

Correlation assessment between working and academic performance

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Abstract

Working while studying is common, with at least half of all students taking a paid job at some point throughout their studies. By combining working and studying simultaneously will impact the academic performance of students. The main issues are the consequences of working while studying, which results in declining academic performance. This study aimed to identify possible reasons that cause students to work and study simultaneously, assess the correlation between work and academic performance, and determine the main barriers students face as they work and study. Using quantitative method, data was collected from 218 students from undergraduate and postgraduate, who have experienced study while working. Results show that most students agreed that working while studying correlates with academic performance. Furthermore, it is necessary to learn about the positive and negative effects of their efforts that distract them all this time. Having known all, these factors helped this study develop a good strategy for maintaining a better life while working and studying simultaneously.

Keywords: Impact, simultaneously, Obstacles, Students

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1. Introduction

Working and studying while studying in college can be rewarding and exhausting. The number of college students working and studying at the same time has increased significantly in recent years. In recent years, the cost of education financing has increased so much that combining work and study is necessary for many students [9]. Furthermore, when paid employment is related to a student's vocational employment, it is very beneficial to aid academic knowledge and career prospects. However, semester-paid employment can also adversely affect students and their studies. Hours of work can impair students' academic activities [17]. In response to the increase in work -while -study among university students, this study expanded the questionnaire to identify possible causes, to access correlations between students' work and academic performance, and to find out key barriers faced by University students as they work and study at the same time. While the research topic is nothing new, the scope of this topic is new because it focuses on students who have jobs.

As the trend of working and studying simultaneously among college students is increasing, it is important to conduct research studies among university students to determine the real factors that motivate students to work and study at the same time [20]. More importantly, they must learn about the beneficial outcomes of their efforts and the negative outcomes that can distract them over the years [6]. This paper presents an assessment of the correlation between job and academic performance. Having studied all these variables, this study was able to design appropriate techniques for living a better life while working and studying simultaneously.

2. Related works

Pregoner et al. [18] stated that research about working students is widely undertaken in different countries. Tumin and Faizuddin [30] reported that students engaged in working while studying appeared to comprehend the significance and consequences of doing so. The main reasons for working while studying are financial assistance, self-development, and the desire to gain real-world work experience for their future. According to [33], it was found that a significant percentage range of students was reported to work while studying, with the main purpose of attaining financial stability and developing needed skills for future long term employment in the students' subject field.

A self-motivated and well-organised student may find it easier to balance work and studies, but someone who has to concentrate on doing well in school may find it too challenging to have a job and study simultaneously [26]. According to research carried out by [10] and [23], students participating in working while studying are most likely to be influenced by friends. Wadood [32] reported that to guarantee the future and provide financial support for families, students started small businesses. The findings by [25] highlighted that despite the availability of student loans, students from low-income households were more reliant on having a job for supplementary financial support.

Nurwulan and Selamaj [16] stated that the impacts of working while studying on university students' academic performance are uncertain since there are positive, negative, and neutral effects. According to [17], working in jobs relevant to the student's major could serve as a stepping stone to boost student's career success without significantly affecting academic achievement. The outcome for those who have worked in a job that is unrelated to their field of study depends on the work intensity. Students that were engaged in working also gained new knowledge and skills such as communication skills [27]. A study carried out by [1] concluded that working students have good time management skills for organising and balancing work and studies. Svegeboe Lindholm and Vennberg [24] stated that working as a student can provide practical experience that is just as important as education. The research conducted by [19] demonstrated that there are no significant differences in the tendency to feel the flow and any measures of well-being, burnout, or academic accomplishment, between working

non-working students. Students with and without work fairly have similar academic achievements. This shows that working while attending university has no negative implications, at least in the study's sample. However, according to [5], working students experience more exhaustion and stress than those students who do not work. In addition, [15] stated that students who have long working hours impact their stress level. Many students working longer hours cut down on study time and were too exhausted to focus on their academics [2].

