will be working while studying. The study then provides a proactive action plan to enable the Higher Education Institution to encourage more students to start their own businesses without affecting their academic standing.

6.1 Hypotheses Testing

The following table illustrates the significance and the direction of the relationship between the research variables for the purpose of testing the research hypotheses derived from the literature review.

Table 3: Correlations

		Gender	Working Condition	Marital status	Semester
Perception of the advisory system	Pearson Correlation	-.121	-.286	-.008	-.106
	Sig. (2-tailed)	.388	.038	.954	.448
	N	53	53	53	53
First-year course structure	Pearson Correlation	-.048	-.097	.275	-.272
	Sig. (2-tailed)	.732	.491	.046	.049
	N	53	53	53	53
Study and family balance	Pearson Correlation	-.264	-.302	.292	-.185
	Sig. (2-tailed)	.057	.028	.034	.185
	N	53	53	53	53
Schools extra activities	Pearson Correlation	-.246	-.235	.254	-.306
	Sig. (2-tailed)	.075	.091	.066	.026
	N	53	53	53	53

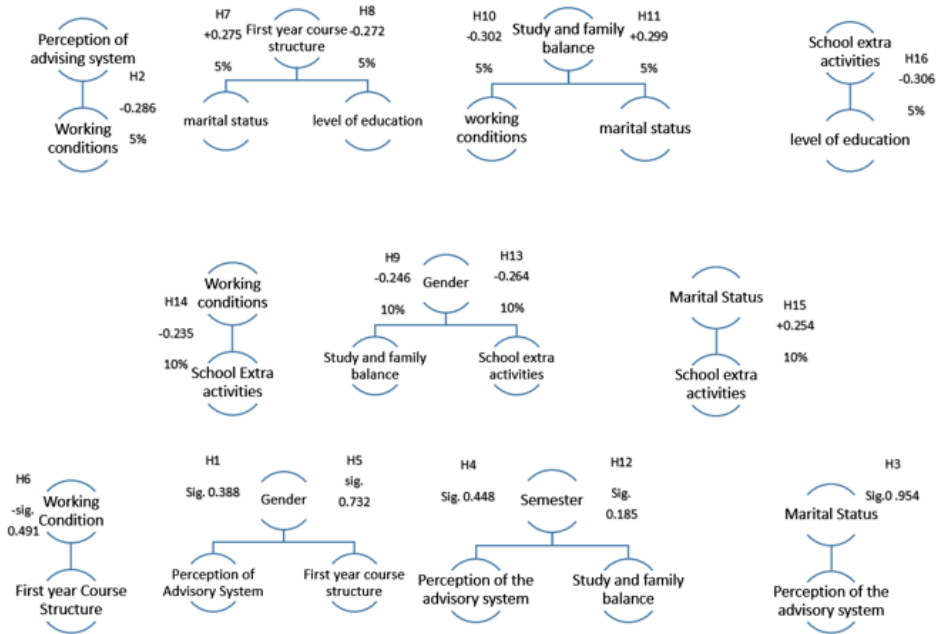


Figure 2:

The analysis of results of significant relationships and insignificant ones occurs on three levels of significance: significance at 95%, at 90%, and insignificant relationships.

Based on the research results the following hypothesis were accepted, considering 95% level of confidence:

H2: There is a significant negative relationship between the perception of the advisory system and the working condition of the student. Working students have negative perception of the advisory system and non-working ones have positive perception of it. However, the strength of correlation is negligible since the Person correlation coefficient is -0.286 .

H7: There is a significant positive relationship between the perception of the first-year course structure and the marital status. Non-married students perceive excellent first-year structure and married students perceive it as poor. Here needs to be noted that strength of the correlation is negligible, since the correlation coefficient is 0.275 .

H8: There is a significant negative relationship between the perception of the first-year course structure and the semester in which the student is studying currently. Seniors have less perceived quality of first-year structure and juniors have higher. Although the negative relationship between the variables has been confirmed, the strength of correlation is negligible, since the correlation coefficient is -0.272 .

H10: There is a significant negative relationship between the perception of quality of study and family balance and working condition of the students. Working students perceive poor study and family balance and non-working ones perceive a better study and family balance. The strength of correlation is poor, since the correlation coefficient is -0.302 .

