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Harnessing the Technology of Text to Image Generation in the Performance of Advanced Business Programing

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A R T I C L E I N F O

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A B S T R A C T

The purpose of this research is to examine how work-related stress affects students' academic performance from various angles, particularly in the UAE's distinct educational system. As stated in many research studies and cases, work stress can play a major role in the academic performance of students. This research will use a descriptive study with a sample size of 60 students from different universities and colleges across the UAE, as these students are working either part-time or full-time jobs while pursuing their studies. The result of this research will give an insight into the various challenges that are faced by UAE students as they balance work and academic performance. The recommendation encourages universities and students to make suitable decisions about creating a supportive learning environment.

1. INTRODUCTION

In the UAE's dynamic and rapidly changing environment, universities are increasingly attracting students who are focusing not only on their studies but also on jobs. This trend highlights the diverse and complex nature of the UAE, a country known for its economic growth, diverse workforce, and thriving education sector. As part of efforts to prepare the future workforce and bring it in line with international education standards, UAE universities are introducing innovative educational methods such as technology integration to ensure high-quality teaching and learning [1]. As education continues to evolve, a major issue has emerged: the impact of related work stress on students' academic performance. As students struggle to strike a balance between their academic responsibilities (assignments, exams, and attendance) and their jobs, they face many challenges that can impact their overall well-being and academic performance. The purpose of this study is to examine the impact of work-related stress on the academic performance of students in the United Arab Emirates. This addresses the complex interplay between work stress and continuing education in the UAE educational environment. Many approaches will be used to collect information, like online surveys and face-to-face interviews with students. These approaches will ensure reliable information, highlight the barriers students face, and offer suggestions that can help create a stimulating and harmonious learning environment for the UAE's future leaders. From my continuous research about this topic, I have found that there are almost no such studies conducted in UAE, although there is a big number of students who are working and pursuing their studies in Universities in UAE [2]. As well the researches focused on such Majors like nursing and engineering which they are considered to be difficult majors and being enrolled in such majors

and working would have a big impact on the academic performance, but I will research other majors as well [3]. The objectives of this research are to highlight the source of work- related stress on university students and to examine the relationship between work-related stress and academic performance [4]–[7]. Moreover, Analyzing the strategies that are used by working students to overcome this conflict and lastly evaluate the support systems like universities and work sites in mediating the impact of work-related stress on academic performance [8]–[11].

2. LITERATURE REVIEW

A literature review has been formed based on 10 Articles related to the topic.

[12] Did the study in Portuguese with sample size of 825 students. The authors used academic work demands, academic work control, peer support as independent variables which are considered work characteristics and academic performance as a dependent variable, as well they used levels of satisfaction as a mediator [12]–[14]. The results have shown that students' satisfaction having a big impact on student's academic performance as well it is a mediator between academic work control and performance [15]–[18].

The place where the research was conducted is not mentioned. In this study, the authors used amount of time studying, amount of time working, motivation as well ability as independent variables [19]. They used academic performance as a dependent variable [9], [16], [20], [21]. The outcome has shown that the amount of time studying and working doesn't impact academic performance while motivation and ability have a positive impact on academic performance [22]–[25].

Did the study in England with sample size of 359 students. In this study the Authors used work as an independent variable, and they used Grades and attendance as dependent variables [23], [26]–[28]. The outcome has shown the negative impact of work on students' grades and attendance [28]–[31].

Did the Study in USA. In this study the Authors used the decision to engage in term-time employment, the number of work hours, and the motivations behind students' employment choices as independent variables while using academic achievement measured by GPA as a dependent variable. The outcomes have shown that employment has modest negative effects on student grades, with a GPA declining by 0.007 points for each additional work hour.

[32] did the study in USA. The Authors used Student Employment as an independent variable from homogeneous and heterogeneous experience, and they used students' academic performance which is measured by GPA as a dependent variable. The outcome shows that when student employment is viewed as a homogeneous factor, those not working tend score higher GPAs compared to working students [30], [31], [33], [34]. However, when considering student employment as a heterogeneous factor, it is found to have little negative impact on GPA [35]–[37].