From the research conducted by [21], having a related job to the field of study is most positively beneficial to the students rather than having a non-related job. Paolo and Matano [17] highlighted that working in a job that is related to the field of study is most likely to have a higher employability chance. Zhang and Yang [33] stated that although researchers recommended university students to take a major-related job because of future career benefits, taking a non-related job has no significant effect in getting employed in the field of study.

Zhang and Yang [33] stated that the working hour is crucial in determining how work affects students' academic performance. According to research carried out by [29], the outcome of their research is mostly determined by the amount of time the students devote to their academics. Working students will achieve good results if more time is devoted to studying and will achieve poor results if more time is devoted to working. According to the research conducted by [4], the total hours working and academic performance have a significant negative correlation because students will have less time for their studies if more time spent at work, and this circumstance will undoubtedly have a negative effect on academic performance of university students in Ghana. However, the research's findings by [8] revealed that there was no significant relationship between hours worked and hours spent on academics, implying that despite the fact that students work various hours, there was no evidence that longer working hours resulted in fewer or more hours spent on academics. Therefore, [11] stated that balanced time management is the main criteria needed for a working student since poor time management would lead to low academic performance.

According to the study conducted by [1], the majority of students in the study stated that the students try to balance their responsibilities at work and as students. When students reach the fatigue level, the students' academic performance begins to deteriorate. In the research, [23] reported that the students who experienced having a job while studying showed higher stress levels than those who did not work. The outcome of research by [22] showed that more than half of working students from the research mentioned stress symptoms such as lack of appetite or overeating, distractions, difficulty making decisions, or feelings of restless and worries. Based on [14] research findings, almost half of the respondents reported that maintaining a healthy eating habit was challenging as working students tended to skip meals due to the difficulty of finding time to eat.

3. Methodology

Quantitative method was used, and targeted students who attending public and private universities in Malaysia, whether undergraduate, postgraduate or taking a diploma. The research is also not limited to students with experience in working while studying at the same time. If they do not have experience working while studying, they are to give their opinions on the concept of working and studying at the same time. This research constructed the survey form adapted from [7] using Google Form for three weeks.

Participants were chosen randomly based on their willingness to participate in the survey. The surveys were mainly distributed via social media platforms such as WhatsApp, Facebook, Instagram and Telegram. Most questions in the survey are close-ended, as stated by [31] that respondents restricted themselves with apparent ease to the alternatives offered on the close-ended forms. In

contrast, on the open-ended question, they produced a much more diverse set of answers. Some of the answers to the open-ended questions were also inadequate.

4. Results and discussion

4.1. Section 1: Personal Information

Table 1 shows the frequency distribution of data collection of 218 respondents' age. The youngest respondent was 18 years old, while the oldest was 32 years old. As shown below, the modal class for the respondents' age is (21 - 23), and the mode for the respondents' age is 22. By using the calculation formula and data from Table 1, the research found the mean is 21.61 years old, and the standard deviation of the respondents' age is 3.806. Below is the calculation of the mean and standard deviation of respondents' age. It seems the majority of the respondents are between 21 to 23 years old.

Table 1: The frequency distribution of the data collected from online surveys

Class Limit (Age)	Frequency, f	Midpoint, X_m	X_m^2	$f \cdot X_m$	$f \cdot X_m^2$
18 - 20	45	19	361	855	16245
21 - 23	162	22	484	3564	78408
24 - 26	7	25	625	175	4375
27 - 29	2	28	784	56	1568
30 - 32	2	31	961	62	1922
	n=128	$\sum X_m = 125$	$\sum X_m^2 = 125$	$\sum f \cdot X_m = 4712$	$f \cdot X_m^2 = 102518$