H11: There is a significant positive relationship between the perception of quality of study and family balance and the marital. Non-married students have better perception of the study and family balance than married ones. Here needs to be noted that although we have confirmed the negative relationship, the strength of correlation is poor, with 0.292 coefficient of correlation.

H16: There is a significant negative relationship between school extra activities and the semester in which the student is studying currently. Seniors are less satisfied with the school extra activities than juniors. The correlation between the variables is poor, since the correlation coefficient is -0.306.

At the level of confidence of 90% and Alpha error = 10% appears another batch of statistically accepted hypotheses. They are illustrated in the above graph and are summarized in the following part

H9: There is negative relationship between the study and family balance and the gender of the student.

H13: There is negative relationship between the level of satisfaction with the school extra activities and the gender of the student.

H14: There is a negative relationship between the level of satisfaction with the school extra activities and the working conditions of the students.

H15: There is positive relationship between the level of satisfaction with the school extra activities and the marital status of the student.

In the all of the above mentioned hypothesis (H9; H13; H14 & H15) the correlation coefficient ranges from -0.235 to -0.264 for the negative correlation and 0.254 for the positive correlation, suggesting that the strength of the correlation between the variables tested in all the above hypotheses is negligible.

Based on the research results we have failed to accept the following hypothesis, and hence we have rejected them:

H1: There is a significant negative relationship between the perception of advising system and the student's gender.

H3: There is a significant negative relationship between the perception of advisory system and the marital status of the student.

H4: There is a significant negative relationship between the perception of advisory system and the semester in which the student is studying currently.

H5: There is a significant negative relationship between the perception of the first-year course structure and the gender.

H6: There is a significant negative relationship between the perception of the first-year course structure and the working conditions.

H12: There is significant negative relationship between the perception of quality of study and family balance and the semester in which the student is studying currently.

7. Interpretation

Table 4: The following table illustrates the three levels of significance among all research variables:

Demographics	Criteria of Evaluating the Services Provided by the Higher Education Institution											
	Perception of the Advising System			First Year Course Structure			Study and Family Balance			School Extra Activities		
	Correlation Coefficient	Level of Confidence	Significant	Correlation Coefficient	Level of Confidence	Significant	Correlation Coefficient	Level of Confidence	Significant	Correlation Coefficient	Level of Confidence	Significant
Gender	Insig.	Insig.	0.388	Insig.	Insig.	0.732	-0.264	90%	0.057	-0.246	90%	0.075
Working Conditions	-0.286	90%	0.038	Insig.	Insig.	0.491	-0.264	95%	0.028	-0.235	90%	0.091
Marital Status	Insig.	Insig.	0.954	0.275	95%	0.046	-0.302	95%	0.034	-0.254	90%	0.066
Current Semester	Insig.	Insig.	0.448	-0.272	95%	0.049	Insig.	Insig.	0.185	-0.306	95%	0.026

□ Insignificant relationships, □ Significant relationships at level of confidence of 90% , □ Significance relationships at level of confidence of 95%

7.1 Interpretation and discussion of the results of the accepted hypothesis at 95% level of confidence

To interpret the level of satisfaction in light of the hypotheses testing results, we found that the students who are busy working on their own business or in a company are not fully aware of the benefit and details of the advisory system. Hence, the students who are fully dedicated to learning are more satisfied with the advisory system at the Higher Education Institution. This reflects the subjectivity of the evaluation of the advisory system, which is based on the interrelationships with other external uncontrollable factors, like the role conflict impact with another task, rather than depending on the level of the quality of the advising system alone. The results are expected, as the working students may find it difficult to complete their semester schedule that will fit their busy working schedule. However, as noted earlier the coefficient of correlation is -0.286 indicating negligible level of correlation.

