The Impact of Academic Support Services on Student's Recruitment and Development

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A R T I C L E   I N F O

A B S T R A C T

Students consistently strive to attain higher grades in their respective courses, as they are obligated to complete these courses in order to obtain their graduation degree. There are various methods to enhance one's GPA, including intensifying study efforts, dedicating more time to studying, engaging in group study sessions, and utilizing university-provided services. I would like to inquire about the effectiveness of these services in attaining improved academic performance. This study, conducted in the UAE, aims to examine the relationship between several variables (additional courses, advisor help, library support, and contractual services) and student achievement, which is the dependent variable. The research aims to determine the efficacy of these interventions in enhancing students' academic performance, using CGPA as an intermediary variable. With a sample size of 50 students, this study has the potential to inform universities on how to enhance their teaching methods and enable students to attain higher grades in their courses. The university should implement more effective strategies to support students or enhance the already established methods outlined and evaluated in this descriptive study. Students should be more cognizant of the services offered by CU Ajman university in order to maximize their academic success.

1. INTRODUCTION

Students always aspire to achieve higher grades in their relative courses, which they are required to pass in said courses to get their certificate of graduation. There are a multitude of ways to improve the GPA, such as studying harder or for more time, participating in group studies, or using the services provided to them by the university, and that is what I'm going to ask about: whether these services actually help or not in achieving higher grades [1]–[3]. The ones I will be looking at are whether academic advisors support helps the students understand the difficult parts of their subjects, resulting in better grades [4]–[7]. I will use the CGPA as a mediator, and it will represent the relationship between student success and the independent variables, while gender will be the moderator of the students [8]. The independent variables are the extra courses, advisor support,

library support, and contracted services they are provided to every student, but does it actually help assist and/or will it make a difference, foundation type classes that are supposed to support the students that have difficulty in math and English, which are extra courses the university has contracted with multiple service providers to assist the students in their research, such as EBSCO [9]. This descriptive study will look into and study if these academic support services [10]–[13]. After conducting the literature review, I have come to realize that some new variables were not taken into consideration such as the extra courses that students take or the services that the university provided in the model [14]. also, none of them were conducted in the UAE making this research unique and that they were used on high school students or students from universities with different majors,

the gap is that I am going to do research in CU Ajman and find out if the Academic support services provided by the university does have an effect on the students or not [15]–[17].

2. LITERATURE REVIEW

This descriptive study was conducted in China where 13,954 recent college graduates are used as a sample, it looked at whether the entrepreneurship service support that the universities conducted helped the students or not [9], "Entrepreneurial attitude, subjective norms" are independent variables and entrepreneurial self-efficacy is a mediating role between university entrepreneurship support, Entrepreneurial attitude, subjective norms which are independent variables and entrepreneurial intention dependent variable [1], [2], [18], [19]. It found out that there is not much effect on entrepreneurial intention from subjective norms but a strong relation between Entrepreneurial attitude and entrepreneurial intention [20]–[23]. This descriptive study was conducted in Pakistan with a sample size of 406 consisting of male and female student which played a moderating role in academic motivation (dependent variable) with online learning, teachers' academic support, agency [8], and assessment of undergraduate students are independent variables the research ended with an output of positive effect on academic motivation [24]–[27]. A sample of 611 students participated in a survey to find if academic advisors have an effect on student success in the USA the independent variables are advisor accountability, advisor empowerment, student responsibility, student self-efficacy, and student study skills [28]. The research found a positive effect on student success (dependent variable). A sample size of 628 first-year students volunteered for this survey at the state of Oregon USA in Portland University. Student satisfaction (dependent variable) advising, who advises students, where students are advised, how frequently students are required to see an advisor, are all independent variables [26], [27], [29]. This descriptive research concluded that there is a positive relation between all the independent variables and student satisfaction [30], [31]–[34]. A survey was distributed to the 2277 students whom completed the survey across the 4 years which the descriptive research was conducted on,