Calculation of the mean, \bar{X} :

$$\bar{X} = \frac{f \cdot X_m}{n} \tag{1}$$

Calculation of the standard deviation, s :

$$s = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n - 1)}} \tag{2}$$

The percentage of female and male respondents, which is 71.6%, are female, and 28.4% are male. 97.2% of respondents are single, while both married and other status have the same percentage, which is 1.4%, contributing up to 3 respondents. The percentage of respondents' study whether at public university/ college or private university/ college in Malaysia, which is 88.1% respondents study at public university/ college contributing to 192 respondents. Another 11.9% respondents study at a private university/ college which contributes to 26 respondents. The actual result percentage of respondents' study at, which is 83.9% respondents study at public university/ college contributing to 183 respondents which is a difference of about nine respondents from the previous result. Another half, 16.1% of respondents study at private universities/colleges, contributed to 35 respondents, which is a slight difference of 9 respondents before analyzing the data collected. The majority of these respondents are currently studying in Universiti Malaysia Sabah, which made up 37.6% of all respondents. The second-highest percentage of respondents is from UiTM, made up of 15.1%, followed by MSU, which is 6.4%. The 183 respondents are currently studying at a public university/college, while another 35 are currently studying at a private university/college. Of 183

respondents from public universities/colleges, 173 are university students, while another 10 are college students. Of 35 respondents from private universities/colleges, 31 are university students, while another four are college students. The majority of the respondents are second-year students with 56% contributing to 122 respondents, followed by first-year students with 28.4% contributing to 62 respondents, followed by fourth-year students with 6.4% contributing to 14 respondents, followed by the third-year students with 5.5% contributing to 12 respondents and the smallest percentage 3.7% contributing to 8 respondents for other. Among the respondents, 64.7% (n=141) are undergraduate students, 27.5% (n=60) are diploma students, about 4.1% (n=9) are postgraduates and another 3.7% (n=8) are currently studying at foundation level.

For the respondents' current CGPA, the research split the data collected into two partitions which are Group A (working while studying student) and Group B (non-working student/ fully student) to make a comparison between both groups for current CGPA results that represent Fail below 2.0; Pass between 2.00 - 3.49; Excellent above 3.49. Below is the formula that the research used to get the percentage of Group A and Group B, as shown in Table 2. Calculation for Group A:

$$Percentage_A = \frac{n}{69} \div 218 \times 100 \quad (3)$$

Calculation for Group B:

$$Percentage_B = \frac{n}{149} \div 218 \times 100 \quad (3)$$

Based on Table 2, the research found that two respondents from Group A and one respondent from Group B failed. Group B has less percentage of fail, which is only 0.0031%, than Group A, which is 0.0133%. For the pass CGPA, Group B had a higher of 0.0319% rather than Group A. It seems that Group B students have more time to learn and study compared to Group A students. The statement supports this research that the time spent in part-time employment reduces the available time for homework and co-curricular activities. It sometimes leads to dropout or lower academic performance [12]. However, the respondents from Group A had a higher 0.0217% than Group B. It seems that Group A students are also able to achieve a higher CGPA as well as Group B students even though they have less time of study compared to Group B students, but due to unbalance number between respondents in Group A and Group B, this result shown might be slightly towards negative result for the current excellent CGPA.

Table 2: The comparison percentages of current CGPA from Group A and Group B

CGPA	Fail [< 2.00]	Pass [2.00 - 3.49]	Excellent [> 3.49]
Group A [n=69]	2	29	38
	0.0133%	0.1928%	0.2526%
Group B [n=149]	1	73	75
	0.0031%	0.2247%	0.2309%

The percentage of fail in Group A students which is 81.1% higher than Group B students which is only 18.9%. The research found that Group A students have more potential to fail in exams than Group B students due to less time in study and stress working. The percentage of pass in Group B students is 53.8% higher than Group A students, only 46.2%. The research found that the more positive result is towards Group B students than Group A students due to the less commitment on Group B students than Group A students. The percentage of excellence in Group A students is 52.2% higher than Group B students, only 47.8%. The research found that the more positive result is towards Group A students compared to Group B students. This result may be slightly affected due to the unbalanced number of respondents between Group A and Group B students.