This study has also confirmed the positive relationship between the marital status and the perception of the quality of the first-year structure of the study. As per the results non-married students perceive as excellent the first-year course structure, while the married students perceive it as poor. This result is somehow expected as married students face study/family conflict and that may negatively impact the perception of first-year course structure. On the other hand, if we compare how seniors perceive the quality of the studying structure of the first year and how juniors perceive it, we can understand that the deeper perception of the studying structure has led to a lower level of satisfaction and this highlights an alarm for the Higher Education Institution to rethink about the first-year structure of study plans and try to improve its quality. This was confirmed by our research results where a significant negative relationship was found between the structure of the first-year courses and the semester in which the student is studying. As mentioned before it needs to be noted here that the coefficient of correlation for both first-year course structure/marital status and first-year course/semester in which the student is studying is only 0.275 and -0.272 respectively, indicating negligible correlation.

In regards to the interrelationship between the study-family balance and the students working conditions, we have found that working students have less ability to balance between quality of study and family balance. The coefficient of correlation is -0.302 indicating low negative correlation. This is an uncontrollable factor that needs paying attention to when the Higher Education Institution plans to increase the number of start-ups. The students will be under the burden of time stress and task conflict and this means that synchronization has to replace asynchronization between studying and working conditions and family responsibilities. This especially refers to students who have these responsibilities and the desire to start their own businesses during the bachelor degree stage and not after graduation. The restructuring of study plans in the early stages may encourage more students to start-up their companies and to understand that the study plans are serving this purpose and not hindering it. Students may also be able to get married while studying and working and start early to grow up faster and take their early steps of building their careers with the support of the Higher Education Institution in light of the results of this research. This may be considered as saving time for the students and, at the same time, a competitive advantage of the Higher Education Institution in the market place of educational services and its' added value to society. Similar results were found by Hendrik's study (2020) conducted on the students from University of Twente, where it was found that having part time job can be time consuming and makes more difficult for the students to achieve study-life balance.

The research has also confirmed the hypothesis 11, that non married students have a better perception of the study-family balance than married students. This result is expected as married students face much more challenges in their study as they have more family responsibilities. Although the study has confirmed the correlation between the family/study balance and the student marital status, we need to point out that there is only negligible correlation, since the coefficient of correlation is only 0.292 . The result is in line with the previous finding (Suleiman, 2017) for the female students in the University of Zanzibar, where it was concluded that married female students

have some challenges in their study, including arriving late in the morning lectures, postponement of semester examinations due to pregnancy, shortage of time for doing revision, difficulties in participating in social activities and in balancing between academic and family responsibilities. The study has proved that it is difficult for the students to balance between the family and studies, and this should be taken into consideration while preparing school schedules, in order to make them flexible enough, to reduce the pressure from the married students.

Extra activities are issues to be considered in terms of giving more focus and stop keeping activities consuming more time and having many objectives to achieve within an unreasonable period of time. This is important, because the more focused and uni-objective oriented activities, the better the results and the ability to encourage students to increase their level of satisfaction with these activities throughout the years of studying at the Higher Education Institution.

The study has shown that there is a significant negative relationship between the school extra activities and the semester in which the student is studying. The study has proved that seniors are less satisfied with school extra activities than the juniors. As per the research results the relationship is negligible since the coefficient is -0.306 .

8. Interpretation and Discussion of the Results

8.1 Discussion of the significant correlation at level of confidence 90%

In this research we have analyze whether the gender, working condition, marital status and the semester in which the student is studying impacts the perception of the study-family balance. The results has shown that we can accept the hypothesis 9 and conclude that females are more satisfied with the study and family balance than males, considering level of confidence of 90%. However, we need to point out that there is only negligible correlation between the variables, since the coefficient is only -0.264 . The responsibilities toward family for males includes being a representative in formal family gatherings, buying family food and daily stuff, driving sometimes if there is no driver available. We talked to some students to ask about these responsibilities and found that men drop their siblings at schools in the morning and take them back home afternoon. They take their sick family members to the clinics or hospitals, and buy certain products upon the request of their relatives. Females rarely take these responsibilities and this interprets their higher level of balancing between the family life and the study life. Females have to stay at home after a certain time at night and are not allowed to go out because of the traditions and norms of the country. Males are able to spend more time outside the house and for this difference females tend to have more time with their family and at the same time focus more on their studies compared to men.

