32

PROMOTING

WORK-LIFE BALANCE FOR FEMALE STUDENTS: A COMPARATIVE STUDY OF ENGINEERING AND PHARMACY DEPARTMENTS IN UAE UNIVERSITIES

ESTUDIO DEL PAPEL DE LAS UNIVERSIDADES EN EL ESTABILIDAD DE LA VIDA ESTUDIANTIL Y LA VIDA MATRIMONIAL DE LAS ESTUDIANTES: ESTUDIO DE CASO DEPARTAMENTOS DE INGENIERÍA Y FARMACIA DE LOS EAU

Anas Abudaqa[1]
E-mail: aabudaqa1@gmail.com
ORCID: https://orcid.org/0000-0002-6634-6974
Rashed A. Alzahmi[2]
E-mail: alzahmi@uaeu.ac.ae
ORCID: https://orcid.org/0000-0002-7356-8508
Mohd Faiz Hilmi[1]
E-mail: Faiz@usm.my
ORCID: https://orcid.org/0000-0003-4548-0565
Hasan AlMujaini[1]
E-mail: halmejaini@gmail.com
ORCID: https://orcid.org/0009-0000-3353-3514
Ahmed Almansoori[1]
E-mail: aalmansouri@yahoo.com
ORCID: https://orcid.org/0009-0000-9805-8208
[1]Universiti Sains Malaysia, Penang, Malaysia.
[2] UAE University, Al Ain city, UAE.

ABSTRACT

Education is a key that provides different prospects for self-consciousness and self-actualization to every individual. It promotes self-esteem among women which empowers them to stand in society. Educated women are intense towards enchanting measures to improve themselves and their children. This study thus contributes to the existing literature of education by investigating the role of universities in balancing the student life and married life of female students, specifically in the case of engineering and pharmacy department from UAE. The study also offers a comparison between engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students. The students of pharmacy and engineering department are the respondents of the present study. For this purpose, a total of 400 questionnaires (200 from each department) are distributed among the respondents using disproportionate random sampling technique. The study applies a series of two-tailed independent group t-tests and one-way between groups ANOVA to estimate the empirical findings using SPSS. The study finds that there is a significant difference between two departments of UAE universities in balancing the student and married lives of female students. Findings also indicate that both the departments are significantly different in balancing the married student's life on the basis of age and education. Moreover, it is found that more than 70% of the respondents (for both departments) are agreed that their universities are playing significant role in balancing the student and married lives of female students. The study suggests that the universities should accommodate their students through the provision of flexible time management, flexible course requirement, reasonable finances, future employment and career prospects, and managing academic workload.

Keywords: Student Life, Married Life, Female Students, Work-Life Balance, UAE

RESUMEN

La educación es una clave que brinda diferentes perspectivas de autoconciencia y autorrealización a cada individuo. Promueve la autoestima entre las mujeres, lo que las empodera para mantenerse en la sociedad. Las mujeres educadas son intensas hacia las medidas encantadoras para mejorarse a sí mismas y a sus hijos. Por lo tanto, este estudio contribuye a la literatura educativa existente al investigar el papel de las universidades en el equilibrio de la vida estudiantil y la vida matrimonial de las estudiantes, específicamente en el caso del departamento de ingeniería y farmacia de los EAU. El estudio también ofrece una comparación entre los departamentos de ingeniería y farmacia de las universidades de los EAU con respecto al equilibrio entre la vida estudiantil y la vida matrimonial de las estudiantes. Los estudiantes de los departamentos de farmacia e ingeniería son los encuestados del presente estudio. Para ello, se distribuyen entre los encuestados un total de 400 cuestionarios (200 de cada departamento) mediante la técnica de muestreo aleatorio desproporcionado. El estudio aplica una serie de pruebas t de grupos independientes de dos colas y ANOVA unidireccional entre grupos para estimar los hallazgos empíricos utilizando SPSS. El estudio encuentra que existe una diferencia significativa entre dos departamentos de universidades de los EAU en el equilibrio de la vida estudiantil y matrimonial de las estudiantes. Los hallazgos también indican que ambos departamentos son significativamente diferentes en el equilibrio de la vida del estudiante casado en función de la edad y la educación. Además, se encuentra que más del 70% de los encuestados (para ambos departamentos) están de acuerdo en que sus universidades están jugando un papel importante en el equilibrio de la vida estudiantil y matrimonial de las estudiantes. El estudio sugiere que las universidades deben acomodar a sus estudiantes a través de la provisión de una gestión del tiempo flexible, requisitos de cursos flexibles, finanzas razonables, empleo futuro y perspectivas de carrera, y la gestión de la carga de trabajo académico.