4.2. Section 3: Working and Studying Simultaneously

In this section, only Group A (students who have experience working while studying at the same time) will answer the following set of questions. Several types of jobs that respondents do. 33.3% (n=23) work in the business field, 30.0% (n=20) work in customer services, 21.7% (n=15) work as freelancers and 7.2% (n=5) work in marketing. Private tutors or educators made up 4.3% (n=3), and the remaining made up 4.5% (n=3) for other job fields. Most of the respondents take part in doing business, customer services and freelancers. This positive result may be due to the fact that students prefer to work online, and free time allows them to balance their management time between study and work. The percentage of whether respondents' jobs are related to their major in universities or colleges. About 76.8% (n=53) of respondents answered 'No' while another 23.2% (n=16) answered 'Yes'. The research found that the more positive result is towards respondents' no job related to their major in university or college. This result may be due to respondents' financial problems, making them not be picky when applying for a job.

In this section, only Group A (students who have experience working while studying at the same time) will answer the following set of questions. Table 3 shows several types of jobs that respondents do.

Table 3: What kind of Job You Do

Variable	Frequency (Percentage)
Business	33.3% (n=23)
Customer Services	30.0% (n=20)
Freelancers	21.7% (n=15)
Marketing	7.2% (n=5)
Private tutor/ Part-Time Educator	4.3% (n=3)
Rescuer	1.5% (n=1)
Food and Beverages	1.5% (n=1)
Penetration Tester	1.5% (n=1)

Based on Table 3, most of the respondents take part in doing business, customer services and freelancers. This positive result may be due to the fact that students prefer to work online and free time allows them to balance their management time between study and work.

For the percentage of whether respondents' jobs are related to their major in universities or colleges, about 76.8% (n=53) of respondents answered 'No' while another 23.2% (n=16) answered 'Yes'. The research found that the more positive result is towards respondents' no job related to their major in university or college. This result may be due to respondents' financial problems, making them not be picky when applying for a job.

Several reasons why respondents choose to study and work at the same time. The majority of respondents, which is around 84.1% (n=58), chose the reason for being financially independent, 62.3% (n=43) chose to experience as part of the reason, and another 50.7% (n=35) chose to improve skills. This shows that the top reasons for choosing work and study at the same time are financial reasons. This may be due to the fact that the university fees are too high compared to school fees, and many of them can not afford to pay the university fees if they do not work. It is crucial for them to search for money for continuing their study at the university level. Next, the research also found that students who work while studying at the same time want to gain more experience and improve their skills. The research found that students who work while studying simultaneously have a strong reason why they are doing both working and studying simultaneously.

Figure 1 presents the percentages of who influence respondents to work while studying. Most of the respondents, which is around 82.6% (n=57) claimed that they did not get influenced by anyone rather than themselves. Another 13% (n=9) stated that they were influenced by friends and the remaining 4.3% (n=3) answered that they were influenced by their family.

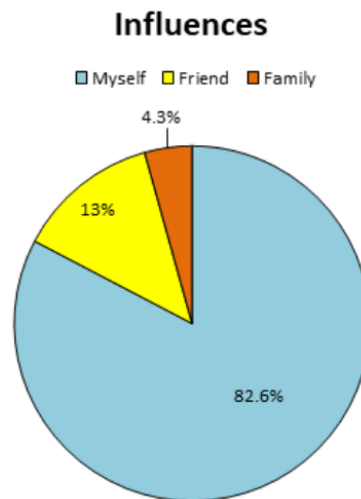


Figure 1: Influences to work while studying

Based on Figure 1, the more positive result for influence is by themselves. It seems that students are able to make their own decisions without being influenced by others.

Next, most of the respondents, around 85.5% (n=59), agreed that they are still motivated to carry on working and studying simultaneously. Another 14.5% (n=10) claimed that they are not motivated to carry on working and studying at the same time. The more positive results are towards students that are still motivated to carry on working while studying at the same time. Overall, it seems that students' motivation to carry on working while studying simultaneously is much higher than students who are not motivated to work while studying at the same time.

Next, the majority of the respondents, 88.4% (n=61), agreed that they work while studying to earn money, and 82.6% (n=57) agreed that learning new things is part of the benefits. 79.7% (n=55) respondents also stated that one of the benefits is to gain experience, while 72.5% (n=50) respondents agreed it is for their soft skills. Another 40.6% (n=28) agreed that one of the benefits is they can be well-prepared. The remaining percentages are allocated to other benefits stated by the respondents. The research found that students gain more benefits when working while studying, and the most positive result is towards gaining money, learning new things and gaining experience. Working while studying also has many positive impacts on students and teaches students to be independent in earning money.