The results have also proved that the gender impacts the students' satisfaction with the school extra activities. Actually the study has shown that considering level of confidence of 90%, there is negative correlation between the two variables. However, the correlation is negligible since the coefficient is -0.246 . These results were expected as females are more satisfied with school extra activities than males. Females are caring more about the details and append more time on extra activities simply because they have extra time. In one of the campuses of the the Higher Education Institution females claimed that the only outing they have every day is going the college to study and that they keep other outings to the weekend. At the same time male students are having many places to visit per every day and other than going to the college to attend lectures. They go to meet their friends, to the café, to play football, to fix and maintain their cars in car garages, their hair dressers once or twice a week and this is not the case for females. As a conclusion, females have more free time so this makes them feel more satisfied with extra study related work.

The perception of the school extra activities is impacted by the working conditions and students' marital status, as well. The study has shown that there is a negative relationship between the students working condition and school extra activities and positive relationship between students' marital status and school extra activities, considering 90% level of confidence. Here we also

need to emphasize that the correlation is negligible, since the coefficient of correlation is -0.235 (for the working conditions) and 0.254 for marital status. To analyze the results we looked at the consumed time per day for the working student at work versus the free time for the non-working student. Students who are not working are having extra time in which they can accept extra activities without complaining or feeling stressed. For working students, it is obvious that the more tuff is the working condition and the longer the working hours are, the less acceptance and satisfaction this working student may have when asked to perform extra activities or duties. This is leading to the concluding of the dependency of the level of student satisfaction on external factor not related to the designing of the extra activities or the quality of this design. Providers of these services should use the results of this research to take into consideration the significance of the impact of external factors on the satisfaction of service receivers. The solution to the lower levels of satisfaction is not always to redesign the service or to revisit its level of quality. According to the findings of this research the differences among students in their levels of satisfaction may be linked to their demographics and personal life conditions.

The results of the study shed more light on new dimension of the service design including the considerations of students' demographics diversity and having a suitable level of customization and differentiation in the designing of the service provided to different batches and categories of students. The extent to which the service will be differentiated and customized is related to the capacity planning at HCT and the ability to handle the higher cost needed for this more specialized and customized service design and provision. The standardization of the services belong to the continuous production of services and this is not matching with the nature of the service customer because students who are the customers of these services are not the same so the standardized service provision does not suit them and this is found to be analytically the main reason of students' complaints.

8.2 Interpretation of Insignificant Relationships

In this research, we found an evidence that in the the Higher Education Institution where our research was conducted, there is no significant relationship between the gender of the student and the perception of the advising system so that the male students and the female ones are perceiving the advising system without being affected by their gender. Same results were found by Asmi et al (2014), in their survey about the factors impacting the satisfaction of the advising system during Fall 2012 across the three colleges in Muscat, Oman and Ismail et al. (2021) in their study conducted in UiTM Pasir Gudang campus, Malaysia. Similar results were also found by Hsu and Bailey (2011). Opposite to the previously mentioned researches Young-Jones et al. (2013) and Banat (2015) found that the gender has a significant impact on the students' perception of the advising system. Moreover, Sardar et al. (2021) found that female students are more satisfied with the advising system than the male students.

There is also a contribution of this research by finding an evidence that the perception of advising system is not affected by other demographics as the marital status of the student and the current semester in which the student belongs. Namely, we expected that married students face family-study conflict and have more responsibilities during the day, and may find difficult to find a suitable courses that fit their busy schedule, but this research has not confirmed that and we failed to accept the Hypothesis 3. Our research has found also that there is no correlation between the semester in which the student is studying and the perception of the advising system, and we failed to accept the Hypothesis 4. Our expectations were that the juniors perceive the advising system better than the seniors because majority of the working and married students are seniors and that supposes to impact the perception of the advising system as they may find difficult to find courses that fit their schedule. However this was not confirmed with the results of this research. Still there are other researches who found that there is a significant difference in the mean score for students' satisfaction amongst various semesters (Asmi et al. 2014).

Regarding the perception of the first-year structure, there is no significant correlation between the perception of this structure and both the gender and the working conditions of the student. This is opposite to the findings in the Michigan Technological University (Hein et. al, 2005) in terms of the correlation between the first year course structure and students' gender, where it was found that there is a significant difference between the male and female students in terms of their perception of the first year course structure. For the study and family balance variable, this research finds an evidence on a significant relationship between this variable and each of the following demographics; the gender of the student, the working conditions of the student, and the marital status of the student, but couldn't find an evidence on the current semester for which the student belongs as a variable that may impact the study and family balance. This is logically accepted because study and family balance may take place in all semesters and hence it is not related with the semester in which the student studies currently.