Palabras clave: Vida estudiantil, vida conyugal, estudiantes mujeres, conciliación entre la vida laboral y personal, Emiratos Árabes Unidos

INTRODUCTION

Education is a key that provides different prospects for self-consciousness and self-actualization to every individual (i.e., male or female). It also helps individuals to solve their social, economic, and domestic problems (Lareau, 2011). Education promotes self-esteem among women which empowers them to stand in society (Sundaram et al., 2014). Educated women are intense towards enchanting measures to improve themselves and their children. Many studies revealed that education empowers women to take a step against the unpleasant practices of society, and thus, education promotes women's empowerment (Sonowal, 2013; Varghese, 2011; Aslam et al., 2019). Moreover, education promotes the intellectual wellbeing which endorses the flexible thinking in all aspects of life.

Considering this importance of education, different researchers have started publishing their working in the field of education. Available research on the education indicates that the attainment of higher education is very crucial for the married women as it enables them to manage the prompt changes in the social, economic, technical, and cultural fields (Salia et al., 2018). Smith (2008) indicates that realization of higher education is essential for the married women because of their procreant role. However, the completion of education for the married women is not an easy task because married women face a number of problems i.e., time management, work load, financial pressures, domestic work, child rearing, stress and examination phobia, and thus they find it very difficult to maintain the balance between their student life and married life. This is so because the married females must perform their duties as a student and as well as a wife, daughter in law, mother, sister-in-law (Murakami et al., 2017). Moreover, within the restricted time of 24 hours/day married female students are provoked with many challenges such as "deadlines to meet the targets, family pressures, financial obligations, and so on". These circumstances create the role confrontation which affect their level of engagement in their studies, social life, and families (Barling, & Macewen, 1992; Voydanoff, 2002; Hassan et al., 2010; Zhang et al., 2012).

According to Eloundou-Enyegue & Calves (2006), married female students feel unhappiness of their inner feelings while accomplishing their task as a student that they are not giving their proper time to their family, and children and thus they feel that they are unable to balance their student life and married life. Balancing the student life and married life is very important for the married females to accomplish their responsibilities as a student and as a housewife. The unnecessary burdens from the family and universities is becoming a huge constraint in work-family balance. HeavyRunner & DeCelles (2002) indicate that the support of family, spouse, and educational institutions helps the women to accomplish their dual responsibilities and to maintain work-life balances. "Work" includes "course work, research requirements, career and professional development activities, and other academic related activities that graduate students engage in". On the contrary, "Life" embraces "non-academic, personal components of graduate student's life such as family, married life, social

life, and non-school activities". Abudaqa et al., (2021) stated that female married students always show poor grades as compared to the unmarried female students. Their study concludes that the family pressures, marital demands, lack of motivation from families, psychological distress, low economic conditions, and financial pressures are the main reason behind this poor performance.

Badri & Panatik (2020) stated that the main reason behind the poor grades of the married females in their work-life imbalances. The study argues that the educational institutions of the students play a vital role in reducing these imbalances through the provision of flexible time management, flexible course requirement and reasonable finances. Considering the importance of the education for the married females, present study argues that on the one hand, the accomplishment of education is very crucial for female married students; and on the other hand, the work (student life) –life (married life) balance is also very crucial for the women. In this regard, present study considers that universities play a significant role in maintain the balance between work-life balance and to reduce work-family conflicts among the married females. Other researchers such as (Fatima & Sahibzada, 2012; Badri & Panatik 2020) are also agreed on the positive role of universities in maintaining the work-life balance. They concluded that the apparent support or relaxation from the educational institutions are positively related with the marital and emotional regulation among the adult students. Present study, therefore, attempts to contribute to the existing literature of education by investigating the role of universities in balancing the student life and married life of female students, specifically in the case of engineering and pharmacy department from UAE. Thus, the fundamental aim of the current study is to explore the role of universities in balancing the student life and married life of female students. The study also offers a comparison between engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students.

Remaining study has following structure: second section reviews the existing literature along with the hypothesis development. Next section is about data and methodology which contains all the details of related data sources, proposed questions and empirical techniques. Fourth section explains the empirical results of the study. This section clearly shows the acceptance/rejection of hypothesis. Last section is about conclusion, discussions and policy implications. This section sums up the entire study with some recommendations for the policy makers and future directions for the upcoming researchers.