Table 4 shows the percentage of the respondents' priority between working and studying. Most of the respondents, 46.4% (n=32) agreed that studying is the priority rather than working followed by 44.9% (n=31) agreed that both working and studying have the same priority in their life. Another 8.7% (n=6) claimed that working is their priority in their life.

Based on Table 4 the research found that as a student, respondents' prioritize most at study compared to work and the research found that half of respondents' prioritize both. It seems students still do not neglect their study when they are working and studying at the same time.

Table 4: Prioritize between Working and studying

Variable	Frequency (Percentage)
Study	46.4% (n=32)
Work	8.7% (n=6)
Both	44.9% (n=31)

The majority of the respondents answered ‘Yes’, which made up 75.4% (n=52), while the remaining 24.6% (n=17) answered ‘No’. The research found that half a quarter of respondents have more positive results towards their current job, which can help in future careers due to the variety of skills and working experience that they gain from their current job. The majority of the respondents, which is around 72.5% (n=50), answered ‘Yes’ while the remaining 27.5% (n=19) answered ‘No’. It seems that academic performance is better when students work while studying at the same time. This result may be contributed by students who are indeed excellent students who still can get academic performance better even if they are both working while studying simultaneously.

Majority of respondents, which is around 47.8% (n=33), work between 5 and 8 hours per day. 31.9% (n=22) stated that they work not more than 4 hours per day. About 14.5% (n=10) of respondents work more than 8 hours per day, and the remaining stated they were not sure since their time is quite flexible. It seems that most students rely on working less than 9 hours due to the responsibility and commitment as a student cannot be neglected.

Figure 3 presents the obstacles that respondents have met while studying and working at the same time. The majority of the respondents, which made up about 79.7% (n=55), claimed they felt exhausted, while around 53.6% (n=37) agreed that it caused them to feel stressed. Another 49.3% (n=34) agreed that it caused them a distraction and 40.6% (n=28) agreed that working while studying had caused them lateness to work or join classes. 36.2% (n=25) respondents also agreed that they were not well-prepared. One respondent stated another obstacle which is they have to deal with their patients. Only one respondent stated that they were not sure of the obstacle they faced.

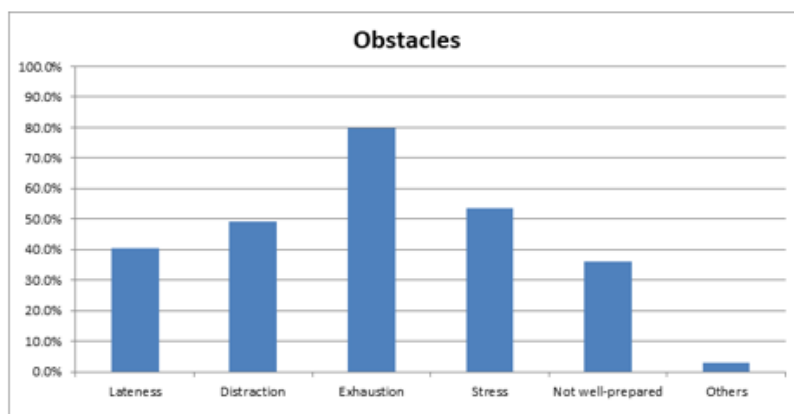


Figure 2: Obstacles while studying and working at the same time

Based on Figure 2, the research found that there are too many obstacles that students face when they work and study at the same time. The most positive result is towards exhaustion, stress and distraction due to the spending hours in both work and study respectively giving a big impact whether in students’ physical or mental.

The majority (59.4%, n=41) agreed that they never missed any class activities while they were working. About 39.1% (n=27) respondents have missed their class discussions and another 14.5%

(n=10) agreed that working while studying has affected their attendance. The remaining 13% (n=9) agreed that they had missed their group assignments. It seems students are still able to manage their time well when working while studying. However, the research found that working while studying really impacts students' persistence in the study, as there are still a number of students that miss important classes such as class discussion, attendance, and group assignment.