The study was conducted in USA. The authors used time spent in work as an independent variable, and used academic performance as a dependent variable. The outcome of this result showed the negative impact of time spent on work at academic performance.

[36], [38], [39] The study was conducted in Columbia with sample size of 566 nursing students. The Authors used paid work jobs as an independent variable and used academic performance as independent variable. The outcome showed negative impact of paid work with studies in university on academic performance [40]–[43].

The study was conducted in USA. The Authors used Student age, Students' self-perception and academic standing as independent variables and used academic performance as dependent variable [44]–[46]. The outcome showed how these factors can be a major effect on working students' academic performance [12].

The study was conducted in Australia. The Authors used work- university conflict and work-university facilitation as an independent variable, moreover they used student's academic engagement as a dependent variable [38], [41], [47], [48]. The results have shown work- university facilitation have a positive impact on students' academic engagement while work- university conflict has a negative impact on students' engagement [11], [20], [49], [50].

The study was conducted in New York. The Authors used to participate in SYEP (Job program) as an independent variable and they used academic success as a dependent variable [17], [18], [51].

The outcome has shown positive effect of this job program on academic success of youth in New York City.

Latin America and Singapore [4]–[7]. In this segment scholarly articles, and company websites were chosen to obtain reliable data. In this section through four cases, super apps and their application or usage have been depicted as a project [22], [42], [43], [52]. Furthermore, Table 1 will explain the demonstration of the apps as well as the motivation behind using these apps. This table will also describe the potential ways through which these super apps influenced the regular lives of several individuals [53]–[55].

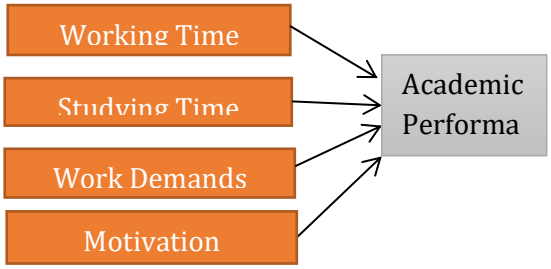
3. METHODOLOGY

3.1. Study Variables

Variables	Type	Category
Amount of Time working	Independent Variable	Demographic
Amount of Time Studying	Independent Variable	Demographic
Work Demands	Independent Variable	Demographic
Motivation	Independent Variable	Demographic
Academic Performance	Dependent Variable	Demographic

3.2. Conceptual Framework

The following model presents the conceptual framework of the research paper. This framework includes the investigated hypothesis and the examined relationships between independent variables and dependent variables. The model has four independent variables that are: Working Time, Studying Time, Work Demands, Motivation and the dependent variable is Academic Performance.



3.3. Hypothesis Statements

RQ1:

H0: Amount of Time working doesn't affect academic performance.

H1: Amount of Time working affects academic performance.

RQ2

H0: Amount of Time working doesn't have impact on academic performance

H1: Amount of Time working have an impact on academic performance.

RQ3

H0: Work Demand doesn't impact academic performance.

H1: Work Demands impacts academic performance.

RQ4

H0: Motivation doesn't influence academic performance.

H1: Motivation influence academic performance.

4. DATA COLLECTION

The organized method of collecting and analyzing information regarding particular variables that are relevant is known as data collection. As there are 2 types of Data Collection which are: Qualitative: Strategies for gathering non-numerical data with an objective of studying and understanding detailed components of individual behavior, situations, and incidents [56], [57]. Quantitative: It is used to gather numerical information which can be processed and examined using statistics. Using evaluations, examinations, and surveys, in addition to managed and standard procedures, this approach generates information that can be mathematically analyzed and evaluated.

4.1 Survey Deployment Methods

There are a variety of methods to conduct surveys. Typical methods include using online surveys for an extensive and efficient audience grasp, email or online platforms for a specific demographic, and print or phone interviews for specific individuals or locations.