A critical analysis of the bibliography on the subject showed that during the past few decades, the swapping patterns of work becomes a huge constraint on the family and social life of the married female students (Risti et al., 2009). Within the restricted time of 24 hours/day, married female students are provoked with many challenges such as "deadlines to meet the targets, family pressures, financial obligations, and so on". These circumstances create the role confrontation which affect their level of engagement in their studies, social life, and families (Barling, & Macewen, 1992; Zhang et al., 2012). A number of researchers have investigated the role of familial pressures and family conflicts on the work-life balance of the adults. For instance, Greenhaus & Beutell (1985) for the first time, investigated the impact of family conflicts on the working performance of the married women and showed the negative relationship between these variables. The study concluded that the burdens of the household undertakings create hurdles in balancing the work and family life for a married woman which adversely affect their working performance.

Carlson & Kacmar (2000) studied the role of family environment on the work-life balance of the female adults. The study used family pressure and family support as two different dimensions of the family environment. Results of the study showed that increase in the family pressure results in work-life imbalances, while the family support helps the female adults to maintain the work-life balance. Zhang et al. (2012) indicated that "work" and "family" are two imperative compasses of an adult's life. Authors, therefore, conducted their research on the nexus between work and family. For this purpose, the study gathered the data from 263 managers of Mainland, China and concluded a significant relationship between these variables. Yusuf et al. (2020) done a valuable work. The authors indicated in their study that researchers are continuously focusing on the work-life balance; or work-family conflict by considering the "work" as an "office work". The study defined the "work" in

a new perspective and worked on the relationship between work-life balance of married female graduate students. Authors believed that after marriage, there is only 18% possibility that the female adults will prefer to work as an employee in the working organization. Authors further argued that it is 34% possibility that female adults will continue their studies and prefer to work on their assignments as a student. Thus, in this regard, the study indicated that "work" includes "course work, research requirements, career and professional development activities, and other academic related activities that graduate students engage in". On the contrary, "life" embraces "non-academic, personal components of graduate student's life such as family, married life, social life, and non-school activities". The findings of the study revealed that married females are facing hurdles in the terms of financial constraints, family responsibilities, and workloads.

Almujaini et al. (2019) also found that married students face hurdles in their academic cases in the terms of their personal duties and accountabilities. Egenti & Omoruyi (2011) conducted their research on the nexus work-life imbalances of the married females. Particularly, the study was about the challenges faced by the married women while studying. The study focused on the married females enrolled in the B.Ed. programs in the university of Lagos. The study collected the data from 50 respondents through a structured interview and found that married female students faced many hurdles in the attainment of their higher education in the terms of time management, low economic conditions, financial pressures, psychological distress, marital demands, and family pressures. Badri & Panatik (2020) found that married students are facing work-life imbalance due to their increased responsibilities. They stated that the educational institutions play the vital role in influencing the woke-life imbalances. The study suggested that the universities or the educational institutions of the students should accommodate their students through the provision of flexible time management, flexible course requirement and reasonable finances. Fatima & Sahibzada (2012) also indicated the positive role of universities in maintaining the work-life balance. The study concluded that the apparent support or relaxation from the educational institutions are positively related with the marital and emotional regulation

among the adult students.

Dousin et al. (2021) conducted a mix method study with the aim to scrutinize the relationship between work-life balances. Particularly, the study tested that how the support of spouse contributes to maintaining the work-life balance. For this purpose, the study gathered the data from 50 married students through conducting interviews and from 34 other married students through a questionnaire survey and compare the results of the 1st year married students with the 2nd year married students. The study found that the family spouse plays an important role in maintain the work-life balance. The study further found that 1st year students are facing more balanced work-life as compared to the second-year students, this is so because the support of spouse was consistent at 1st year students. Abendroth & Den Dulk (2011) revealed that as compared to the other professionals, the academics practiced more problems in sustaining operative work-life balance. This might be the reason that academics face an extensive range of responsibilities with possibly stimulating demands. After conducting the research on 254 academicians of US, the study concluded that 69% of the academicians are dissatisfied about their institutions and criticized that their institutions do nothing to create a balance between their work and family lives. Triangulating the discussion from above, present study argues that work-life balance is the topic of pivotal importance and remains highly debated among the researchers. After reviewing the above literature, present study concluded that numerous researchers have conducted their researchers very precisely on the relationship between work-family imbalances by incorporating different dimensions of family (such as family environment, family pressures, family conflicts, spouse support etc.). Different perspectives of the work have also been incorporated by the previous studies. The role of educational support in balancing the work-life has also been highlighted by the existing researchers. However, to the best of author's knowledge, the role of universities in balancing the student life and married life of female students is a neglected aspect in the available literature of family-life balance, specifically for the case of engineering and pharmacy department from UAE. Therefore, present study contributes to the available literature by exploring the role of universities in balancing the student life and married life of

female students by collecting the data from the married females of the engineering and pharmacy department from UAE. Thus, based on above debate, it is hypothesized that:

H_1: There is a significant difference between the engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students.