The majority of them, which made up 60.9%(n=42) of respondents, answered 'Yes' and the remaining 39.1%(n=27) answered 'No'. It seems most students feel so tired to the point that they want to quit whether in study or work. The research found that working while studying really impacts students' life. They cannot be persistent in the study and result in declining academic performance, resulting in stress, and they are at the lowest point. About 76.8% (n=53) responded 'Yes' and the remaining 23.2% (n=16) responded 'No'. It seems students' recommendation for their college to work while studying is due to the preparation of future life and to bring their college face to the real world outside of study.

Figure 3 shows the respondents who answered 'Yes' need to state their reasons for recommendation to work while studying. Below is the variety of reasons that support respondents' recommendation to their college.

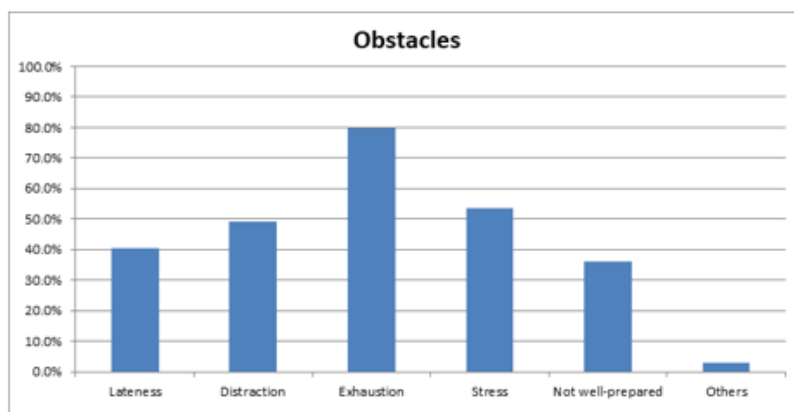


Figure 3: Reasons of recommendation to work while studying

Based on Figure 3, it seems the variety of reasons from students why they recommend their college to join and be like them. The research found all the reasons that students claim are based on teaching their college to be more independent and for a brighter future after graduation.

4.3. Section 3: Personal Opinion

In this section, all 218 respondents (both Group A and B) will be answering students' perceptions on the impacts of working while studying at the same time on academic performance and persistence. As shown in Table 5, below is all the data collection of personal opinion questions consisting of five questions that related to this study.

Based on Table 5, the research found that students who are employed part-time perform as well academically as those who are not employed, resulting in a balanced mean score which lies at 3.46. This explains that all students are able to achieve well in academic performance even though the students are employed part-time. This opinion is supported by the percentage of excellent students in the current CGPA.

The research also found a strong relationship between the number of hours worked and academic performance, which lies at 4.01 mean score of agreed. This opinion is supported by a large number of respondents who do not dare to take the risk of relying on work more than 9 hours per day when

Table 5: Mean Scores Of Each Question in Personal Opinion section

No.	Question	Mean Scores [9, 17, 20, 6, 18]
1	Do you think that students who are employed part-time perform as well academically as those who are not employed?	3.46
2	Is there a relationship between number of hours worked and academic performance?	4.01
3	Does working part-time give an impact on student persistence?	3.92
4	Does location of work (on-campus versus off-campus) make a difference in academic performance or persistence?	3.94
5	Does working in a career-related field make a difference in academic performance or persistence?	3.91

working while studying. Based on this result, the research concludes that students who are employed part-time are able to achieve well in academic performance due to the number of hours worked that they spend on.

Next, the research found that working part-time gives an impact on student persistence, resulting in more positive results, which lies at a 3.92 mean score of agreed. This opinion is supported by the evidence in data collected in this study where working while studying has an impact on students' class activities such as attendance, assignments, and lecture. Moreover, there is a higher percentage of students who work while studying at the same time feel they want to quit doing both works and study at the same time due to the drop in persistence and academic performance. This evidence is enough to claim that working while studying impacts persistence in students.