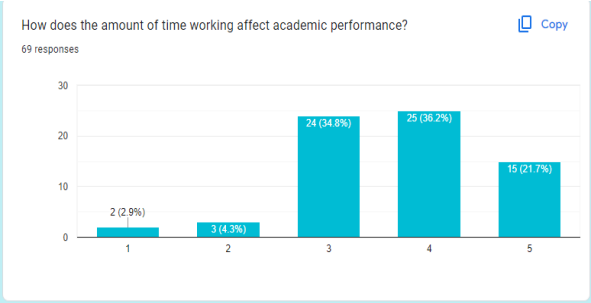
A tool used by researchers to count and categories variables while assigning numerical significance to sightings is called a measurement scale. The kind of variable being examined along with the amount of clarity needed for the study will affect what measuring scale is selected. In this research, I used Quantitative data collection Method as a survey

was used to collect the data and opinion from large number of people in UAE, and the survey Deployment Method is an online survey which was Distributed to people to gather data and responses, as the frequency of the survey =1 response. For the Measurement Scale, I used category scale as the answer of the questions are divided into 5 points scale which is a Numerical Scale and this numerical scale have equal intervals which separates the numeric scale points.

Applying research sampling approaches, a selected group of participants or parts from a broader sample has been selected to be used as the subjects of the study. Probability sampling and non-probability sampling are both major methods for sample collection. Probability Sampling: Through ensuring that each individual of the overall population has an equal opportunity of becoming included in the group being studied, this raises the potential of gathering an appropriate and generalizable sample. Simple random sampling and stratified random sampling are two types of methods for probabilistic sampling. Non-Probability Sampling: As opposed to using random selection, non-probability sampling chooses participants on the basis of unrelated criteria like researcher perception or accessibility. Convenience sampling and purposive sampling are examples of non-probability sampling techniques which can add error yet are frequently useful in specific study scenarios. As per the assignment Guidelines, the sampling method used was Probability Sampling which is specifically Simple Random Sampling as the questions in form of online survey was distributed randomly among the students to gather effective data. As a target of 60 sample size but the online survey received a sample size of 69 students.

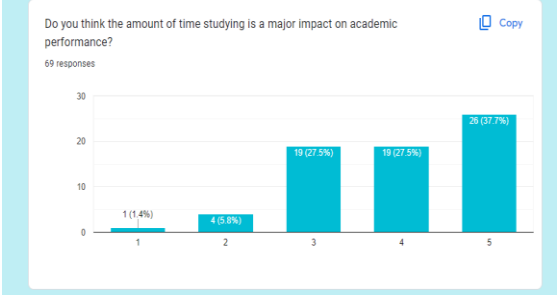
5. DATA ANALYSIS AND DISCUSSION

There are several data analysis tools employing in empirical studies in order to generate conclusions. Descriptive Analysis: In order to respond to the question "what happened," descriptive analysis which is recognized as the most basic and significant analysis in business today—involves looking at past information. Displays that offer a recap of previous occurrences are commonly used to illustrate this kind of analysis. Diagnostic Analysis: Understanding the underlying causes of findings found by descriptive analysis is possible through diagnostic analysis. It looks closely at the influencing aspects in the hope to provide an extensive response to more complicated issues, including "why did this occur. . Predictive Analysis: Predictive analytics seeks to provide a response to the question "what might have occurred" by extrapolating and anticipating future occurrences based on previous information. By using this type of evaluation, businesses may forecast future patterns and changes. Prescriptive Analysis: Prescriptive evaluation constitutes the most significant level of data analysis. For the purpose of trying to identify the best plan of activity for handling a current issue or choice, it integrates knowledge from all previous analyses. In this research, a Descriptive study was used as we used Quantitative Data collection Method which give us a statistical summary of the data, like mean, standard Deviation and Skewness.