in the University of Illinois at Chicago United States of America, student library visits, library resource use, library space satisfaction (all independent variables). students' academic performance (dependent variable). GPA (mediator) [12], [13], [35], [36]. The key findings from the quantitative data show that student library visits and library space satisfaction were negatively associated with their GPA, whereas most students' use of library resources (e.g., journal articles and databases) was positively associated with their GPAs. Also, both quantitative data and qualitative data were used in this research." [37]–[39] library building use, library resource use, library instruction were all independent variables, academic discipline (mediator) [30], [40], [41]. using Bayesian multilevel regression methods was used in this descriptive research, cumulative GPA (Mediator)was found to be on average for students who use library resources more frequently, but not for students who receive library instruction [2], [3], [42], [43]. Although, for undergraduates, higher frequency of building usage predicted higher probability of the library contributing very much to academic success, but it did not predict higher GPA [10], [11], [44], [45]. The sample size was 494 student whom completed the survey and it was conducted in the USA. [46]–[49] the survey sample size was 120 students in this descriptive research and, this study examined how many times library was used [4], [5], [50], [51]. And connected it to the students' academic achievement at University of Lagos, Nigeria, the findings showed that there exist a significant positive association between library use (independent variable) and students' academic achievement (Dependent variable) [21], [23], [52], [53]."

3. METHODOLOGY

The authors employed a combination of qualitative and quantitative methodologies to obtain their findings. The utilization of a survey in this study falls under the quantitative approach, whereas the previously mentioned literature review is categorized as qualitative. In this study, a cohort of 50 students from CU Ajman, a university located in Ahman, UAE, will be selected and assessed using a Google Forms questionnaire designed to address the research inquiries [25], [43].

Table 1: Table for case demonstration

Variables	Variable Type	Variable Category
Advisor_Support	Independent	Demographic
Library_Support	Independent	Demographic
Extra_Courses	Independent	Demographic
Contracted_Services	Independent	Demographic
Gender	Moderator	Dichotomous
CGPA	Mediator	Dichotomous
Student_Success	Dependent	Dichotomous

Figure 1. Conceptual Framework
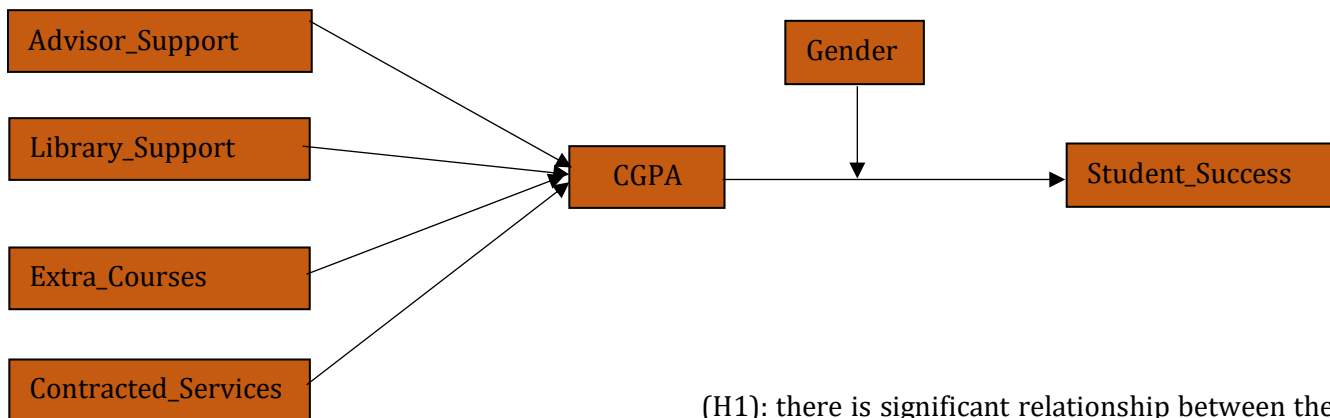
Based on the model, the following research questions raise up:

1. Does the advisor support help students achieve higher CGPA?
2. Did the use of the library help you in your courses to get a higher CGPA?
3. Did the extra courses have an impact on CGPA?
4. Did the use of the services provided to you be the university help you with getting better grads for you CGPA?
5. What is the impact of the CGPA on the student success?
6. Whether there is a relation between female or a male student on student success?"