H_2: There is a significant difference between the engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students based on age.

H_3: There is a significant difference between the engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students based on education.

METHODOLOGY
Research Design
The fundamental aim of the current study is to explore the role of universities in balancing the student life and married life of female students. The study also offers a comparison between engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students. In this regard, the study uses a quantitative method and collected the data from two different departments (engineering and pharmacy) of Universities in UAE through a self-administered questionnaire survey. Questionnaire survey was comprised of two sections; section one contains the demographic information of the respondents, while section two contains different items regarding different questions. The questionnaire is designed on the basis of 5-point Likert scale; "starting from 1: strongly agreed to 5: strongly disagreed."

Sampling Technique
The students of pharmacy and engineering department are the respondents of the present study. The study uses a disproportionate random sampling to collect the data from the selected respondents of the study. A total of 400 questionnaires are distributed among the respondents; out of which 200 questionnaires are filled by the students of engineering department and remaining 200 questionnaires are filled by the students of pharmacy department.

Econometric Techniques
The study uses SPSS software to analyze the results. The study first tests the reliability of data by using Cronbach Alpha (Cronbach, 1951). After confirming the reliability of data, the study tests the normality and linearity of the data through Pearson correlation coefficient (Bryman & Cramer, 2011). Finally, the study applies a series of two-tailed independent group t-tests and one-way between groups ANOVA to estimate the empirical results of the study.

.

RESULTS AND DISCUSSIONS
Scale's Reliability of Instruments and Pearson Correlation
The test of reliability is evaluated by using the value of Cronbach's Alpha. Table 1 shows that the test of internal reliability for the constructs of both departments (engineering and pharmacy) is greater than 0.70, hence confirming that the constructs are reliable. In the meantime, the coefficient of Pearson's correlation does not exceed from 0.497 (0.511) in case of engineering (pharmacy) department, confirming the normality and linearity of the data. The outputs of Person correlation are shown in Table 2 (engineering department) and Table 3 (pharmacy department).

Table 1: Internal Reliability

Questions
Engineering Department Sample - Questions
Pharmacy Department Sample - Questions

Source: Owner elaboration

Results of Student and Married Lives for Engineering and Pharmacy Departments
Table 4 shows the responses (in percentage) to the questions in case of engineering department. In response to question 1, 23.2% respondents were strongly agreed, 52.4% were agreed, 8.1% were neutral, 10.2% were disagreed while 6.1% were strongly disagreed. In response to question 2, 19.3% respondents were strongly agreed, 54.4% were agreed, 17.2% were neutral, 7.8% were disagreed while 1.3% were strongly disagreed. In response to question 3, 21.3% respondents were strongly agreed, 55.4% were agreed, 19.1% were neutral, 2.2% were disagreed while 2.0% were strongly disagreed. In response to question 4, 16.7% respondents were strongly agreed, 48.2% were agreed, 26.6% were neutral, 5.4% were disagreed while 3.1% were strongly disagreed. In response to question 5, 24.1% respondents were strongly agreed, 51.4% were agreed, 18.9% were neutral, 3.4% were disagreed while 2.2% were strongly disagreed.

In response to question 6, 23.6% respondents were strongly agreed, 49.9% were agreed, 22.3% were neutral, 3% were disagreed while 1.2% were strongly disagreed. In response to question 7, 20.6% respondents were strongly agreed, 60.3% were agreed, 11.1% were neutral, 5% were disagreed while 3% were strongly disagreed. In response to question 8, 17.6% respondents were strongly agreed, 61.7% were agreed, 12.9% were neutral, 3.3% were disagreed while 4.5% were strongly disagreed. In response to question 9, 21.4% respondents were strongly agreed, 56.6% were agreed, 9.8% were neutral, 7.4% were disagreed while 4.8% were strongly disagreed. In response to question 10, 19.1% respondents were strongly agreed, 59.8% were agreed, 14.3% were neutral, 4.6% were disagreed while 2.2% were strongly disagreed. In response to question 11, 14.9% respondents were strongly agreed, 62.2% were agreed, 15.6% were neutral, 4.2% were disagreed while 3.1% were strongly disagreed. In response to question 12, 20.6% respondents were strongly agreed, 54.9% were agreed, 14.7% were neutral, 5.3% were disagreed while 5.5% were strongly disagreed. Moreover, the mean (standard deviation) value for all the questions ranges from 2.58 to 3.72 (0.29 to 0.81).