For the school extra activities, it is significantly related to all demographic factors and that is why it has to get a priority when designing services and to be highly customized based on the demographic differences studied in this current research.

9. Conclusion and Recommendations

This research has investigated the relationship between the role conflict demographics and the level of satisfaction with educational-related services of the university for undergraduate students. The research was limited to the students of the the Higher Education Institution as a representative of the public education in the United Arab Emirates. The research highlights the impacts of external uncontrollable factors on the perception of the services provided by the advising system, as well as the education system at the Higher Education Institution. The research has tested 16 hypotheses in order to discover whether the gender, working condition, marital status, and semester in which the student studies currently, impact students' satisfaction with the advising system, first-year courses, study and family balance, as well as school extra activities. The Pearson correlation method was used to test the correlation between the variables. Based on the research results it was discovered that considering the level of confidence of 95%, the students' working condition has a significant negative impact on the perception of the advising system, meaning that work-study conflict impacts how students perceive the advising system, as working students may find more difficult to choose courses that suit their working schedule. It means that the role conflict that occurs in the case of playing more than one role and having a conflict between these roles, puts the student under stress that impacts his or her evaluation of the advising system. Accordingly, revisiting the advising system provided to working students would significantly improve the level of their happiness. The findings of this research match with the findings of Zainal Badri and her colleagues (Zainal Badri, 2022) in their recent research about the relationship between the academic role and the family role and how this conflict affects their well-being, especially during the COVID-19 lockdown. However, needs to be noted that the coefficient of correlation is low -0.286 , suggesting that the degree of correlation is weak. As far as the other variables that may impact the perception of the advising system are concerned, the research has shown that gender, marital status, and the semester in which the student currently studies do not impact the perception of the advising system.

Based on the research result, the marital status and the semester in which the student studies have a significant impact on the perception of the first-year courses, considering a 95% level of confidence. As per the research results, the study-family conflict impacts how students perceive the structure of the courses in the first year, and non-married students' perception of the first-year courses is excellent, compared to married students, who perceive it as poor. This proves that the students who are not married can have a relatively better level of satisfaction with the structure of the first-year courses since they are more tolerant than the married ones and they can absorb the shock of becoming a university student and leaving school and becoming more independent. In another study (Wright, 2022), it was found that the role of the mother is important to distinguish between the

students who are performing well at the beginning of their university life and those who are not. The research recommended the designing of a university center that validates the student mother's experiences. Mothers play a significant family role in preparing students to become university students and there may be an impact on the level of happiness in the first year because of this role. Although the study found a significant correlation between the students' marital status and the perception of the first-year course structure, still it is weak as the coefficient of correlation is 0.275.

As for the semester in which the student studies, it was found that senior students' perception of the first-year courses is poorer than the perception of juniors. The more maturity the student has by growing up and passing the semesters of studying in the university, the more different is the evaluation of the experience he or she has about the first year's structure. Junior students who are still immature are not able to compare the structure of the first year with the structures of the following years in the university. The grown-up students in year 3 or 4 are able to give more mature and comparative judgments on the quality of the structure of the first year in the university. However, the coefficient of correlation is -0.272 suggesting a negligible correlation between the variables. Another very recent research, (Jiang, 2022) is in line with this research, as it has found the same thread of argument regarding the level of happiness for university students, arguing that it is significantly impacted by the student's personal, familiar, and social factors. These researches highlight the family aspect as an impactor on the focus on the university-related happiness of students.

The research has also proved that gender and working conditions do not have any impact on the students' perception of first-year courses structure.

The research has also investigated the relationship between the study and family balance and the students' demographics. The results of the research suggest that considering a 95% level of confidence, the study-family conflict and the study-work conflict impact the students' perception of the balance between the family and studies. More precisely the results suggested that working and married students have a poorer perception of the study and family balance than non-working and non-married students. At the same time, the results have suggested that considering a 90% level of confidence, gender influence the perception of the study-family balance. Yet, the coefficient of correlation for all these variables is negligible close to 0.3, signifying a weak correlation.