The research hypothesis will be:

1-Nullhypothesis (H0): there is no significant relationship between the advisor support and the students' CGPA
(H1): there is significant relationship between the advisor support and the students' CGPA

2-Null hypothesis (H0): there is no significant relationship between the library support and the students' CGPA

(H1): there is significant relationship between the library support and the students' CGPA

3- Null hypothesis (H0): there is no significant relationship between the extra courses and the students' CGPA
(H1): there is significant relationship between the extra courses and the students' CGPA

4- Null hypothesis (H0): there is no significant relationship between the contracted services and the students' CGPA
(H1): there is significant relationship between the contracted services and the students' CGPA

5- Null hypothesis (H0): there is no significant relationship between the CGPA and the students' success (H1): there is significant relationship between the CGPA and the students' success

6- Null hypothesis (H0): there is no significant relationship between the gender and the students' success
(H1): there is significant relationship between the gender and the students' success.

4. DATA COLLECTION

Data collecting employs a variety of methodologies, categorized into quantitative and qualitative methods. Quantitative research encompasses three prevalent methods: surveys, experiments, and observations. Surveys methodically gather data on participants' ideas, actions, and personal attributes by utilizing standardized questionnaires. Experiments entail manipulating variables to observe cause-and-effect relationships in a controlled setting, thereby offering insights into causal connections. Observational research enables the examination of authentic occurrences by systematically observing and recording behaviors in natural settings without any intervention. The research employed quantitative data collection methods. The data was collected via an internet survey utilizing Google forms and submitted over WhatsApp [15], [54]. The frequency will be singular as the poll would be done on a single occasion. Samples can be classified as either non-probability or probability. Probability sampling enhances representativeness by ensuring that every member in a population has an equal chance of being selected for the sample. Common sampling methods include simple random sampling, stratified random sampling, cluster sampling, and systematic sampling. The study utilized basic random sampling to achieve a target sample size of 50, while receiving 57 actual responses. The study employed a random sampling technique, and the sample size was constrained by time constraints. Under simple random sampling, every member and item within the frame has an identical probability of being selected, regardless of whether they are replaced or not. Samples are generated using computer generators or random number tables [18], [55]. Stratified random sampling involves dividing the population into distinct sections, known as strata, based on specific criteria. Random samples are then taken from each stratum to ensure that a diverse range of segments is represented. Cluster sampling involves selecting a random sample of the clusters created by dividing the population. Either all things within the designated clusters are utilized, or objects are selected employing an alternative probability approach. Cluster sampling is commonly used in exit polling during elections [56], [57]. Systematic sampling refers to a sampling method where every nth element in a population is selected to be part of the sample. Determine the sample size (n), divide the total number of individuals (N) into groups of size k (k=N/n), randomly select one person from the first group, and thereafter select each of the following k individuals.

5. DATA ANALYSIS AND DISCUSSION

Reporting Study: In a reporting study, business researchers are in charge of compiling and summarizing the data after it has been collected by an outside party. Descriptive Study: In a descriptive study, the business researcher endeavors to uncover responses to inquiries related to who, what, when, where, and how. Explanatory Study: An explanatory study seeks to elucidate the factors behind a phenomenon previously observed in a descriptive study. Predictive Study: In a predictive study, historical data is employed to project future outcomes, emphasizing the necessity of having accessible historical data for research purposes. In this research a descriptive study was used by methodically gathering, arranging, and summarizing data. In order to provide a thorough grasp of the topic being studied, it emphasizes on providing answers to the questions who, what, when, where, and how.