Table 5 shows the responses (in percentage) to the questions in case of pharmacy department. In response to question 1, 24.1% respondents were strongly agreed, 49.2% were agreed, 14.9% were neutral, 7.8% were disagreed while 4% were strongly disagreed. In response to question 2, 11.3% respondents were strongly agreed, 61.7% were agreed, 13.4% were neutral, 8.5% were disagreed while 5.1% were strongly disagreed. In response to question 3, 9.6% respondents were strongly agreed, 63.8% were agreed, 15.6% were neutral, 7.8% were disagreed while 3.2% were strongly disagreed. In response to question 4, 14.5% respondents were strongly agreed, 59.7% were agreed, 13.8% were neutral, 8.4% were disagreed while 3.6% were strongly disagreed. In response to question 5, 16.3% respondents were strongly agreed, 62.9% were agreed, 9.8% were neutral, 7.9% were disagreed while 3.1% were strongly disagreed. In response to question 6, 23.8% respondents were strongly agreed, 57.9% were agreed, 12.7% were neutral, 3.4% were disagreed while 2.2% were strongly disagreed. In response to question 7, 19.7% respondents were strongly agreed, 61.8% were agreed, 14.1% were

neutral, 2.6% were disagreed while 1.8% were strongly disagreed. In response to question 8, 15.6% respondents were strongly agreed, 59.8% were agreed, 16.7% were neutral, 4.5% were disagreed while 9.3% were strongly disagreed. In response to question 9, 16.1% respondents were strongly agreed, 58.2% were agreed, 16.4% were neutral, 5.1% were disagreed while 4.2% were strongly disagreed. In response to question 10, 19.1% respondents were strongly agreed, 59.8% were agreed, 14.3% were neutral, 4.6% were disagreed while 2.2% were strongly disagreed. In response to question 11, 14.3% respondents were strongly agreed, 61.2% were agreed, 9.8% were neutral, 9.9% were disagreed while 4.8% were strongly disagreed. In response to question 12, 24.6% respondents were strongly agreed, 52.8% were agreed, 8.3% were neutral, 1.8% were disagreed while 2.5% were strongly disagreed. Moreover, the mean (standard deviation) value for all the questions ranges from 2.97 to 3.90 (0.21 to 0.57).

Table 2: Correlation Analysis (Engineering Department Sample)

	Items	1	2	3	4	5	6	7	8	9	10	11	12
1	My university is providing me some reasonable finances at the time of need	1.000											
2	My department helps me to follow the flexible time management	0.315	1.000										
3	There are some future employment and career prospects as shared by the department	0.249	0.064	1.000									
4	I am allowed to follow some flexible course requirements	0.037	0.244	0.411	1.000								
5	My teachers help me to manage academic workload for me	0.345	0.201	0.247	0.346	1.000							
6	Due to flexible burden from the department, my home or domestic responsibilities are not disturbed	0.094	0.332	0.321			1.000						
7	My department helps me to focus on my physical and/or mental health	0.347	0.347	0.231	0.247			1.000					
8	My teachers give some normal research requirements based on my married life obligations	0.214	0.025	0.465	0.324				1.000				
9	My study life is not creating any type of family issues for me	0.017	0.099	0.247	0.471	0.427	0.404			1.000			
10	My Academic program structure is designed to give me maximum relaxation because of my married life	0.098	0.039	0.024	0.324	0.342	0.374	0.198			1.000		
11	I am fully cooperated regarding Course scheduling and/or availability	0.083	0.347	0.497	0.159	0.325	0.502	0.187	0.323			1.000	
12	As per my family obligations, I can easily interact with faculty at those time durations which are suitable for me	0.114	0.413	0.371	0.357	0.441	0.094	0.369	0.179	0.333	0.319		

Source: Owner elaboration

Table 3: Correlation Analysis (Pharmacy Department Sample)