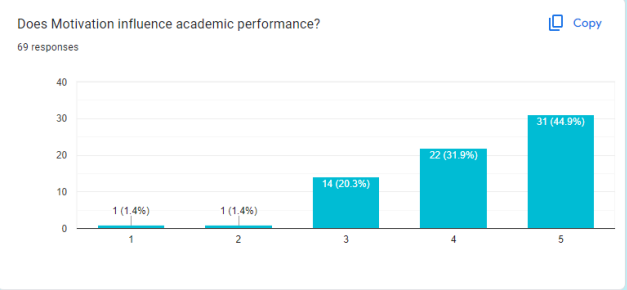


In this Survey, the highest number of responses was to (4) with 25 responses and 36.2% with a slight difference between 3 and 4 and which shows that somehow the amount of time working has a high effect on once academic performance as the least number of responses was to (1) with only 2 responses and 2.9%.

In this survey, the highest number to responses was to (5) with 26 responses and 37.7% and this shows that the amount of time of studying has a major impact on the academic performance, because according to the scale 5 means high effect. On the other hand, the least responses to (1) with only 1 response and 1.4%.



In this survey, the highest number to responses was to (4) with 27 responses and 39.1% and this shows that the work demand has an impact on the academic performance. On the other hand, the least responses to (2) with only 6 responses and 8.7% and 0 responses to (1) low effect.

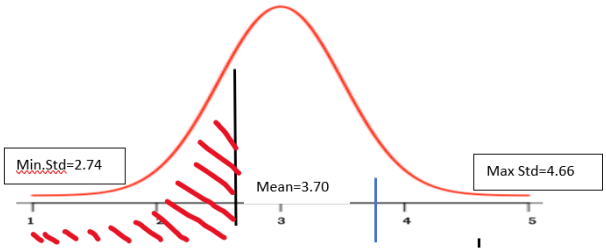


In this survey, the highest number of responses was to (5) with 31 responses and 44.9% and this shows that the work demand has an impact on the academic performance. On the other hand, the least responses to (2) with only 6 responses and 8.7% and 0 responses to (1) low effect.

After the results of the questioner, research questions are discussed as the following:

RQ1: How does the amount of time work affect academic performance?

Amount of time working	
Mean	3.70
Standard Deviation	0.96
Skewness	-0.48



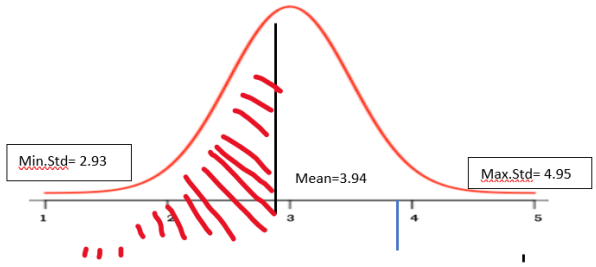
Min: Mean – Standard Deviation
Max: Mean+ Standard Deviation
Min=3.70 – 0.96= 2.74
Max: 3.70+ 0.96= 4.66

With a mean of 3.70 and a standard deviation of 0.96, the data suggest that, on average, more time at work may have a somewhat negative impact on academic performance. A negative skewness of -0.48 indicates that the data is heavily concentrated to the left. The range from 2.74 to 4.66 shows the spread of academic performance.

RQ2: Do you think the amount of time studying is a major impact on academic performance?

Amount of time studying	
Mean	3.94
Standard Deviation	1.01
Skewness	-0.58

Min: Mean – Standard Deviation
Max: Mean+ Standard Deviation
Min=3.94 – 1.01= 2.93
Max: 3.94+ 1.01= 4.95

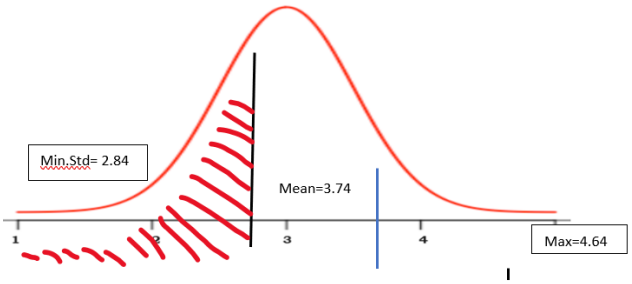


The data indicate that, on average, more study time (mean 3.94) may have a slightly negative impact on academic performance, indicated by a standard deviation of 1.01. The negative skewness of -0.58 implies a concentration of data points at the higher end. The range from 2.93 to 4.95 indicates variability in studying habits within the data set.