From the fourth question, the research found that the mean score for work location (on-campus versus off-campus) makes a difference in academic performance or persistence considered agree, which lies at 3.94. Logically, when the work location is on-campus, students no need to worry about the class activities, such as lecture class. They still can manage to attend all the lecture classes without any excuses compared to students who work off-campus. This explains why the work location may affect their academic performance and also their persistence.

From the final question, the research found the career-related field makes a difference in academic performance or persistence is more positive towards agreement on this statement which lies at 3.91. This explains that when students work on a related career with their major study, it will enhance their understanding and skills on their study based on their work experiences. They will have the chance to excel and perform well, whether in academic performance or persistence.

5. Findings and discussion

Throughout the analysis, the majority of students agreed that the utmost reason for why they work while studying was to be financially independent. This is quite similar to the findings that have been done in Milano, Italy; the main reason to work during higher education was the wish to have personal financial resources [28]. This would eventually lead to the conclusive benefits that they gained from working while studying, earning money, and learning new things. Furthermore, these findings show that exhaustion is the major obstacle students encounter while working while studying, followed by stress. This is also supported by the previous findings by [13], which stated that besides deadlines, limited finances, family issues and time, other additional responsibilities also stress college students out.

In terms of students' academic performance, 72.5% (n=50) students who have experience working while studying claimed that their academic performance is better when they work and study simultaneously. Their claims can be justified by the comparison data between students who have experience working while studying and students who never work that was calculated to have a slightly higher percentage of getting excellent CGPA despite having to work while studying. However, there are still some inconsistencies between each result when compared to the number of students who fail, pass and excel in their studies. 81.1% of students who have failing CGPAs were actually among those who work while studying. Furthermore, a contradicting percentage of students who passed their CGPAs can be concluded that the full-time students have a slightly higher percentage of passing their studies, which is about 53.8%, than those who work while studying. These ironic findings may have been affected due to the fewer participants who actually have experience working while studying participated in this survey, which will be discussed further in the limitations section. Overall, it is safe to say that full-time students who do not work while studying have a slightly better academic performance, which is similar to the previous research; significant differences can be seen in the sense that students who only study have the greatest advantage regarding good marks, while students who also work full-time in a related job have the greatest disadvantage [21].

In terms of the impacts on students' persistence, the type of job plays a significant role in driving students' persistence in studying. 33.3% of participants who have experience in working while studying had business as their jobs. As assumed that most of these businesses were run online and at students' flexible time, students might get distracted since they spend longer time on social media or e-commerce platforms to manage their businesses while studying. According to [33], students who are employed and have family responsibilities have greater attrition and less commitment to study independently. They made little use of available support even when they needed it. Students' persistence to keep on studying is affected by this cause and hence may also result in inconsistent academic performance every semester. However, students' academic performance persistence could not be evaluated solely based on this survey since no specific question was asked that would record students' GPA of every semester to prove that their academic performance persists every semester.

6. Conclusion

The findings of this study represent the voices of the Malaysian students who have experiences of studying and working simultaneously and those who do not. This study found that the main reasons for working while studying are financial assistance, self-development, and the desire to gain real-world work experience for their future. The correlation assessment between working and academic performance shows a positive impact that most of the respondents strongly agreed that working part-time would have an impact on student persistence. This is because they need to balance their time wisely, either working or studying, which may affect their performances and persistence of work and CGPA results. The main obstacles that the students have faced when they work and study simultaneously, the majority of the students claim that they feel exhausted because doing two things at the same time. This may cause them to feel stress and may lead to low performance. Overall, this study suggests that the students be able to design appropriate techniques for living a better life while working and studying at the same time.

Based on the statistical analysis, most respondents recommended working while studying, but working outside of campus exposes the students to the outside world more and helps deal with some culture shock issues. In these terms, the University department should develop one program that will encourage these students to handle their new environment. Universities need to manage to give their students advice and opinions when they come to the outside world and be mentally and physically

prepared. Indirectly, the student will have more financial support during their university lives, either for themselves or family members. Several studies also suggest structures to minimise the impact of working while studying, such as making timetable choices, getting advice and tutorials and exploring a more flexible educational experience. Future works may look into this proposed solution in the university and management perspective.

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