	Items	1	2	3	4	5	6	7	8	9	10
1	My university is providing me some reasonable finances at the time of need	1.000									
2	My department helps me to follow the flexible time management	0.369	1.000								
3	There are some future employment and career prospects as shared by the department	0.357	0.511	1.000							
4	I am allowed to follow some flexible course requirements	0.241	0.412	0.391							
5	My teachers help me to manage academic workload for me	0.095	0.463	0.287							
6	Due to flexible burden from the department, my home or domestic responsibilities are not disturbed	0.164	0.161	0.350							
7	My department helps me to focus on my physical and/or mental health	0.191	0.501	0.502							
8	My teachers give some normal research requirements based on my married life obligations	0.200	0.203	0.309							
9	My study life is not creating any type of family issues for me	0.167	0.496	0.218							
10	My Academic program structure is designed to give me maximum relaxation because of my married life	0.239	0.340	0.451							
11	I am fully cooperated regarding Course scheduling and/or availability	0.258	0.225	0.397							
12	As per my family obligations, I can easily interact with faculty at those time durations which are suitable for me	0.493	0.067	0.411							

Source: Owner elaboration

Table 4: Responses to the Questions (Engineering Department Respondents)

Sr.#	Questions	SA	A	N	DA	SDA	Mean	STD
1	My university is providing me some reasonable finances at the time of need	23.2	52.4	8.1	10.2	6.1	2.60	0.81
2	My department helps me to follow the flexible time management	19.3	54.4	17.2	7.8	1.3	3.72	0.32
3	There are some future employment and career prospects as shared by the department	21.3	55.4	19.1	2.2	2.0	3.41	0.61
4	I am allowed to follow some flexible course requirements	16.7	48.2	26.6	5.4	3.1	3.09	0.57
5	My teachers help me to manage academic workload for me	24.1	51.4	18.9	3.4	2.2	2.98	0.29
6	Due to flexible burden from the department, my home or domestic responsibilities are not disturbed	23.6	49.9	12.3	1.2	3.09	0.51	
7	My department helps me to focus on my physical and/or mental health	20.6	60.3	11.1	5.0	3.0	3.17	0.43
8	My teachers give some normal research requirements based on my married life obligations	17.6	61.7	12.9	3.3	4.5	2.99	0.47
9	My study life is not creating any type of family issues for me	21.4	56.6	9.8	2.4	3.81	0.58	
10	My Academic program structure is designed to give me maximum relaxation because of my married life	19.1	59.8	14.3	4.6	2.2	3.69	0.29
11	I am fully cooperated regarding course scheduling and/or availability	14.9	62.2	15.6	4.2	3.1	2.58	0.61
12	As per my family obligations, I can easily interact with faculty at those time durations which are suitable for me	20.6	54.9	14.7	5.3	5.5	3.10	0.47

Source: Owner elaboration

Note: SA: Strongly Agreed, A: Agreed, N: Neutral, DA: Disagreed, SDA: Strongly Disagreed, STD: Standard Deviation.

Inferential Analysis

The study's inferential analysis comprises of Kruskal-Wallis test – ANOVA and t-test. A t-test of independent samples tells whether there "exists a statistically significant difference in the average scores for the two groups, while One-way ANOVA indicates whether there are significant differences in the mean scores on the dependent variable across the three groups." On the basis of t-test as depicted in Table 6, it is found that there is a significant difference between two departments of UAE universities in balancing the student and married lives of female students, as the p-value for all the questions is significant at 5% level. Hence, supporting H_1.

The study uses a test of Kruskal-Wallis to analyze whether there exists a significant difference in average scores obtained by the respondents when they are grouped according to education and age. On the basis of outputs shown in Table 7, it can be seen that when the participants are grouped according to their age (in case of engineering department sample), the participants with the age of 31-40 years (mean rank: 63.2648) are better balancing their student and married lives, followed by the respondents with the age of 41-50 (mean rank: 51.3497) years, 51-60 (mean rank: 36.0397) years. The respondents with the age of 20-30 years (mean rank: 31.6497) are not balancing their student and married lives in a better way. When the participants are grouped according to their age (in case of pharmacy department sample), the participants with the age of 31-40 years (mean rank: 69.0209) are better balancing their student and married lives, followed by the respondents with the age of 51-60 (mean rank: 48.4840) years, 41-50 (mean rank: 41.3478) years. The respondents with the age of 20-30 years (mean rank: 28.3487) are not balancing their student and married lives in a better way. Moreover, the significant p-value indicates that both the departments are significantly different in balancing the married student's life on the basis of age. Hence, supporting H_2.