RQ3: To what extent the work demand impact academic performance

Work demand	
Mean	3.74
Standard Deviation	0.90
Skewness	-0.20

Min: Mean – Standard Deviation
Max: Mean+ Standard Deviation
Min=3.74 – 0.90= 2.84
Max: 3.74+ 0.90= 4.64

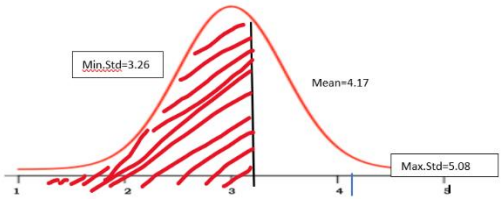


The data show that, on average, the effect of work demand on academic performance is moderate (mean 3.74) with some variability (standard deviation 0.90). The negative skewness of -0.20 indicates a trend toward higher work demand, potentially having a slightly negative effect on academic performance. The range from 2.84 to 4.64 shows diversity in perceived impact across the data set.

RQ4: Does Motivation influence academic performance?

Motivation	
Mean	4.17
Standard Deviation	0.91
Skewness	-0.97

Min: Mean – Standard Deviation
Max: Mean+ Standard Deviation
Min=4.17 – 0.91= 3.26
Max: 4.17+ 0.91= 5.08



The data indicate that motivation has a positive impact on academic performance, with a mean motivation level of 4.17 and moderate variability (standard deviation of 0.91). A negative skewness of -0.97 indicates a concentration of higher levels of motivation, which is associated with better academic performance. The range of 3.26 to 5.08 reflects the diversity of motivations in the data set, confirming the observed trends.

5. PRACTICAL IMPLICATIONS

The authors completed thorough research on my topic and are capable of offering a few practical ideas as recommendations. Colleges and universities should take the initiative to implement stress prevention programs that equip students with the necessary skills and resources to effectively manage work-related stress. Part-time student organizations should establish communication channels with colleges and universities to coordinate alternative arrangements or initiatives aimed at reducing stress. Organizations should be aware of the possible consequences of job stress on students' academic achievement and start exploring strategies that foster a positive and supportive work environment for employees. Furthermore, the provision of competent counselling services or educational courses that incorporate strategies for managing stress can equip students with the necessary tools to navigate work-related challenges.

5. RECOMMENDATIONS

Super apps are gaining wide attention and popularity in the hearts of people. Therefore, to retain its importance and benefits, it is better to improve its digital aspects so that, its challenges cannot restrict its services. At the same time, the companies implementing super apps also need to offer extreme back-end support for the proper functioning of the super apps. In case such is not done, then it can hinder the scope of success of the company as well as the application. Therefore, it is better to offer varied types of innovations from time to time the software developers so that they can get tallied with the current situations [58], [59]. Such types of improvements can also become advantageous for the users as newly added facilities could be attained by the clients with time. Otherwise, the application can become outdated and hence its importance in the minds of the people could get lowered in the coming days. Hence, the developers need to be very vigilant about the market changes so that they can be implemented within the application to maintain their position in the market scenario.

6. CONCLUSION

From the above, it could be concluded that the structural design of super apps is extremely simple and it offers a simple platform of commitment. This platform not only presents entertainment but also assists in accomplishing varied types of important official transactions like bill payments, loan sanctions, EMI payments etc. All these activities can be attained from a single application with the use of unique functionalities of the application. Due to the presence of such types of facilities, most of the institutions, government or private are introducing their super apps to engage more and more users. Thus, a wide range of customers is signing into these apps to make life simple and hassle-free. However, to boost the preferences of super apps, they need to be designed in such a way that it becomes very simple to handle and access.

Finally, research on "the impact of work-related stress on students' academic performance" demonstrates a significant connection between academic performance and work-related stress. These results will show the constant link between student outcomes and work demands. This research supports a more comprehensive understanding of what obstacles students endure when handling a range of obligations and gives illumination on the convoluted connection between work-related stress and academic performance.

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