The results of testing the hypothesis about the significance of the relationship between the working conditions of the student and the perception of the quality of study and family balance are explaining how working students perceive an imbalance between the studying role and the family played roles. The research has shown that students who are not working and are studying only, are more capable to find the balance between studying and family roles. There is no doubt that the argument of having a university role in this regard is of a special importance for working students. The same applies to married students who are trying to balance their study role and their family role. This means that the university needs to cluster students into groups based on the amount of pressure they may have due to role conflict reasons during their studies. Non-married students have a better perception of the study and family balance and this means they need relatively less care from their university compared to married students. According to the statistics in the student filing, most of the working students are senior students, not junior ones. Contrarily, the research has shown that the semester in which the student studies does not impact the students' perception of study and family balance.

Senior students in years 3 and 4 are expected to have more role conflict because of studying while working. This explains that senior students in the current study are less satisfied with the school extra activities than the juniors because they lack the time and focus due to focusing on more than one role. This research explains the key factors to increase student satisfaction in light of having role conflicts during university life. The role of the university must not stay passive and there is a need to experiment the impact of the meditation course and tailor the advising and educational services to clusters of students based on levels of stress and role conflicts they have.

The aim of this research was also to discover the relationship between the students'

demographics and their perception of school extra activities. As per the results, all variables included in the analysis (gender, working condition, marital status, semester in which the student studies) influence their perception of school extra activities. More specifically, with a level of confidence of 90%, we can say that gender influence the perception of the advising system, and also working and married students have a poorer perception of the school extra activities. On the other hand, with a level of confidence of 95%, it is proved that seniors have a poorer perception of the advising system, than juniors. Similarly, as with the other variables, it needs to be noted that the coefficient of correlation for all variables is between -0.306 to 0.254, suggesting a weak correlation between the variables.

Based on research results, we can conclude that the educational and advisory services need to be revisited to think of how to customize both of them to fit with the diversity of students' demographic characteristics. This research concludes that the students who are working in the evening and studying at the Higher Education Institution in the morning or vice versa are not as happy as the students who are dedicated only to the attendance of their classes and studying at home.

This research's findings support the strategic educational decision-making about how to raise the level of satisfaction for working students and for married ones. It adds to the planning of when to add extra activities to the curriculum and how to give support to students after considering the roles they are playing during their university life.

10. Limitations

The research was limited to the business students of the Higher Education Institution as a representative of the public education in the United Arab Emirates. Hence, the findings may not apply to other higher educational institutions with different structure, resources, cultural setting, academic requirements and students' demographics. The research results are limited to the period of data collection and excludes the students of special needs, the part-time students, and the students in the military services or are off for any accepted excuse during the period of the data collection. In addition to that, respondents who decided to participate in the online survey may be the ones who have stronger opinion about the topic or have more interest about the research topic that ultimately may lead to biased results. The research is also excluding any economic, social, or psychological factors that may affect the impact of the student when responding to the research questions. The research is excluding the testing of the impacts of the size of the family, the number of children, the location of work or any other related demographic factors and is limited to the number of demographic factors chosen in the light of the literature review results.

We recommend a further research on the topic, in which a large sample size will be included and also all above mentioned limitation of the study will be addressed.

11. Recommendations

Based on the findings of this paper, we recommend the higher education institutions to create tailored support programs that will help students overcome the challenges that arise from study/work or study/family conflict. In that regard, higher educational institutions can organize regular workshops where the students will be trained how to effectively manage the role conflict. Introduction of the diverse learning formats, such as blended learning, offering online courses, flexible class time, can be used to reduce role conflict, as well. Furthermore, the analysis of the perception of the advisory system has revealed the need the higher education institutions to improve the accessibility and effectiveness of the advisory system, where the advisors can easily address academic and personal concerns of their advisees. Moreover, the higher education institutions should periodically evaluate and adapt course structures to ensure alignment with students' needs and preferences, potentially incorporating more flexibility and interactive elements. To do that it is highly

recommended the higher education institutions to establish an effective feedback mechanism, where the students can easily provide their opinion about the advisory system, course structure and extracurricular activities.

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