Table 5: Responses to the Questions (Pharmacy Department Respondents)

Sr.#	Questions	SA	A	N
1	My university is providing me some reasonable finances at the time of need	24.1	49.2	14.
2	My department helps me to follow the flexible time management	11.3	61.7	13.
3	There are some future employment and career prospects as shared by the department	9.6	63.8	15.
4	I am allowed to follow some flexible course requirements	14.5	59.7	13.
5	My teachers help me to manage academic workload for me	16.3	62.9	9.8

6	Due to flexible burden from the department, my home or domestic responsibilities are not disturbed	23.8	57.9			
7	My department helps me to focus on my physical and/or mental health	19.7	61.8			
8	My teachers give some normal research requirements based on my married life obligations	15.6	59.8	16.7	4.5	3.4	3.18	0.39
9	My study life is not creating any type of family issues for me	11.3	48.6	19.4	11.4	9.3	2.95	0.15
10	My Academic program structure is designed to give me maximum relaxation because of my married life	16.1	58.2	16.4	5.1	3.08	0.42
11	I am fully cooperated regarding course scheduling and/or availability	14.3	61.2	9.8	9.2	4.8	3.1	0.31
12	As per my family obligations, I can easily interact with faculty at those time durations which are suitable for me	24.6	52.8	8.3	1.8	2.5	3.56	0.21

Source: Owner elaboration

Note: SA: Strongly Agreed, A: Agreed, N: Neutral, DA: Disagreed, SDA: Strongly Disagreed, STD: Standard Deviation.

Table 6: Independent Sample T-Test: Levene's Test of Equality of Variance

Questions	Sig.	Mean Diff	S.E. Diff	95% C.I. LL	95% C.I. UL
My university is providing me some reasonable finances at the time of need	0.0343*	3.9341	1.3589	0.3486	5.3154
My department helps me to follow the flexible time management	0.0247*	3.6574	2.3485	1.6247	6.3658
There are some future employment and career prospects as shared by the department	0.0348*	2.9314	1.6497	1.3482	4.1249
I am allowed to follow some flexible course requirements	0.0167*	2.8311	2.1586	2.3501	5.3481
My teachers help me to manage academic workload for me	0.0261*	3.3148	2.3182	1.3482	8.3157
Due to flexible burden from the department, my home or domestic responsibilities are not disturbed	0.0167*	2.9921	1.9308	2.6912	7.3289
My department helps me to focus on my physical and/or mental health	0.0230*	3.3706	2.6214	2.7326	5.3158
My teachers give some normal research requirements based on my married life obligations	0.0406*	3.1647	1.6481	2.3581	4.6528
My study life is not creating any type of family issues for me	0.0391*	2.6713	2.6712	1.2354	4.2137
My Academic program structure is designed to give me maximum relaxation because of my married life	0.0130*	2.5434	1.9988	1.2678	8.2492

I am fully cooperated regarding course scheduling and/or availability — 3.44 — 0.56 — 0.0347*

As per my family obligations, I can easily interact with faculty at those time durations which are suitable for me — 3.67 — 0.49 — 0.0241*

Source: Owner elaboration

Note: Sig: significance, Diff: difference, S.E. standard error, LL: lower level, UL: upper level.

Table 7: Kruskal-Wallis Test

Particulars		Engineering Department Sample	
		N	Mean Rank
Education	Diploma	28	36.3145
	Undergraduate	43	49.3148
	Graduate	82	64.3214
	Post-Graduate	47	59.3147
	Total	200	---
Test Statistics	Chi-Square	2.3197	
	Df	3	
	Asymp. Sig.	0.0346	
Age	20-30	22	31.6497
	31-40	96	63.2648
	41-50	53	51.3497
	51-60	29	36.0197
	Total	200	---
Test Statistics	Chi-Square	3.3407	
	Df	3	
	Asymp. Sig.	0.0264	

Source: Owner elaboration

On the basis of test statistics provided in Table 7, it is found that when the participants are grouped according to their education (in case of engineering department sample), the participants with graduation (mean rank: 64.3214) are better balancing their student and married lives, followed by post-graduates (mean rank: 59.3147) and undergraduate (mean rank: 49.3148) respondents, while the diploma holders (mean rank: 36.3145) participants are failed to balance their student and married lives. Moreover, when the participants are grouped according to their education (in case of pharmacy department sample), the participants with graduation (mean rank: 71.3248) are better balancing their student and married lives followed by undergraduate (mean rank: 57.9824) and post-graduates' (mean rank: 49.3472) respondents, while the diploma holders (mean rank: 36.2469) participants are failed to balance their student and married lives as they have less mean score. The findings lead towards accepting H_3 as the p-value is less than 5%.