Did the advisor support help you achieve a higher CGPA?
57 responses
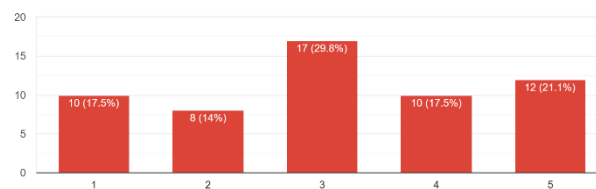
According to the chart above, which is set on a scale of 1 to 5, with 1 being very low and 5 being very high, the results show that most people (29.8%) stayed neutral (3), and the least people (14%) said the advisor support varied low (1).

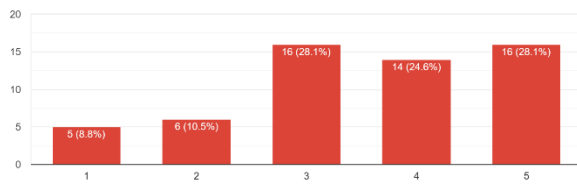Did the use of the library help you in your courses to get a higher CGPA?
57 responses
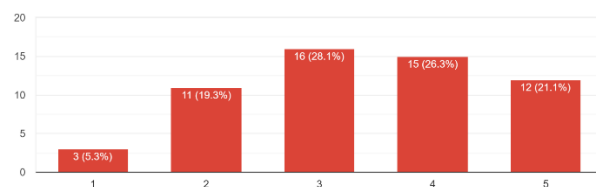
According to the results in the above chart, a high number of people (28.1%) stayed neutral (3), and

the lowest number of people didn't agree and answered very low (1) on the use of the library.

Did the extra courses you took have an impact on CGPA?
57 responses

The results of the above charts show a tie between neutral (3) (28.1%) and very high (5) (28.1%) with taking extra courses, and the lowest number of people (8.8%) answered vary low (1).

1. Did the use of the services provided to you by the university help you with getting better grades for you CGPA?
57 responses
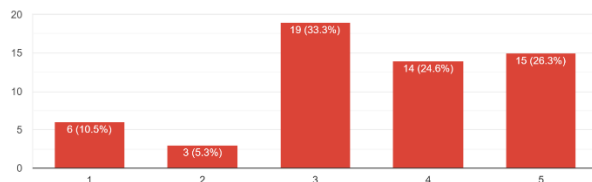
The responses to the above question show that a high number of people (33.3%) are neutral (3), and the lowest answers are low (2), with a 5.3% rating on the use of the services provided by the university.
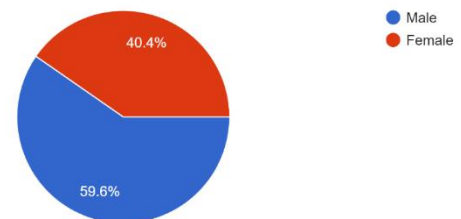

Did your CGPA impact your student success as a student
57 responses
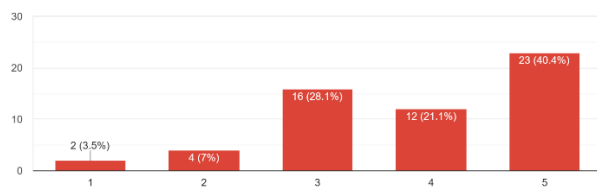
The responses to the above question show that a high number of people (40.4%) have a very high (5) with a CGPA, and the lowest answers are very low (1) with a 3.5%.

Mean	3.10
Standard Deviation	1.37
Skewness	-0.10

Specify your gender
57 responses

- Male
- Female

The pie chart shows that 59.6% of the 57 responses are male and the rest (40.4%) are female.