CONCLUSION

This study contributes to the existing literature of education by investigating the role of universities in balancing the student life and married life

of female students, specifically in the case of engineering and pharmacy department from UAE. The study also offers a comparison between engineering and pharmacy departments of UAE universities in respect of balancing the student life and married life of female students.

The study finds that there is a significant difference between two departments of UAE universities in balancing the student and married lives of female students and confirms H_1. Findings also indicate that both the departments are significantly different in balancing the married student's life based on age and education; hence, supporting H_2 and H_3. Moreover, more than 70% of the respondents (for both departments) are agreed that their universities are playing significant role in balancing the student life and married life of female students.

The findings imply that educational institutions play vital role in balancing the student and married lives of female students. The study suggests that the universities or the educational institutions should accommodate their students through the provision of flexible time management, flexible course requirement, reasonable finances, future employment, and career prospects, and managing academic workload etc.

Meanwhile, the study also faces some limitations. First the population's skewness, that limits to the respondents of the selected universities as well as departments, hence the findings may not signify the population in this segment. Various respondents' background may result in diversity of work-life who are working in the other fields of career because they are significantly concerned about their income level and occupation. The future researchers may add some more variables and may also enhance the sample size to check the robustness of the findings.

REFERENCES

Abendroth, A. K., & Den Dulk, L. (2011). Support for the work-life balance in Europe: The impact of state, workplace and family support on work-life balance satisfaction. *Work, employment and society*, *25*(2), 234-256.

Aslam, M., Aslam, M., & Ayub, M. A. (2019). Role of Education in Women Empowerment: A Case of Rural Punjab, Pakistan. *Pakistan Journal of Educational Research*, *2*(2), 76-99.

Badri, S. K. Z., & Panatik, S. A. (2020). The Roles of Job Autonomy and Self-Efficacy to Improve Academics' Work-life Balance. *Asian Academy of Management Journal*, *25*(2).

Barling, J., & Macewen, K. E. (1992). Linking work experiences to facets of marital functioning. *Journal of Organizational Behavior*, *13*(6), 573-583.

Carlson, D. S., & Kacmar, K. M. (2000). Work–family conflict in the organization: Do life role values make a difference?. *Journal of Management*, *26*(5), 1031-1054.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297-334..

Egenti, M. N., & Omoruyi, F. E. O. (2011). Challenges of women participation in continuing higher education programme: Implications for adult women counselling and education. *Edo Journal of Counselling*, *4*(1-2), 131-143.

Eloundou-Enyegue, P. M., & Calves, A. E. (2006). Till marriage do us part: Education and remittances from married women in Africa. *Comparative Education Review*, *50*(1), 1-20.

Fatima, N., & Sahibzada, S. A. (2012). An empirical analysis of factors affecting work life balance among university teachers: the case of Pakistan. *Journal of International Academic Research*, *12*(1), 16-29.

Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. Univ. of California Press.

Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of management review*, *10*(1), 76-88.

Hassan, Z., Dollard, M. F., & Winefield, A. H. (2010). Work-family conflict in East vs Western countries. *Cross Cultural Management: An International Journal, 17*(1), 30-49.

Risti, Z., Balaban, N., & Tumbas, P. (2009). Work-life balance, processes of organization and performance: rationale for an empirical research. *Strategic Management Journal*, *14*(1), 44-54.

Salia, S., Hussain, J., Tingbani, I., & Kolade, O. (2018). Is women empowerment a zero sum game? Unintended consequences of microfinance for women's empowerment in Ghana. *International Journal of Entrepreneurial Behavior & Research, 24*(1), 273-289.

Smith, B. G. (2008). *The Oxford encyclopedia of women in world history* (Vol. 1). Oxford Uni-

versity Press, USA.

Sonowal, M. K. (2013). Impact of Education in Women Empowerment: A Case Study of SC and ST women of Sonitpur District, Assam. *International Journal of Computer Applications in Engineering Sciences*, *3*(1), 27-33.

Sundaram, M. S., Sekar, M., & Subburaj, A. (2014). Women empowerment: role of education. *International Journal in Management & Social Science*, *2*(12), 76-85.

Voydanoff, P. (2002). Linkages between the work-family interface and work, family, and individual outcomes: An integrative model. *Journal of family issues*, *23*(1), 138-164.

Yusuf, J. E., Saitgalina, M., & Chapman, D. W. (2020). Work-life balance and well-being of graduate students. *Journal of Public Affairs Education*, *26*(4), 458-483.

Zhang, M., Griffeth, R. W., & Fried, D. D. (2012). Work-family conflict and individual consequences. *Journal of Managerial Psychology, 27*(7), 696-713.