Descriptive Analysis

This descriptive analysis involves calculating the mean, which represents the average value of the data. The standard deviation is used to measure the variability or spread of the data, while skewness is used to evaluate the asymmetry of the data distribution. These measurements collectively offer a succinct summary of the average, spread, and shape of the distribution of a dataset.

Q1: Did the advisor support help you achieve a higher CGPA?

Max Value= 3.10+1.37= 4.47

Min Value=3.10-1.37=1.73

The max value is 4.47 and the lowest is 1.73 while the means is 3.10, the skewness is -0.10 which means that a high number of people answered on the lower side between 3.10 and 1.73. Thus, Null hypothesis (H0): there is no significant relationship between the advisor support and the students' CGPA.

Q2: Did the use of the library help you in your courses to get a higher CGPA?

Mean	3.38
Standard Deviation	1.17
Skewness	-0.19

Max Value= 3.38+1.17= 4.55
Min Value=3.38-1.17=2.21
The max value is 4.55 and the lowest is 2.21 while the means is 3.38, the skewness is -0.19 which means that a high number of people answered on the lower side between 3.38 and 2.21. Thus, Null hypothesis (H0): there is no significant relationship between the library support and the students' CGPA.

Q3: Did the extra courses you took have an impact on CGPA?

Mean	3.52
Standard Deviation	1.25
Skewness	-0.48

Max Value=3.52+1.25=4.77
Min Value=3.52-1.25=2.27
The max value is 4.77 and the lowest is 2.27 while the means is 3.52, the skewness is -0.48 which means that a high number of people answered on the lower side between 3.52 and 2.27. Thus, Null hypothesis (H0): there is no significant relationship between the extra courses
and the students' CGPA.

Q4: Did the use of the services provided to you by the university help you with getting better grades for you CGPA?

Mean	3.50
Standard Deviation	1.24
Skewness	-0.54

Max Value=3.50+1.24=4.74
Min Value=3.50-1.24=2.26
The max value is 4.74 and the lowest is 2.26 while the means is 3.50, the skewness is -0.54 which means that a high number of people answered on the lower side between 3.50 and 2.26. Thus, Null hypothesis (H0): there is no significant relationship between the contracted services and the students' CGPA.

Q5: Did your CGPA impact your student success as a student

Mean	3.87

Standard Deviation	1.13
Skewness	-0.66

Max Value=3.87+1.13=5
Min Value=3.87-1.13=2.74
The max value is 5 and the lowest is 2.74 while the means is 3.87, the skewness is -0.66 which means that a high number of people answered on the lower side between 3.87 and 2.74. Thus, Null hypothesis (H0): there is no significant relationship between the CGPA and the students' success.

Q6: For the CGPA a Moderator of gender was considered male and female,
For the female.

Mean	4.04
Standard Deviation	0.82
Skewness	-0.08

Max Value=4.04+0.82=4.86
Min Value=4.04-0.82=3.22
The max value is 4.86 and the lowest is 3.22 while the means is 4.04, the skewness is -0.08 which means that a high number of people answered on the lower side between 4.04 and 3.22. Thus, Null hypothesis (H0): there is no significant relationship between the CGPA and the students' success
For the male.

Mean	3.76
Standard Deviation	1.30
Skewness	-0.57

Max Value=3.76+1.30=5
Min Value=3.76-1.30=2.46
The max value is 5 and the lowest is 2.46 while the means is 3.76, the skewness is -0.57 which means that a high number of people answered on the lower side between 3.76 and 2.46. Thus, Null hypothesis (H0): there is no significant relationship between the CGPA and the students' success

6. CONCLUSION
The university should implement more effective strategies to support students or enhance the already established methods outlined and evaluated in this descriptive study. Students should

be more cognizant of the services offered by CU Ajman university in order to maximise their academic success. The institution ought to introduce more potent tactics to assist students or improve the currently in place approaches described and assessed in this descriptive study. To optimize their academic performance, students ought to be better aware of the resources provided by CU Ajman University.

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